



Little Elm ISD

Regular Meeting

Monday, November 14, 2016 6:30 PM

Agenda of Regular Meeting

The Board of Trustees Little Elm ISD

A Regular Meeting of the Board of Trustees of Little Elm ISD will be held November 14, 2016, beginning at 6:30 PM in the Zellars Center for Learning and Leadership.

The subjects to be discussed or considered or upon which any formal action may be taken are as listed below. Items do not have to be taken in the order shown on this meeting notice.

Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

1. Call to Order Open Session in the Board Room at Zellars Center for Learning and Leadership on 300 Lobo Lane, Little Elm, Texas 75068.
2. Pledge of Allegiance
3. Invocation
4. Introduction and Roll Call
5. Citizen Input
6. Approval of Minutes
 - A. Discuss and approve Regular Meeting Minutes - 10-17-2016 5
Presenter: Sonia F. Badillo
7. Reports of the Superintendent
 - A. College Readiness Update 10
Presenter: Keisha Brown
8. Superintendent Spotlight
 - A. Special Recognition
Presenter: Dr. Lowell H. Strike
 - B. Chavez Elementary Spotlight
Presenter: Doug Sevier
 - C. Clothe a Child Recognitions
Presenter: Pat Robbins
 - D. Little Elm High School Student of the Month
Presenter: Renee Pentecost
 - E. Special Recognitions
Presenter: Renee Pentecost
 - F. LESALC Special Recognitions
Presenter: Kim Oliphant
9. The Board will recess into Closed Meeting in PL1 as permitted by the Texas Open Meetings Act Code Subchapter 551.074. The Board and Superintendent

will discuss:

A. Personnel - 551.074

10. Action Items

- | | |
|---|-----|
| A. Discuss and approve Superintendent's Evaluation
Presenter: Melissa Myers | 11 |
| B. Discuss and approve Employee One-Time Compensation Payment for
Additional Assignments
Presenter: Cleota Epps | 12 |
| C. Discuss and approve New Courses for the 2017-2018 School Year
Presenter: Daniel Gallagher | 14 |
| D. Discuss and approve District Improvement Plan
Presenter: Daniel Gallagher | 18 |
| E. 2017-2018 Calendar - Major Holidays
Presenter: Daniel Gallagher | 126 |
| F. Discuss and approve Board Policy EIC (LOCAL) - Update
Presenter: Ross Roberts | 128 |
| G. Discuss and approve the Financial Reports
Presenter: Grant Anderson | 139 |
| H. Discuss and approve Little Elm ISD Expenditures over \$50,000 Summary
Report
Presenter: Grant Anderson | 162 |

11. Consent Agenda

- | | |
|---|-----|
| A. Discuss and approve Board Goals
Presenter: Melissa Myers | 231 |
| B. Discuss and approve Board Policy DNA (LOCAL) - Update
Presenter: Cleota Epps | 233 |
| C. Discuss and approve the Maximum Class Size Exemption - Class Size
Waivers
Presenter: Cleota Epps | 236 |
| D. Discuss and approve State Waivers
Presenter: Cyndy Mika | 238 |
| E. Discuss and approve Off Campus PE Site Approval
Presenter: Daniel Gallagher | 241 |
| F. Discuss and approve Student Health Advisory Council
Presenter: Ross Roberts | 245 |
| G. Discuss and approve Gifts and Donations
Presenter: Grant Anderson | 247 |

12. Board President Comments

Presenter: Melissa Myers

13. Board Comments

14. Superintendent Comments

15. Adjournment

If, during the course of the meeting, the Board of Trustees should determine that a closed meeting should be conducted, the Board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Texas Government Code Section 551.001 et seq. The meeting will be held by the School Board at the date, hour, and place given in this Notice or as soon after the commencement of the meeting covered by this Notice as the School Board may conveniently meet in such closed or executive meeting or session concerning any and all purposes permitted by the Act, including, but not limited to the following sections and purposes:

Texas Government Code Section:

551.071	Private consultation with the Board's attorney.
551.072	Discussing purchase, exchange, lease, or value of real property.
551.073	Discussing negotiated contracts for prospective gifts or donations.
551.074	Discussing personnel or to hear complaints against personnel.
551.075	To confer with employees of the school district to receive information or to ask questions.
551.076	Considering the deployment, specific occasions, for or implementation of security personnel or devices.
551.082	Considering discipline of a public school child, or complaint or charge against personnel.
551.0821	Considering personally identifiable information about public school student.
551.083	Considering the standards, guidelines, terms, or conditions the board will follow, or will instruct its representatives to follow, in consultation with representatives of employees groups,
551.084	Excluding witnesses from a hearing.

Before any closed meeting is convened, the presiding officer will publicly identify the section or sections or the Act authorizing the closed meeting.

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

- (a) in the open meeting covered by the Notice upon the reconvening of the public meeting, or
- (b) at a subsequent public meeting of the School Board upon notice thereof; as the School Board shall determine.

Superintendent

Original copy of this agenda was posted on the bulletin board at the Little Elm ISD Administration Building 72 hours prior to the scheduled meeting.

Sonia Badillo

Board Agenda Item

Little Elm Independent School District
300 Lobo Lane
Little Elm, Texas 75068

	Reports of the Superintendent	Action Item	Consent Agenda	Reports, Routine Monthly	Other
Board Mtg. Date 11-14-2016	☐	☒	☐	☐	☐
Subject:	REGULAR BOARD MEETING MINUTES - 10-17-2016				
Presenter or Contact Person:	Sonia F. Badillo, Superintendent Secretary.				
Policy/Code:	N/A				
Summary:	Board Meeting Minutes for September 19, 2016.				
Financial Implications:	There is no financial impact to the budget.				
Attachments:	Meeting Minutes				
Recommendation:	The Administration recommends the approval of the Regular Board Meeting Minutes for October 17, 2016.				
Motion:	I move that the Board approve the attached Regular Board Meeting Minutes for October 17, 2016.				

Minutes of Regular Meeting

The Board of Trustees Little Elm ISD

A Regular Meeting of the Board of Trustees of Little Elm ISD was held Monday, October 17, 2016, beginning at 6:30 PM in the Zellars Center for Learning and Leadership.

PRESENT: Board President Melissa Myers, Board Vice President David Montemayor, Board Secretary Alejandro Flores, Trustee Jason Olson, Trustee Dan Blackwood, Trustee DeLeon English and Superintendent Dr. Lowell H. Strike.

ABSENT: Trustee LeAnna Harding.

1. Call to Order Open Session in the Board Room at Zellars Center for Learning and Leadership on 300 Lobo Lane, Little Elm, Texas 75068. Board President Melissa Myers called the meeting to order at 6:30 pm.
2. Pledge of Allegiance
The Board led those in attendance to the Pledges of the United States Flag and the Texas Flag.
3. Invocation
Mr. Simon Callard offered the invocation.
4. Introduction and Roll Call
Ms. Sonia F. Badillo took roll call.
5. Citizen Input
The following citizens approached the Board:
Ms. Mary Nunley about Bus Barn
Ms. Jennifer Berendt about Maintenance Facility
Ms. Beverly Shecly about Bus Barn
Mr. Doug Chapman about Bus Barn
6. Approval of Minutes
 - A. Discuss and approve Regular Meeting Minutes for 9-19-2016
 - B. Discuss and approve Special Meeting Minutes for 9-29-2016
Board Secretary Alejandro Flores made the first motion to approve the Meeting Minutes as submitted. Trustee Jason Olson seconded the motion. The motion passed (5-0). Board Secretary Alejandro Flores abstained from voting.
7. Superintendent Spotlight
 - A. Little Elm High School Student of the Month
Ms. Renee Pentecost presented to the Board the LEHS Students of the Month. Mikayla Vedder and CJ Seale received this recognition.

- B. Powell 6th Grade Center
Principal Liz Miller presented the theater group. The students presented to the Board and those present “Make them hear you!”
- 8. Reports of the Superintendent
 - A. Principal's Month
Mr. Ross Roberts read the proclamation from Governor Gregg Abbot to honor our Principals and Assistant Principals.
 - B. Pioneer Promise Agreement
Mr. Ross Roberts shared with the Board the Pioneer Promise Agreement. This was to announce the agreement between TWU and LEISD of the Pioneer Promise to support our students and theirs. We will communicate the date of the public announcement.
- 9. The Board recessed into Closed Meeting at 7:26 pm in PL1 as permitted by the Texas Open Meetings Act Code Subchapter 551.074. The Board and Superintendent discussed:
 - A. Personnel - 551.074
The Board reconvened at 8:09 pm.
- 10. Action Items
 - A. Discuss and approve the Local Course Approval Request
Dr. Lowell H. Strike briefed the Board about the Local Course Approval Request. In an effort to enhance the leadership skills of students graduating from Little Elm High School the District is proposing the course: *Personal Leadership: What the Winners Know*© for Board approval. This course was designed by Lanny Bassham, an Olympic and World Gold Medalist. Of important note, he is a resident of Little Elm ISD. The course has been designed specifically for high school students, though the performance enhancement principles of Mr. Bassham have been taught to Fortune 500 Corporate leaders, World and Olympic champions throughout the world, PGA tour golfers, The FBI, United States Secret Service, The United States Army and Marines Marksmanship Units, and the Olympic teams of the USA, Great Britain, Canada, India, Japan, Republic of China, Korea, and Australia. Little Elm ISD would be the first school in Texas to offer this course and only the second school in the United States to offer this growth opportunity to students. LEISD will apply for this to be an innovative course for offering in the fall of 2017 as a State graduation credit.
Board Vice President David Montemayor made the first motion to approve the Local Course Approval Request as submitted. Trustee Jason Olson seconded the motion. The motion passed (6-0).
 - B. Discuss and approve the Financial Reports
Mr. Grant Anderson shared with the Board a presentation about Financial Reports. The presentation included the following:
 - Notes to financials and current activity

- 2016-17 General Fund Budget Recap
- General Fund
- Summer/Fall 2016 Projects
- General Fund Project Funds
- Capital Projects
- Financials in board packets

Trustee Jason Olson made the first motion to approve the Financial Reports as submitted. Board Vice President David Montemayor seconded the motion. The motion passed (6-0).

C. Discuss and approve Reimbursement Resolution Expressing Intent to Finance Expenditures

Mr. Grant Anderson briefed the Board about Reimbursement Resolution Expressing Intent to Finance Expenditures to be Incurred. The Reimbursement Resolution authorizes the district to reimburse the general fund for current expenditures from future debt issues. This provides the opportunity for the district to pay for allowable expenditures (such as acquiring, constructing, improving and equipping school buildings) made by the District no more than 60 days before the Board approves the resolution from future debt issue. This resolution does not obligate the District to issue debt or reimburse the general fund, but provides opportunity for reimbursement if a tax maintenance note is issued.

Board Vice President David Montemayor made the first motion to approve the Reimbursement Resolution Expressing Intent to Finance Expenditures to be Incurred as submitted. Trustee Jason Olson seconded the motion. The motion passed (6-0).

11. Consent Agenda

- A. Discuss and approve the Maximum Class Size Exemption - Class Size Waivers
- B. Discuss and approve FTE (2) Special Education Paraprofessionals
- C. Discuss and approve FTE (1) Paraprofessional
- D. Discuss and approve Gifts and Donations
- E. Discuss and approve Resolution to Transfer Funds

Trustee Jason Olson made the first motion to approve the Consent Agenda as submitted. Trustee Dan Blackwood seconded the motion. The motion passed (6-0).

12. Board President Comments

Ms. Melissa Myers reminded the Board about the following:

- Board Retreat on 11/05
- Please submit your agenda items for Board Retreat by 10/21
- If you haven't email me your input for Superintendent's Evaluation please do so

13. Board Comments

- Trustee DeLeon English appreciates all the administration effort
- Trustee Dan Blackwood thanked Ms. Keisha Brown specially for College Readiness

- Trustee Dan Blackwood thanked #lobonation and the support on best inflatable and best player Jose Moreno
- Trustee Dan Blackwood attended PLC3 and it was great. Eye opener.
- Trustee Dan Blackwood congratulated the band, football team and choir members.
- Board Vice President David Montemayor thanked Powell Theater for an amazing presentation.
- Trustee Jason Olson commented on PLC3 and how great it was.
- Trustee Jason Olson congratulated the band.
- Trustee Jason Olson reminded those present about Fish Fry at Chavez, theater play, choir and talent show.

14. Superintendent Comments

Dr. Lowell Strike informed the Board about the following:

- First district wide conference was amazing (PLC3).
- Great people, great staff, great students
- Great support from the Board
- Little Elm ISD is America
- Little Elm ISD is the real world

15. Adjournment

Trustee Jason Olson made the first motion to adjourn the meeting. Trustee Dan Blackwood seconded the motion. The motion passed (6-0).

The meeting adjourned at 8:53 pm.

Board Agenda Item

Little Elm Independent School District
300 Lobo Lane
Little Elm, Texas 75068

Board Mtg. Date 11-14-2016	Superintendent's Spotlight ☒	Action Item ☐	Consent Agenda ☐	Reports, Routine Monthly ☐	Other ☐
Subject:	SPECIAL RECOGNITIONS				
Presenter or Contact Person:	Renee Pentecost, Principal LEHS Ross Roberts, Assistant Superintendent for Student & Administrative Services				
Policy/Code:	N/A				
Summary:	LEHS Students National Merit Recognitions				
Financial Implications:	There is no financial impact to the budget.				
Attachments:	N/A				
Recommendation:	Item is for informational purposes only. No recommendation is necessary.				
Motion:	Item is for informational purposes only. No motion is necessary.				

Board Agenda Item

Little Elm Independent School District
300 Lobo Lane
Little Elm, Texas 75068

Board Mtg. Date	Reports of the Superintendent	Action Item	Consent Agenda	Reports, Routine Monthly	Other
11-14-2016	☐	☒	☐	☐	☐
Subject:	SUPERINTENDENT'S ANNUAL EVALUATION				
Presenter or Contact Person:	Melissa Myers, President Little Elm ISD Board of Trustees				
Policy/Code:	BJCD (LOCAL); BJA (LOCAL); BAA (LOCAL)				
Summary:	Superintendent's Annual Evaluation				
Financial Implications:	None				
Attachments:	In Closed Session.				
Recommendation:	The Board President recommends approval of the Superintendent's Annual Evaluation as submitted.				
Motion:	I move the Board approve the Superintendent's Annual Evaluation as submitted				

Board Agenda Item

Little Elm Independent School District
300 Lobo Lane
Little Elm, Texas 75068

Board Mtg. Date	Reports of the Superintendent	Action Item	Consent Agenda	Reports, Routine Monthly	Other
11-14-2016	☐	☒	☐	☐	☐
Subject:	EMPLOYEE ONE-TIME COMPENSATION PAYMENT FOR ADDITIONAL ASSIGNMENTS				
Presenter or Contact Person:	Cleota Epps, Executive Director for Human Resource Services Grant Anderson, Assistant Superintendent for Finance and Operations Services				
Policy/Code:	DEA (LOCAL)				
Summary:	See attachment				
Financial Implications:	\$1.2 million from Discretionary Fund Balance				
Attachments:	Summary				
Recommendation:	The Administration recommends approval of the employee one-time compensation payment for additional assignments as submitted.				
Motion:	I move the Board approve the employee one-time compensation payment for additional assignments as submitted.				

Summary: **EMPLOYEE ONE-TIME COMPENSATION PAYMENT FOR
ADDITIONAL ASSIGNMENTS**

Little Elm ISD Employees who:

- are currently reporting to an LEISD facility and became actively employed with Little Elm ISD on or after July 1, 2016;
- are currently reporting to an LEISD facility and became actively employed prior to November 14, 2016; and
- have not received or provided notice of separation from Little Elm ISD as of November 14, 2016;

will receive a one-time compensation allotment in an amount equal to of one and one half percent (1.5%) of their current salary for *X* number of classes of District assigned training provided said training is completed by November 30, 2016.

Little Elm ISD Employees who:

- are currently reporting to an LEISD facility and became actively employed with Little Elm ISD prior to July 1, 2016; and
- have not received or provided notice of separation from Little Elm ISD as of November 14, 2016;

will receive a one-time compensation allotment in an amount equal to three percent (3%) of their current salary for ***greater than X*** number of classes of District assigned training provided said training is completed by November 30, 2016.

Board Agenda Item

Little Elm Independent School District
300 Lobo Lane
Little Elm, Texas 75068

	Reports of the Superintendent	Action Item	Consent Agenda	Reports, Routine Monthly	Other
Board Mtg. Date 11/14/2016	☐	☒	☐	☐	☐
Subject:	NEW COURSES FOR THE 2017-2018 SCHOOL YEAR				
Presenter or Contact Person:	Daniel Gallagher – Assistant Superintendent for Educational Services				
Policy/Code:	EG (LOCAL)				
Summary:	New courses will be added to the 2017-2018 course catalogs for the middle and high school to accommodate the curriculum standards, new CTE TEKS, and to ultimately provide our students with additional learning opportunities.				
Financial Implications:	There is no financial impact to the budget				
Attachments:	New courses for 2017-2018				
Recommendation:	The administration recommends the approval of the 2017-2018 new courses as submitted.				
Motion:	I move the Board approve the new courses to be offered in 2017-2018 as submitted.				

New Courses / Name Changes – LEISD 2017-2018

Course name	Course former name-replace	Notes
CTE		
Principles of Construction	Principles of Architecture & Construction	Split into separate courses by TEA
Welding I	Welding	Replaced by TEA
Welding II	Advanced Welding	Replaced by TEA
Welding II Lab	None	Added by CTE Director
Audio Video Production I	Audio Video Production	Replaced by TEA
Audio Video Production II	Advanced Audio Video Production	Replaced by TEA
Audio Video Production II Lab	None	Added by CTE Director
Graphic Design and Illustration I	Graphic Design and Illustration	Replaced by TEA
Animation I	Animation	Replaced by TEA
Animation II	Advanced Animation	Replaced by TEA
Animation II Lab	None	Added by CTE Director
Graphic Design & Illustration I	Graphic Design & Illustration	Replaced by TEA
Graphic Design & Illustration II	Advanced Graphic Design & Illustration	Replaced by TEA
Graphic Design & Illustration II Lab	None	Added by CTE Director
Practicum in Graphic Design & Illustration	None	Added by CTE Director
Financial Analysis	None	Added by CTE Director

New Courses / Name Changes – LEISD 2017-2018

Statistics & Business Decision Making	Statistics & Risk Management	Replaced by TEA
Advanced Marketing	None	Added by CTE Director
Instructional Practices	Instructional Practices in Education & Training	Replaced by TEA
Health Science Theory	None	Added by CTE Director
Extended Practicum in Health Science	None	Added by CTE Director
Pharmacology	None	Added by CTE Director
Introduction to Culinary Arts	None	Added by CTE Director
PLTW Computer Science A	None	Added by CTE Director
Practicum in Law, Public Safety, Corrections, and Security		Added by CTE Director
Court Systems & Practices		Added by CTE Director / Dual Credit
Engineering Lab I (Prestwick STEM Academy)	None	Added by C. Gibson to build a full 1 year course/GTT I compliant
Engineering Lab IV (Prestwick STEM Academy)	None	Added by C. Gibson to build a full 1 year course/GTT IV compliant
Counseling & Mental Health	Family & Community Service	Added by CTE Director per teacher request
Investigating Careers	Career Explorations	Changed by TEA
Art		
Art II - Photography	None	
Pre AP Drawing	Art III Drawing	Creating Pre AP courses that emphasizes importance of AP

New Courses / Name Changes – LEISD 2017-2018

		courses and allows us to offer different medium related courses
Pre AP Painting	Art III Painting	
Pre AP Ceramics	Art III Ceramics	
Pre AP Sculpture	Art III Sculpture	
Pre AP Photography	None	
Guitar Ensemble (Prestwick)	Music Appreciation 7	Recommending changing name and PEIMS ID to match current content covered.
Science		
7th grade Advanced Science	none	Science Coordinator
Aquatic Science	none	Science Coordinator
Math		
Algebraic Reasoning	none	Math Coordinator
English		
Newcomers' English Language Development A	ESL: Language Acquisition Lab	ELAR Coordinator: need board approval so that students can receive STATE elective credit instead of local elective credit.
Newcomers' English Language Development B	ESL: Language Acquisition Lab	ELAR Coordinator: need board approval so that students can receive STATE elective credit instead of local elective credit.

Board Agenda Item

Little Elm Independent School District
300 Lobo Lane
Little Elm, Texas 75068

Board Mtg. Date 11-14-2016	Reports of the Superintendent ☐	Action Item ☒	Consent Agenda ☐	Reports, Routine Monthly ☐	Other ☐
Subject:	DISTRICT IMPROVEMENT PLAN UPDATE				
Presenter or Contact Person:	Daniel Gallagher, Assistant Superintendent for Educational Services				
Policy/Code:	BQ (LOCAL)				
Summary:	This brief presentation will provide the Little Elm ISD Board of Trustees with an update of the District Improvement Plan for the 2016-2017 school year.				
Financial Implications:	Board included in 2016-2017 approved budget.				
Attachments:	District Improvement Plan				
Recommendation:	The Administration recommends the approval of the District Improvement Plan as submitted.				
Motion:	I move the Board approve the District Improvement Plan as submitted.				

Little Elm Independent School District

District Improvement Plan

2016-2017

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in Reading/English Language Arts

Academic Achievement in Science

Top 25% Student Progress

Top 25% Closing Performance Gaps



Public Presentation Date: November 14, 2015

Mission Statement

**The Mission of Little Elm ISD is to...
ENGAGE, EQUIP, and EMPOWER each student to realize their full potential.**

Vision

The Vision of the Little Elm ISD Community is to be "THE Destination District."

Value Statement

As Lobos we VALUE...

- A culture founded on the highest qualities of character
- Unleashing every individual's highest potential
- Creating a community where every student loves to learn, every teacher loves to teach, and every person is proud to call home
- A foundation of culture that values unity and pride
- Embracing all of our kids as all of our kids
- Open, transparent, and timely communication

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Comprehensive Needs Assessment

Demographics

Demographics Summary

1. Cultural and linguistic diversity
2. Achievement gaps among student populations
3. 46% Economically disadvantages based on free and reduced lunch
4. 40% White/Caucasian
5. 40% Hispanic
6. 15% African American
7. 5% Other ethnicity (including Pacific Islander and Asian)
8. Opportunities in school choice to grow in diversity and appreciation

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Demographics Strengths

1. Lower retention rates across the secondary grades than previous years
2. Greater % of African American students who took the SAT/ACT.
3. Cultural and linguistic diversity, 50 languages spoken in LEISD.

Demographics Needs

1. Drop out rates for our African American population has increased
2. Graduation rate for Hispanic students needs improvement
3. Low dual credit enrollment for Hispanic students
4. Low college readiness for diverse populations
5. Low percentage of Hispanic students participating in SAT/ACT
6. Below state comparisons in some areas

Student Achievement

Student Achievement Summary

1. Improved attendance
 2. Improved four year graduation rate
 3. Decrease dropout rate
 4. STAAR content areas improvements
 5. Multiple Campus distinctions
- Prestwick STEM Academy -1.)Science 2.)Closing the Achievement Gap
 - Brent Elementary School -1.)ELA 2.)Math 3.)Student Progress 4.) Closing the Achievement Gap
 - Chavez Elementary School -1.)Student Progress
 - Hackberry Elementary School -1.)Student Progress
 - Lakeview Elementary School -1.)Student Progress
 - Oak Point Elementary School -1.) ELA 2.)Science 3.)Student Growth 4.)Closing the Achievement Gap

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Student Achievement Strengths

1. Postsecondary readiness
2. Minimal alternative assessments
3. Improved student achievement, monitoring system safeguards:Improvements in Algebra I, grades 3-8 Reading, grades 3-5 Math, grade 4 and 7Writing
4. Graduation and participation rates
5. Recommended and Distinguished graduates
6. Attendance rate in all sub-populations to at or above 97%
7. Decreased dropout rate from 1.5% to 0%

Student Achievement Needs

1. Distinctions at all campuses
2. Growth in Index II

3. LEP dropout and graduation rates are not on target
4. SPED and LEP need for improvement all content areas
5. AP passing rate
6. SAT/ACT average score needs improvement

District Culture and Climate

District Culture and Climate Summary

Throughout the school year, parents and community members are given the opportunity to provide LEISD with feedback on a variety of topics. When reviewing this information, it was determined that the strengths for the district are improved communication, well maintained grounds, and professionalism from staff members. Increased security measures at our schools brings an improved sense of safety. The needs include increasing our students' ability to compete in a global community, increase participation in school and community events, and obtain additional feedback on a continual basis.

District Culture and Climate Strengths

Communication is a strength due to our multiple modes of contact. Contact with parents, families and the community are available through School Messenger, Facebook, Twitter, phone calls, texts, emails, websites, marquee, and volunteerism. Communication with parents continues to be a priority. The open lines of communication are building understanding and involvement across the community. Staff are able to receive information clearly and in a timely manner through the intranet and Lobo Hub.

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District Culture and Climate Needs

Needs regarding culture and climate were diverse. The use of the automatic translator in School Messenger is providing some inaccurate translations for our Spanish speaking families. Additional surveys for parents, community, staff and students will be implemented in order to obtain more frequent and specific feedback on a variety of topics and processes as well as the implementation of Thought Exchange. Another need is to increase parent involvement at the secondary level and among Spanish speaking families. District stakeholders are seeking to increase college/career preparation and to prepare students' readiness to meet the demands of the global community.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

1. Turnover rate is improving through improved culture, competitive salary, increased professional learning and a location in the DFW metroplex.
2. Staff Childcare for children up to school age at two locations
3. Reimbursement for ESL certification
4. Need and interest based professional learning
5. Requests for formal mentoring and internal leadership programs

Staff Quality, Recruitment, and Retention Strengths

1. 31.4% of staff have 11-20 years of experience
2. Teachers have a wide range of educational experience
3. 25% of teachers have earned a Master's degree
4. Increased professional learning opportunities (numerous and timely)

Staff Quality, Recruitment, and Retention Needs

1. Reduce high number of teacher absences in April and May
2. Implement additional culture building activities for staff
3. Provide mentoring and internal leadership programs for new teachers and aspiring administrators

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

1. Anticipation of needs, training,resources and coaching for teachers
2. Improving consistent processes and procedures for RtI, and the implementation of NWEA MAP universal screener
3. Established common vocabulary for accountability and system safeguards
4. Professional learning provided on accountability and the importance of this data in planning
5. RtI process needs improvement streamlining of intervention process and iteration of documents and expectations
6. Increased cognizance of our system safeguards by campus so that we can meet the specific needs of the students

Curriculum, Instruction, and Assessment Strengths

1. Anticipation of needs, professional learning,resources and coaching for teachers
2. Established common vocabulary for accountability and system safeguards
3. Professional learning provided on accountability and the importance of this data in instructional planning
4. Implementation of Forethought in curriculum and instruction planning

Curriculum, Instruction, and Assessment Needs

1. Project Based Learning common vocabulary and training
2. Communication on district initiatives and expectations with staff
3. Cognizance of our system safeguards by campus so that we can meet the specific needs of the students
4. Improving consistent processes and procedures for RtI, and the implementation of NWEA MAP universal screener
5. A comprehensive needs assessment of curriculum to ensure continued and increased reliability and validity

Family and Community Involvement

Family and Community Involvement Summary

1. District offerings of parenting classes, Adult Education courses including ESL and GED
2. Culturally diverse student populations
3. Commitment to communication in English and Spanish
4. Communication has improved, but more improvement is desired
5. More parental involvement at the campus level
6. Desire for increased parent involvement in campus and district level decision making

Family and Community Involvement Strengths

1. Strong cultural diversity
2. Communication between district and parents
3. Communication on volunteerism opportunities
4. Adult Education classes offered
5. Efforts for English and Spanish communication

Family and Community Involvement Needs

1. Parental involvement opportunities at the campus level
2. Parent input and increased engagement of campus and district decision making
3. Community opportunities for English and GED courses
4. Parent opportunities to participate in student preparedness for higher learning
5. Teacher communication regarding daily work, projects and general progress
6. Improved communication and location logistics of parenting classes as well as increased marketing

District Context and Organization

District Context and Organization Summary

1. Improvement in general communication
2. Need for more training/explanation regarding district focus for parents and students.
3. STAAR scores in grades 3-5 are comparable, seeking improvement in STAAR scores, grades 6-EOC.
4. Childcare for staff
5. Seeking increased traditions in Little Elm ISD
6. Culturally diverse/fast growing community

District Context and Organization Strengths

1. Culture and diversity is respected
2. Phone and email messages are being returned in an appropriate time frame
3. District activities are shared in a timely manner via social media
4. STAAR scores in grades 3,4,5 are higher than state and region percentages
5. Childcare for LEISD staff
6. Opportunities for LMS and LEHS students to volunteer

District Context and Organization Needs

1. Meet the parents' requests to be more involved in school decision making
2. Seek increased student preparedness for the real world
3. Provide additional transparency on district expenditures
4. Establish stronger sense of pride and tradition in LEISD
5. Improve English I and II EOC Writing and Reading performance
6. Create criteria/motivation for parent involvement
7. Provide understanding and answers to questions regarding district initiatives

Technology

Technology Summary

1. Developing technology in 1:1 teaching and instructional support
2. Leadership support for online learning
3. Digital communication and collaboration
4. LEISD provides digital tools/resources necessary for success in digital learning
5. Teacher/student skills above average
6. Requests for additional professional learning above the foundational level
7. Improve rigor of professional development through accountability and follow up
8. Managing the change process in an ever-changing technology environment

Technology Strengths

1. Technology development and implementation in 1:1 teaching and instructional support (Students in grades 4-12)
2. Leadership support for online learning
3. Digital communication and collaboration
4. Digital tools/resources necessary for success in digital learning
5. Teacher/student skills above average
6. Additional professional learning requests above the foundational level
7. Digital citizenship learning for students and parents

Technology Needs

1. Provide and improve rigor of professional learning through accountability and follow up regarding implementation of new learning
2. Manage the change process in an ever-changing technology environment
3. Improve the understanding and practice of digital citizenship

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional Learning Communities (PLC) data
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Goal 1: Provide rigorous and relevant curriculum and instruction for a strong foundation for student success in college and career.

Strategy 1: Maintain the Met Standard District Rating from the Texas Education Agency(TEA) for performance in the 2016-2017 school year and attain the Postsecondary Readiness distinction.

Evaluation Data Source(s) 1: 2016-2017 TEA Rating

Summative Evaluation 1:

Action Step Description	Title I	Staff Responsible for Monitoring	Outcome	Reviews			
				Formative		Summative	
				Oct	Jan	Mar	June
State System Safeguard Action Step Critical Success Factors CSF 1 CSF 2 CSF 3 1) Use frequent and systematic assessment of student performance to direct and improve instruction. Review checkpoints, summative and formative assessments to make informed decisions about instruction.	2, 9	Assistant Superintendent, Director of Federal Programs and Student Support	Reports generated through AWARE, MAP reports, student profiles and goal goal setting for individual student needs.				
Funding Sources: Local Funds - \$67000.00							
State System Safeguard Action Step Critical Success Factors CSF 1 CSF 2 2) Provide support through specialized and supplemental reading programs.(Funding amounts differ per campus). These programs include Reading A-Z, Lexia and Rosetta Stone (print awareness).	2, 3, 9, 10	Coordinator of Language and Literacy, Director of Federal Programs and Student Support	BOY, MOY, and EOY intervention identification.				
Funding Sources: SCE-State Compensatory Ed., Local Funds							
State System Safeguard Action Step Critical Success Factors CSF 1 CSF 2 CSF 7 3) Incorporate reading and writing strategies in Social Studies instruction through collaboration, planning, instructional strategies and resources provided.	2, 3, 8, 9	Coordinator of Language and Literacy, Coordinator of Social Studies, instructional specialists and teachers	Formative assessment data, both formal and informal-performance indicators, lesson planning and lesson execution.				
Funding Sources: 211-Title I - \$1674.00							

State System Safeguard Action Step Critical Success Factors CSF 1 CSF 2 4) Use universal screeners (NWEA MAP) in K-12 in reading and math to provide targeted instruction to all students. Results determine specific needs for standard mastery. Excellence Target: EOC NWEA MAP TBD); Grades 6-8 Math, Reading, Science, and Language Usage	1, 8	Assistant Superintendent for Educational Services, Director for Federal Programs and Student Support, Curriculum and Learning Coordinators, Director for Special Populations	Reports generated through MAP, Map for Primary Grades, and CPAA.				
	Funding Sources: Local Funds						
	9	Content-area coordinators, Assistant Superintendent	Progress of identified students in all content areas, Math and Reading specifically through MAP data.				
	Funding Sources: SCE-State Compensatory Ed.						
Critical Success Factors CSF 1 CSF 3 CSF 7 6) Provide professional learning opportunities to district and campus leadership to promote student academic growth; this is done through principal meetings, campus visits, and assessment training.	3, 4	Assistant Superintendent of Educational Services Director of Student and Teacher Engagement.	Implementation Plans, Professional Learning calendar and attendance, mandatory and self-selected training.				
	Funding Sources: 255-Title II - \$29000.00						
Critical Success Factors CSF 5 7) Identify students who meet the homeless definition and provide access to academic and supplemental services.	6, 7, 9, 10	Director of Federal Programs and Student Support, District Family Facilitator/Homeless Liaison	Identified student performance on assessments, attendance monitoring.				
	Funding Sources: 211-Title I - \$2800.00						

State System Safeguard Action Step Critical Success Factors CSF 1 8) Provide math and science specialists at each campus to support high quality math and science instruction and intervention.	1, 2, 3, 8, 9, 10	Assistant Superintendent of Educational Services, Math and Science Coordinators for Curriculum and Learning Services	Math and Science performance on Common Formative Assessments, STAAR, improved lesson planning, increased teaching efficacy as measured on classroom walkthroughs and TTESS..				
		*****Payroll for Specialists					
Funding Sources: 211-Title I, SCE-State Compensatory Ed.							
State System Safeguard Action Step Critical Success Factors CSF 3 CSF 7 9) Partner with consultants to develop high quality lessons that improve student performance using Project-Based Learning, Rigor and Relevance development and Professional Learning Communities.	1, 2, 3, 4	Assistant Superintendent for Educational Services, Assistant Superintendent for Administrative and Student Services, Director of Student and Teacher Engagement. Curriculum and Learning department members.	Index 1 Performance, rubric success, summative/formative assessments, Science and Social Studies targets.				
		*****Consultants					
Funding Sources: 255-Title II - \$46000.00							

State System Safeguard Action Step Critical Success Factors CSF 1 CSF 3 CSF 7 10) Provide professional learning on effective writing instruction at all levels through Writer's Workshop and frequent training/modeling.	1, 2, 3, 4, 5, 8	Director of Student and Teacher Engagement, Coordinator for Language and Literacy	Index 1 Performance, improved lesson planning and execution- student writing samples improvement.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: Provide rigorous and relevant curriculum and instruction for a strong foundation for student success in college and career.

Strategy 2: Meet Yearly Progress (System Safeguards) through district performance in the 2016-2017 school year.

Evaluation Data Source(s) 2: Meets Adequate Yearly Progress (AYP) Excellence Targets: all campuses meet performance, all campuses meet participation, all elementary campuses meet attendance

Summative Evaluation 2:

Action Step Description	Title I	Staff Responsible for Monitoring	Outcome	Reviews			
				Formative		Summative	
				Oct	Jan	Mar	June
Critical Success Factors CSF 2 CSF 7 1) Continuously improving the curriculum management system so that all students have access to the core curriculum	2, 3, 5, 8	Assistant Superintendent for Educational Services, Curriculum and Learning Coordinators	Review of CFA performance, lesson planning, classroom engagement.				
Funding Sources: Local Funds							
State System Safeguard Action Step Critical Success Factors CSF 1 CSF 2 2) Implement Professional Learning Communities to facilitate targeted, data-based planning to improve student achievement.	1, 3, 4, 8	Assistant Superintendent of Educational Services, Assistant Superintendent of Administrative and Student Services, Director of Student and Teacher Engagement, Curriculum and Learning Coordinators	Achievement data and PLC minutes.				
Funding Sources: Local Funds							

State System Safeguard Action Step Critical Success Factors CSF 1 CSF 2 3) Provide specialized and supplemental reading programs to increase student achievement. Programs include A-Z, Lexia and Rosetta Stone (print awareness).	1, 2, 8, 9, 10	Coordinator of Language and Literacy, Director of Federal Programs and Student Support	Progress on checkpoints, data analysis.				
Funding Sources: SCE-State Compensatory Ed., Local Funds							
State System Safeguard Action Step Critical Success Factors CSF 1 CSF 2 4) Incorporate reading and writing instruction in Social Studies coursework to promote content area literacy development through collaboration and planning, instructional strategies and resources.	1, 2, 3, 9	Coordinator of Language and Literacy, Coordinator of Social Studies	Common Formative Assessments, Summative data, MAP				
State System Safeguard Action Step Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 5) Provide targeted intervention modeling and tutorial support materials in content areas for students identified as at-risk. Targeted is defined as identifying the skills of difficulty and specifically reteaching to the need of the student.	1, 2, 3, 8, 9, 10	Coordinators of academic content areas and special programs	Index 1 performance and CFA performance.				
Funding Sources: 211-Title I, 263-Title III							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: Provide rigorous and relevant curriculum and instruction for a strong foundation for student success in college and career.

Strategy 3: Reduce the achievement gap for students in Special Education and 504 by 10 percentage points in the 2016-2017 school year.

Evaluation Data Source(s) 3: Reduction of achievement gap

Summative Evaluation 3:

Action Step Description	Title I	Staff Responsible for Monitoring	Outcome	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
State System Safeguard Action Step Critical Success Factors CSF 1 CSF 2 CSF 7 1) Provide research-based professional learning on instructional strategies and teaching practices that enhance the success of special education and 504 students.	1, 2, 4, 9	Director for Special Populations, Director for Federal Programs and Student Support, Director of Student and Teacher Engagement.	Teacher Feedback, classroom walk-throughs, grades, benchmark data, CFA, MAP reports				
Funding Sources: IDEA							
State System Safeguard Action Step Critical Success Factors CSF 1 CSF 2 2) Provide differentiated instruction and assessment practices to ensure that students make adequate yearly progress.	1, 2, 3, 4, 9	Director for Special Populations, Director for Federal Programs and Student Support	Evidence of differentiated instruction in lessons, lesson planning and intervention strategies.				
Funding Sources: 211-Title I - \$10000.00							
State System Safeguard Action Step Critical Success Factors CSF 1 3) Continue RtI and SST processes to ensure appropriate intervention prior to identification for special education. Revising the process during the 2016-2017 school year.	1, 2, 9	Director for Special Populations, Director for Federal Programs and Student Support	Report of Recommendations.				
Funding Sources: Local Funds							
Critical Success Factors CSF 1 CSF 2 4) Provide blended classrooms at the pre-kindergarten level to provide a more inclusive learning environment.	3, 7, 9, 10	Director for Special Populations, Director for Federal Programs and Student Support	Middle of Year pre-k literacy assessments, PK3 Enrollment, Tango assessment results.				

5) Ensure equitable access to foundation curriculum and rigorous instruction for all students.	1, 3, 4, 10	Director for Special Populations, Director for Federal Programs and Student Support	Staffing allocations, LEP placements and special education placements.				
				Funding Sources: 263-Title III			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: Provide rigorous and relevant curriculum and instruction for a strong foundation for student success in college and career.

Strategy 4: Increase the Index 2 Measure for Individual Student Growth above 2015-2016 performance levels by reaching Excellence Targets

Evaluation Data Source(s) 4: STAAR Math Excellence Target 87% Satisfactory

STAAR Writing Excellence Target 87% Satisfactory

STAAR Science Excellence Target 94% Satisfactory

STAAR Social Studies Excellence Target 94% Satisfactory

STAAR Reading Excellence Target 90% Satisfactory

Summative Evaluation 4:

Action Step Description	Title I	Staff Responsible for Monitoring	Outcome	Reviews			
				Formative		Summative	
				Oct	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 1) Use frequent and systematic assessment of student performance to direct and improve instruction.	2, 8, 9	Assistant Superintendent, Director for Special Populations, Director for Federal Programs and Student Support, ELL and Content coordinators	Common Formative Assessments, BOY, MOY, EOY, class formative, summative as well as formal and informal assessments.				
Funding Sources: Local Funds							
State System Safeguard Action Step Critical Success Factors CSF 1 2) Provide professional learning in the use and analysis of universal screeners (MAP, MPG, CPAA) to identify students for Response to Intervention.	4	Director of Student and Teacher Engagement, Director of Federal Programs and Student Support, campus support	Identification of students for the Response to Intervention (RtI) process.				

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State System Safeguard Action Step Critical Success Factors CSF 1 3) Support plans for tutoring/additional instruction within and outside of the school day for students who are not making adequate progress towards passing or who are classified as "At-Risk" for dropping out as defined in State Compensatory Education (Cost varies per campus). Including AVID programming and learning strategies.	1, 2, 3, 8, 9, 10	Curriculum and Learning Services department members	Improved student growth on assessments and in instruction.				
		*****AVID District Costs					
Funding Sources: 211-Title I - \$775.00, 211-Title I - \$5800.00, 211-Title I - \$5440.00							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: Provide rigorous and relevant curriculum and instruction for a strong foundation for student success in college and career.

Strategy 5: Increase the percentage of students achieving advanced measures by 5 percentage points by the graduating class of 2017.

Evaluation Data Source(s) 5: Annual percentage growth of students enrolled in Dual Credit or Pre-AP and AP courses. Excellence Target: 50% of students enrolled in at least one AP course. Excellence Target: Average of 2 tests per student enrolled in AP classes, Excellence Target: 8% or higher; of students enrolled in an AP course take the related AP exam, Excellence Target: Score of 3 or higher; to 55%, course expectation individualized

Summative Evaluation 5:

Action Step Description	Title I	Staff Responsible for Monitoring	Outcome	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Critical Success Factors CSF 1 1) Align the curriculum and instruction from Pre-AP to AP coursework to promote student success.	1, 3, 8	Assistant Superintendent of Educational Services, Director of Student and Teacher Engagement.	Increased number of students earning 3, 4, or 5 on AP exam through an aligned, written scope of curriculum and instruction.				
2) Support counseling strategies and four-year planning to reduce the number of students on the Minimum Plan for graduation.	1, 2, 10	Coordinator of Counseling Services, campus counselors	Completion of Four-Year Plans.				
Funding Sources: PERKINS, Local Funds							
Critical Success Factors CSF 1 3) Improve the multicultural diversity of the elementary GT program through the use of a non-verbal, standard screener for kindergarten students.	2, 7	Director of Student and Teacher Engagement	Student GT population.				
Critical Success Factors CSF 1 4) Administer the PSAT to identify students eligible for National Merit Scholarships.	1	Director of Student and Teacher Engagement, High School Staff	Student participation				

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Critical Success Factors CSF 1 5) Implement structured, annual activities utilizing Career Cruising to build career awareness and college readiness in conjunction with graduation planning.	1	College and Career Advisor	Development of Four-Year Plans.				
		*****What program do we use now? How much does it cost?					
Funding Sources: PERKINS							
Critical Success Factors CSF 1 6) Increase student participation in Career and Technical Education courses.	1	Director of CTE and Elective Programs	CTE Course participation rates.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: Provide rigorous and relevant curriculum and instruction for a strong foundation for student success in college and career.

Strategy 6: Increase graduation rates for English Language Learners by 10 percentage points annually beginning with the class of 2017.

Evaluation Data Source(s) 6: Increased 4-year and 5-year completion rates for English Language Learners in the class of 2017.

Summative Evaluation 6:

Action Step Description	Title I	Staff Responsible for Monitoring	Outcome	Reviews			
				Formative		Summative	
				Oct	Jan	Mar	June
State System Safeguard Action Step Critical Success Factors CSF 1 CSF 2 1) Implement SIOP as instructional support for students in grades K-12, through bi monthly training opportunities.	1, 4, 10	Director for Federal Programs and Student Support, Coordinator of Bilingual and ELL	ELL student performance on unit tests and STAAR, TELPAS, linguistic development as informally assessed.				
State System Safeguard Action Step Critical Success Factors CSF 1 2) Provide supplemental, hands-on math materials for teachers to improve acquisition of content area knowledge.(Such as Investigations).	1, 4	Coordinator of Mathematics	Disaggregated performance of ELL students on math unit tests and STAAR, decreased need for specialized tutoring.				
State System Safeguard Action Step Critical Success Factors CSF 1 CSF 2 CSF 7 3) Provide support in instructional planning for embedding the English Language Proficiency standards.(Forethought)	1, 2, 3, 8, 9	Director of Federal Programs and Student Support, Curriculum and Learning Coordinators, Bilingual/ELL Coordinator	Increased evidence of ELPS in lesson plans and less execution, teacher appraisal.				
State System Safeguard Action Step Critical Success Factors CSF 1 4) Provide professional learning so that teachers effectively incorporate SIOP strategies in instruction for English Language Learners.	4, 8	Director of Student and Teacher Engagement, Director of Federal Programs and Student Support, Bilingual/ELL Coordinator	Increased evidence of SIOP strategy use in classroom and implementation into lesson plans.				

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Critical Success Factors CSF 1 CSF 4 CSF 6 5) Provide online course options to increase student completion of core and advanced courses.	1, 2, 8	Principal of Alternative Education Programs	Course completion rates in E2020. *****What programs do we use? Master Learning Institute??				
Funding Sources: SCE-State Compensatory Ed.							
Critical Success Factors CSF 1 6) Provide high quality summer school programs to increase English Language Learner course completion rates.	1, 2, 3, 8, 9	Director of Federal Programs and Student Support,Bilingual/ELL Coordinator, Summer School principals *****Funding plan update	Course completion rates, summer enrollment, credit recovery and credit completion.				
Funding Sources: 263-Title III - \$6000.00							

7) Provide campus and district support through the Director of Federal Programs and Student Support, Bilingual/ELL Coordinator.	1, 2, 4, 10	Little Elm ISD					
	Funding Sources: 263-Title III, 211-Title I - \$2070.00						
8) Strategic scheduling for traditional school day and intervention groups for English Language Learners. 3rd party consultant to assist in the process.	1, 2, 3, 4, 10	Director of Federal Programs and Student Support					
	Funding Sources: 263-Title III - \$1200.00						
9) Attend Closing the Achievement Gap, and RtI collaboration for ELLs training.	1, 2, 9, 10	Director of Federal Programs and Student Support					
	Funding Sources: 263-Title III - \$1947.00						
10) Provide the necessary supplies and materials campuses need to support the learning.	1, 2	Principals, Director of Federal Programs and Student Support					
	Funding Sources: 263-Title III - \$1803.50, 263-Title III - \$2460.50, 263-Title III - \$798.00, 263-Title III - \$3890.49						

11) Reimburse ESL Certification until funding source is complete.		Director of Federal Programs and Student Support, Bilingual/ELL Coordinator					
Funding Sources: 263-Title III - \$1200.00							
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue							

Goal 1: Provide rigorous and relevant curriculum and instruction for a strong foundation for student success in college and career.

Strategy 7: Increase technology integration in classrooms so that student engagement increases in frequency through the 2016-2017 school year.

Evaluation Data Source(s) 7: Technology usage for instruction

Summative Evaluation 7:

Action Step Description	Title I	Staff Responsible for Monitoring	Outcome	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Critical Success Factors CSF 1 1) Facilitate the integration of instructional technology in curriculum across grade levels.	1, 2, 4, 5	Director for Technology, Integration and Media Services	Evidence of technology integration on district-level classroom walk-through reports, content and technology integrated assignments and assessments.				
Critical Success Factors CSF 1 2) Provide professional learning on instructional technology using Mac, PC, and IOS devices throughout the 2015-2016 school year.	4	Director for Technology, Integration and Media Services, Digital Learning Facilitators	Observation summaries, sign-in sheets, and feedback.				

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3) Implement and support learning content management and delivery systems across the district.	1, 5, 8	Director for Technology, Integration and Media Services, Instructional Technology Facilitators	Measurement of time using technology in instruction.				
		*****Cost					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: Provide rigorous and relevant curriculum and instruction for a strong foundation for student success in college and career.

Strategy 8: Increase attendance and graduation rates, as well as cohort completion rates, and decrease the dropout rate.

Evaluation Data Source(s) 8: Excellence Targets: Graduation RHSP/DAP 90%, Attendance 97%, Zero dropouts (reports one year in arrears), Completion rate 100% (reported one year in arrears)
Excellence Target for College-Ready Graduates (80% of graduating class)

Summative Evaluation 8:

Action Step Description	Title I	Staff Responsible for Monitoring	Outcome	Reviews			
				Formative		Summative	
				Oct	Jan	Mar	June
Critical Success Factors CSF 1 CSF 4 1) Continue to implement a non-traditional, computer-based program to support high school students to regain credit to rejoin their kindergarten cohort.	1, 3, 9	Principal for Alternative Education Programs	Number of students who meet graduation criteria.				
Critical Success Factors CSF 1 2) Implement a focused remediation program to meet individual student needs.	1, 3, 8, 9	Principal for Alternative Education Programs	Number of students who demonstrate success in Alternative Education.				
3) Implement the ELL Parent Initiative for grade 6 (Powell 6th grade Center) and 9 (Little Elm High School).	1, 2, 6, 8	Director of Federal Programs and Student Support, Parent and Family Facilitator	Parent partnerships built with teachers for increased student success.				
		*****Funding?					

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= Accomplished



= Considerable



= Some Progress



= No Progress



= Discontinue

Goal 1: Provide rigorous and relevant curriculum and instruction for a strong foundation for student success in college and career.

Strategy 9: Meet 100% of System Safeguards

Evaluation Data Source(s) 9: System Safeguard performance reports

Summative Evaluation 9:

Action Step Description	Title I	Staff Responsible for Monitoring	Outcome	Reviews			
				Formative		Summative	
				Oct	Jan	Mar	June
State System Safeguard Action Step Critical Success Factors CSF 1 CSF 2 1) Revise the curriculum scope and sequence to provide embedded and cyclical exposure for students who have low performance on STAAR tests.(Rebundled TEKS, Forethought planning, Math TEKS implementation in advance)	1, 2, 3, 8	Assistant Superintendent of Educational Services, Curriculum coordinators, Director of Special Populations, Director of Federal Programs and Student Support.	Disaggregated MAP data and STAAR performance for ELL and Special Education Students in writing and social studies.				
State System Safeguard Action Step Critical Success Factors CSF 1 CSF 2 2) Increase collaboration to provide professional learning for improving writing instruction using SIOP strategies.	4, 10	Director of Federal Programs and Student Support, Director of Student and Teacher Engagement, Language and Literacy Coordinator	Writing CFA data and Writing STAAR performance for ELL and Special Education Students.				
State System Safeguard Action Step Critical Success Factors CSF 1 3) Provide TEKS-based writing intervention plans for use with secondary students during scheduled periods to increase STAAR EOC performance in Writing.	1, 2, 3, 8, 9	Coordinator of Language and Literacy	Disaggregated Writing unit test data and Writing STAAR performance for ELL and Special Education students.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: Provide rigorous and relevant curriculum and instruction for a strong foundation for student success in college and career.

Strategy 10: Increase distinctions earned in LEISD

Evaluation Data Source(s) 10: Excellence Target: Earn all eligible TEA distinctions at the district level, campuses earn eligible distinctions for specific campuses.

Summative Evaluation 10:

Action Step Description	Title I	Staff Responsible for Monitoring	Outcome	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 1) Support improvement in overall achievement in identified areas through tutoring support, data driven instructional planning, and targeted professional learning.	1, 2, 3, 8, 9, 10	Curriculum and Learning Services staff members, Director of Student and Teacher Engagement	Increased student achievement on formative and summative assessments.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

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Goal 1: Provide rigorous and relevant curriculum and instruction for a strong foundation for student success in college and career.

Strategy 11: Meet the specific needs of students who are At-Risk for dropping out. This includes students categorized by State Compensatory Education and Title I campuses, both targeted and school-wide including students coded as homeless.

Evaluation Data Source(s) 11: STAAR results, intervention strategy progress as shown through formative and summative assessments, attendance

Summative Evaluation 11:

Action Step Description	Title I	Staff Responsible for Monitoring	Outcome	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Provide TEKS- based intervention support for each campus specific to their learners' needs before, during and after the traditional school day.		Director of Federal Programs and Student Support, Content Coordinators	Reduction in students considered At-Risk for dropping out, increased teacher and parental awareness for specific student needs.				
2) Implementation of AVID elementary at Title I campuses.	1, 2, 3, 4, 8, 9, 10	Director of Professional Learning and Advanced Academics, Assistant Superintendent of Curriculum and Learning Services	Implementation of AVID strategies and full campus implementation for Title I elementary schools.				
		Update funding amount					
Funding Sources: 211-Title I - \$2796.00							

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3) Provide services to students who are determined to be homeless under the McKinney-Vento Act.		Parent and Community Liaison, Director of Federal Programs and Student Support					
Funding Sources: 211-Title I - \$2800.00							
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 1: Provide rigorous and relevant curriculum and instruction for a strong foundation for student success in college and career.

Strategy 12: Implement a district-wide focus on rigor and relevance for all students to upgrade the educational outcome for all learners.

Evaluation Data Source(s) 12:

Summative Evaluation 12:

Action Step Description	Title I	Staff Responsible for Monitoring	Outcome	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Critical Success Factors CSF 1 1) Hold Professional Learning Summit with instructional, TEKS-based focused offerings for all content areas.	1, 2, 4, 10	Director of Student and Teacher Engagement	Summit attendance records, Sign-in sheets, and attendee feedback.				
Funding Sources: Local Funds							
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7 2) Provide comprehensive professional learning onsite in LEISD from the International Center for Leadership Education (ICLE) for administrators and lead teachers- preparing a system-wide upgrade to the instructional system through rigor and relevance.	1, 2, 4, 10	Director of Student and Teacher Engagement, Assistant Superintendent for Educational Services	Attendance trends,specific planning activities for implementation of Destination 2020.				
Funding Sources: 211-Title I, 255-Title II							
Critical Success Factors CSF 1 3) Provide professional learning with action and implementation expectations through training and planning LEISD's Professional Learning Communities.	1, 2, 4, 10	Director of Student and Teacher Engagement, Assistant Superintendent for Educational Services, Assistant Superintendent of Administrative and Student Services	Professional Learning Communities implemented at each campus and LEISD. This will be demonstrated through student reflection, planning and adherence to the instructional model.				
Funding Sources: 211-Title I, 255-Title II							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: Provide rigorous and relevant curriculum and instruction for a strong foundation for student success in college and career.

Strategy 13: Increase PSAT/ACT/SAT participation and success.

Evaluation Data Source(s) 13: Excellence Target: SAT scores 550 (Reading), 520 (Math), 1070 (Total), Excellence Target: ACT Scores- 24 Composite, Excellence Target-SAT/ACT participation 80%, STA/ACT at College Readiness Indicator- 40% at criteria set by Texas Education Agency, Excellent Target-PSAT participation 100%, PSAT- National Merit Scholars Semi Finalists, PSAT- National Merit Scholars- Commended 10, Excellence Target: PSAT Scores Writing (50), Reading (50), math (50), Total 150.

Summative Evaluation 13:

Action Step Description	Title I	Staff Responsible for Monitoring	Outcome	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Inform, educate and promote student participation in PSAT,ACT and SAT assessments.	1, 2	Director of Student and Teacher Engagement	100% PSAT participation and 80% or more participation in SAT/ACT assessments.				
2) Provide parent meetings and distribute informational materials promoting the PSAT, SAT and ACT assessments.	1, 2	Director of Professional Learning and Advanced Academics	Increased participation in these assessments as measured by LEISD excellence targets.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: Provide rigorous and relevant curriculum and instruction for a strong foundation for student success in college and career.

Strategy 14: Professional Learning opportunities for teachers who serve At-Risk Learners.

Evaluation Data Source(s) 14:

Summative Evaluation 14:

Action Step Description	Title I	Staff Responsible for Monitoring	Outcome	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Provide professional learning classes for faculty and staff based on the needs of the students and campus.	1, 2, 3, 4, 5, 10	Director of Student and Teacher Engagement					
		*****update this funding					
Funding Sources: 211-Title I - \$18419.00, 255-Title II - \$24662.00							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: Provide rigorous and relevant curriculum and instruction for a strong foundation for student success in college and career.

Strategy 15: Prepare students with real-world opportunities in preparation for college and career, as well as specific career pathway strands.

Evaluation Data Source(s) 15: Number of students with a sequential order of courses toward a College/CTE readiness preparation strand.

Summative Evaluation 15:

Action Step Description	Title I	Staff Responsible for Monitoring	Outcome	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Provide materials for college and career pathways.	1, 2, 3, 4, 8, 9, 10	Director of CTE and Electives					
		*****update funding					
		Funding Sources: PERKINS - \$6500.00, PERKINS - \$2000.00, PERKINS - \$4721.00, PERKINS - \$1175.00, PERKINS - \$1000.00, PERKINS - \$1800.00, PERKINS - \$1200.00, PERKINS - \$1533.00, PERKINS - \$1000.00, PERKINS - \$1746.39, PERKINS - \$2000.00, PERKINS - \$3646.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 2: Recruit, hire, develop, and retain a highly qualified instructional and support staff.

Strategy 1: Recruit and retain highly qualified teachers.

Evaluation Data Source(s) 1: Annual retention rate.

Summative Evaluation 1:

Action Step Description	Title I	Staff Responsible for Monitoring	Outcome	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Critical Success Factors CSF 3 CSF 7 1) Continue to use proactive recruiting practices.	5	Executive Director of Human Resource Services	New hires recruited from career fairs.				
Funding Sources: Local Funds							
Critical Success Factors CSF 3 CSF 7 2) Attend TAMU, UT-Austin, UT-San Antonio, Baylor and Texas State career fairs in addition to local career fairs.	5	Executive Director of Human Resource Services	New hires recruited from career fairs.				
Funding Sources: Local Funds							
Critical Success Factors CSF 3 CSF 7 3) Survey new hires as to their interest in LEISD.	5	Human Resource Services	Completed survey within application.				
Funding Sources: Local Funds							
Critical Success Factors CSF 3 CSF 7 4) Actively seek to hire teachers with a variety of backgrounds, experiences and culture.	5	Human Resource Services	Applications and hire sheets.				
Funding Sources: Local Funds							
Critical Success Factors CSF 3 CSF 7 5) Utilize a multi-step interview process.	5	Human Resource Services	Hiring process procedures.				
Funding Sources: Local Funds							
Critical Success Factors CSF 3 CSF 7 6) Provide current information regarding job postings on the LEISD website.	5	Human Resource Services	LEISD Website.				
Funding Sources: Local Funds							
Critical Success Factors CSF 3 CSF 7 7) Maintain competitive salaries and stipends for critical need teaching fields.	5	Executive Director of Human Resource Services	Board adopted compensation.				
Funding Sources: Local Funds							

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Critical Success Factors CSF 3 CSF 7 8) Increase the LEISD substitute pool through improved recruitment and application strategies.	5	Human Resource Services	Applications and hires.				
9) Implement a new teacher mentor program.	4, 5, 8	Executive Director of Human Resources, Director of Teacher and Student Engagement	New teacher participation and retention rates.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 2: Recruit, hire, develop, and retain a highly qualified instructional and support staff.

Strategy 2: Provide support for efficient and effective Human Resource practices at all levels

Evaluation Data Source(s) 2: Annual retention of high quality employees

Summative Evaluation 2:

Action Step Description	Title I	Staff Responsible for Monitoring	Outcome	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Critical Success Factors CSF 3 CSF 7 1) Continue to implement an application system(Applitrak) that is directly accessible on the LEISD website, technologically advanced, and user friendly to increase applicant pool and recruit those with a specific interest in LEISD.	5	Executive Director of Human Resource Services	Applications and Principal Surveys.				
	Funding Sources: Local Funds						
Critical Success Factors CSF 3 CSF 7 2) Implement LEISD Hiring Guidelines for all hiring managers.	5	Executive Director of Human Resource Services	Hire sheets and audits.				
	Funding Sources: Local Funds						
3) Investigate and propose a system for pre-screening applicants.		Human Resource Services	Implementation of the system.				
4) Provide training on effective documentation and HR practices to all campus-based administrators.	4, 5	Director of Human Resources	Training completion and sign-in sheets.				
	Funding Sources: Local Funds						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 3: Ensure active and appropriate involvement with district stakeholders through exceptional communication.

Strategy 1: Involve parents and community stakeholders to promote partnerships that support student success.

Evaluation Data Source(s) 1: Parent and community feedback through survey data

Summative Evaluation 1:

Action Step Description	Title I	Staff Responsible for Monitoring	Outcome	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Critical Success Factors CSF 5 1) Inform our communities of LEISD events and issues.	1, 6	Superintendent for Schools, Director for Communication Services, Coordinator for Communication Services, Directors	News clippings/posts, Newsletters, Website hits, Facebook Fans, Twitter posts, Early posting of Board Meeting documents for public review.				
Funding Sources: Local Funds							
Critical Success Factors CSF 3 CSF 7 2) Maintain effective two-way communication with parents.	1, 6	Superintendent for Schools, Director for Communication Services, Coordinator for Communication Services, Curriculum and Learning Services, Directors	Constituent Feedback Forms, Sign in sheets and comment cards, Social Media.				
Funding Sources: Local Funds							
Critical Success Factors CSF 3 CSF 7 3) Hold open meetings for two-way communication on critical issues.	6	Superintendent for Schools, Director for Communication Services, Coordinator for Communication Services, Assistant Superintendents, Directors, Principals	Constituent Feedback Forms, Sign in Sheets and Comment cards.				
Funding Sources: Local Funds							

Critical Success Factors CSF 5 4) Provide communication to parents and staff via automated School Messenger, emailing and social media.	6	Director for Communication Services, Coordinator for Communication Services	Reports generated by internal systems.				
	Funding Sources: Other						
Critical Success Factors CSF 1 5) Conduct surveys to assess public opinion.	6, 10	Director for Communication Services, Coordinator for Communication Services, Superintendent's Leadership Team	Survey Results.				
	Funding Sources: Other						
Critical Success Factors CSF 5 6) Update district and campus website and architecture to promote better constituent communication.	6, 10	Director for Communication Services, Coordinator for Communication Services, Webmaster	Updated websites, increased traffic, increased positive feedback.				
	Funding Sources: Local Funds						
Critical Success Factors CSF 5 7) Launch marketing campaign to communicate district's focus on increased academics and rigor.	6	Superintendent for Schools, Director for Communication Services, Coordinator for Communication Services	Marketing materials.				
	Funding Sources: Local Funds						
Critical Success Factors CSF 5 8) Provide training for webmasters, teachers, and administrative staff to maximize utilization of district and campus websites.	6	Director for Communication Services, Coordinator for Communication Services, Director for Technology, Integration and Media Services	Frequency of website edits.				
	Funding Sources: Other						

Critical Success Factors CSF 5 9) Provide parent education classes to promote family involvement in the education process.	6, 7, 10	Director for Federal Programs and Student Support, District Family Facilitator/Homeless Liaison	Parent Surveys; attendance records.				
Funding Sources: 211-Title I							
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 3: Ensure active and appropriate involvement with district stakeholders through exceptional communication.

Strategy 2: Provide parenting resources to the Little Elm community.

Evaluation Data Source(s) 2: Meeting attendance, parent surveys, anecdotal feedback.

Summative Evaluation 2:

Action Step Description	Title I	Staff Responsible for Monitoring	Outcome	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Provide child care during parenting classes.	6	Parent and Community Liasion					
		*****Update funding amount					
Funding Sources: 211-Title I - \$1328.00, 211-Title I - \$1100.00							
2) Dedicate personnel to the needs of parents and families in the LEISD community	6	Director of Federal Programs and Student Support					
		Funding Sources: 211-Title I - \$69501.00					

3) Provide Parent and Family Liaison and Coordinator of Counseling Services with parent involvement strategies, activities and training.		Director of Federal Programs and Student Support, Assistant Superintendent of Administrative and Student Services					
		*****update funding					
Funding Sources: 211-Title I - \$536.10							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 4: Foster a safe and secure learning environment that ensures student success.

Strategy 1: Increase Student Attendance Rate

Evaluation Data Source(s) 1: Percentage of ADA at each campus

Summative Evaluation 1:

Action Step Description	Title I	Staff Responsible for Monitoring	Outcome	Reviews			
				Formative		Summative	
				Oct	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 1) Review the six week student attendance and contact hour reports for trends and accuracy.		Directors/Leadership in all departments	Formula template recalculation.				
		Funding Sources: Local Funds					
Critical Success Factors CSF 2 2) Hold informational sessions with campus administrators relating to the implications of the six week student attendance and contact hour reports.		Information and Data Support, PEIMS	Training sign-in sheets and evaluations forms.				
Critical Success Factors CSF 2 3) Provide the campus administrators with monthly attendance reports.		PEIMS	Training sign in sheets and evaluation forms.				
4) Increase the data entry accuracy of attendance reporting to reflect correct student attendance.		Information and Data Support, PEIMS	Six weeks summary reports.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 4: Foster a safe and secure learning environment that ensures student success.

Strategy 2: Decrease the use of discretionary disciplinary placements in the 2016-2017 school year.

Evaluation Data Source(s) 2: Disciplinary placement reports

Summative Evaluation 2:

Action Step Description	Title I	Staff Responsible for Monitoring	Outcome	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Critical Success Factors CSF 2 1) Analyze the equity of out-of-classroom placements across ethnic, gender, economic, and repeat offenders.	8, 9, 10	Assistant Superintendent for Administrative and Student Services, Coordinator for Alternative Education	New reports run and analyzed by April and June.				
Funding Sources: Local Funds							
Critical Success Factors CSF 1 CSF 2 2) More closely track the use and effectiveness of placements as an intervention strategy. Utilize specificity in the records system to detail the behavior precipitating placements.	8, 9, 10	Assistant Superintendent for Administrative and Student Services, Coordinator for Alternative Education, campuses, Director of Special Populations	New reports run and analyzed by April and June.				
Funding Sources: Local Funds							
Critical Success Factors CSF 1 CSF 2 3) Decrease over-representation of various student populations in out of classroom placements to align with overall district demographics.	1, 10	Assistant Superintendent for Administrative and Student Services,	Interim placement rates.				
Funding Sources: Local Funds							

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Critical Success Factors CSF 6 4) Review and modify district and campus emergency operation planes (EOP) to conform to current NIMS standard.	2	Assistant Superintendent for Administrative and Student Services, Executive Director of Facilities and Planning, Safety and Security Team	Emergency drill reports.				
	Funding Sources: Local Funds						
Critical Success Factors CSF 1 CSF 2 5) Revise Response to Intervention policies and strategies to address behavioral interventions.	2, 8, 9, 10	Director of Federal Programs and Student Support	Committee plans, RtI audits,and discipline data.				
	Funding Sources: Local Funds						
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7 6) Provide research-based curriculum in the area of behavior for students eligible for specialized behaviors services.	3, 9	Director for Special Populations	Survey of progress toward individual student goals.				
	Funding Sources: Other						
Critical Success Factors CSF 6 7) Implement a district-wide bullying prevention program.	1, 2	Assistant Superintendent for Administrative and Student Services,Coordinator for Alternative Education, CIS partnership, counselors	Parent survey data; data generated by anonymous alert system,campus reports, surveys.				
	Funding Sources: Local Funds						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 5: Allocate resources to ensure high achievement for all students.

Strategy 1: Increase financial efficiency related to improved student achievement indicators.

Evaluation Data Source(s) 1: District Met Standard on Texas Accountability System

Summative Evaluation 1:

Action Step Description	Title I	Staff Responsible for Monitoring	Outcome	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Critical Success Factors CSF 5 1) Hold informational session for campus administrator relating to the FIRST Report.		Assistant Superintendent of Finance and Operation Services, Business Services	Sign in sheets and evaluation forms.				
Funding Sources: Local Funds							
Critical Success Factors CSF 2 CSF 3 2) Provide standardized budget training for all budget managers.		Assistant Superintendent of Finance and Operation Services, Business Services	Sign in sheets and evaluation forms.				
Funding Sources: Local Funds							
Critical Success Factors CSF 2 CSF 3 3) Provide standardized funding formulas for campus allocations.		Assistant Superintendent of Finance and Operation Services, Business Services	Development of funding formulas.				
Funding Sources: Local Funds							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							



= Accomplished



= Considerable



= Some Progress



= No Progress



= Discontinue

Goal 5: Allocate resources to ensure high achievement for all students.

Strategy 2: Provide campus and district stakeholders with the most current research, information and practical applications relevant to our students and stakeholders.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Action Step Description	Title I	Staff Responsible for Monitoring	Outcome	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Remain and promote up-to-date research, practices and professional learning opportunities.		Director of Federal Programs and Student Support. Directors of various departments as needed.					
Funding Sources: 211-Title I - \$350.00, 211-Title I - \$1100.00, 263-Title III - \$7536.00							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 6: Administer facilities to support high levels of student achievement.

Strategy 1: Review facility capacity study annually to ensure maximum and appropriate utilization of space across the district.

Evaluation Data Source(s) 1: Development of a multi-year plan for facilities usage

Summative Evaluation 1:

Action Step Description	Title I	Staff Responsible for Monitoring	Outcome	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Determine and monitor the percent of utilization for each campus in the district.		Assistant Superintendent of Finance and Operation Services, Executive Director for Facilities and Planning	Capacity analysis of each building.				
Funding Sources: Local Funds							
2) Review the facility capacity report to ensure maximum and appropriate utilization of district facilities.		Superintendent's Leadership Team	Capacity analysis of each building.				
Funding Sources: Local Funds							
3) Conduct facility needs assessment.		Assistant Superintendent of Finance and Operation Services, Executive Director for Facilities and Planning	Completed needs assessment.				
4) Monitor capacity of all campuses post school rezoning and new enrollment/growth.		Superintendent's Leadership Team	Student enrollment data.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

State System Safeguard Action Steps

Goal	Strategy	Action Step	Description
1	1	1	Use frequent and systematic assessment of student performance to direct and improve instruction. Review checkpoints, summative and formative assessments to make informed decisions about instruction.
1	1	2	Provide support through specialized and supplemental reading programs.(Funding amounts differ per campus). These programs include Reading A-Z, Lexia and Rosetta Stone (print awareness).
1	1	3	Incorporate reading and writing strategies in Social Studies instruction through collaboration, planning, instructional strategies and resources provided.
1	1	4	Use universal screeners (NWEA MAP) in K-12 in reading and math to provide targeted instruction to all students. Results determine specific needs for standard mastery. Excellence Target: EOC NWEA MAP TBD); Grades 6-8 Math, Reading, Science, and Language Usage
1	1	5	Provide targeted, data driven instruction utilizing dedicated personnel. Campus-based specialists provide instruction to help students reach mastery and enrichment of standard (TEKS).
1	1	8	Provide math and science specialists at each campus to support high quality math and science instruction and intervention.
1	1	9	Partner with consultants to develop high quality lessons that improve student performance using Project-Based Learning, Rigor and Relevance development and Professional Learning Communities.
1	1	10	Provide professional learning on effective writing instruction at all levels through Writer's Workshop and frequent training/modeling.
1	2	2	Implement Professional Learning Communities to facilitate targeted, data-based planning to improve student achievement.
1	2	3	Provide specialized and supplemental reading programs to increase student achievement. Programs include A-Z, Lexia and Rosetta Stone (print awareness).
1	2	4	Incorporate reading and writing instruction in Social Studies coursework to promote content area literacy development through collaboration and planning, instructional strategies and resources.
1	2	5	Provide targeted intervention modeling and tutorial support materials in content areas for students identified as at-risk. Targeted is defined as identifying the skills of difficulty and specifically reteaching to the need of the student.
1	3	1	Provide research-based professional learning on instructional strategies and teaching practices that enhance the success of special education and 504 students.
1	3	2	Provide differentiated instruction and assessment practices to ensure that students make adequate yearly progress.
1	3	3	Continue RtI and SST processes to ensure appropriate intervention prior to identification for special education. Revising the process during the 2016-2017 school year.

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Goal	Strategy	Action Step	Description
1	4	2	Provide professional learning in the use and analysis of universal screeners (MAP, MPG, CPAA) to identify students for Response to Intervention.
1	4	3	Support plans for tutoring/additional instruction within and outside of the school day for students who are not making adequate progress towards passing or who are classified as "At-Risk" for dropping out as defined in State Compensatory Education (Cost varies per campus). Including AVID programming and learning strategies.
1	6	1	Implement SIOP as instructional support for students in grades K-12, through bi monthly training opportunities.
1	6	2	Provide supplemental, hands-on math materials for teachers to improve acquisition of content area knowledge.(Such as Investigations).
1	6	3	Provide support in instructional planning for embedding the English Language Proficiency standards.(Forethought)
1	6	4	Provide professional learning so that teachers effectively incorporate SIOP strategies in instruction for English Language Learners.
1	9	1	Revise the curriculum scope and sequence to provide embedded and cyclical exposure for students who have low performance on STAAR tests.(Rebundled TEKS, Forethought planning, Math TEKS implementation in advance)
1	9	2	Increase collaboration to provide professional learning for improving writing instruction using SIOP strategies.
1	9	3	Provide TEKS-based writing intervention plans for use with secondary students during scheduled periods to increase STAAR EOC performance in Writing.

State Compensatory

Budget for District Improvement Plan:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199-11-6112-00-821-5-24	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$3,190.00
199-11-6118-00-821-5-24	6118 Extra Duty Stipend - Locally Defined	\$86,304.00
199-11-6119-00-821-5-24	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$808,108.00
199-11-6129-00-821-5-24	6129 Salaries or Wages for Support Personnel	\$4,924.00
199-11-6141-00-821-5-24	6141 Social Security/Medicare	\$11,901.00
199-11-6142-00-821-5-24	6142 Group Health and Life Insurance	\$30,725.00
199-11-6143-00-821-5-24	6143 Workers' Compensation	\$1,184.00
199-11-6144-00-821-5-24	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$46,843.00
199-11-6146-00-821-5-24	6146 Teacher Retirement/TRS Care	\$26,980.00
6100 Subtotal:		\$1,020,159.00
6200 Professional and Contracted Services		
199-11-6299-00-821-5-24	6299 Miscellaneous Contracted Services	\$63,124.00
6200 Subtotal:		\$63,124.00
6300 Supplies and Services		
199-11-6329-00-821-5-24	6329 Reading Materials	\$14,588.00
199-11-6398-00-821-5-24	6398 Computer Supplies/Software - Locally Defined	\$5,090.00
199-11-6399-00-821-5-24	6399 General Supplies	\$49,513.00
6300 Subtotal:		\$69,191.00
6400 Other Operating Costs		

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199-11-6411-00-821-5-24	6411 Employee Travel	\$60.00
6400 Subtotal:		\$60.00

Personnel for District Improvement Plan:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
A. Webster	Intervention	Special Education/At-Risk	.10
B. Bush	Coordinator	Alternative Education	1.0
D. Schroder	Intervention	Math/Science At-Risk	.6
H. Chaney	Math Intervention	At-Risk-Math	1.0
I. Tegrar	Intervention	Special Population/At-Risk	.10
J. Qwinn	Intervention/Literacy	At Risk-Reading/504	1.0
J.Donohoo	Literacy	At Risk-Reading/504	1.0
J.Lambright	Intervention	Special Education/At-Risk	.10
K. Kelson	Literacy	At Risk-Reading	1.0
K. Seldeen	Intervention	At- Risk	1.0
L. Carmona	Intervention	Special Education/At-Risk	.10
M. Bruno	Math Intervention	At Risk-Math	.6
M. Fulmer	Math Intervention	At-Risk Math	.6
M. Mitchell	Intervention	Special Populations/At Risk	.10
M.Lloyd	Intervention	Special Population-At Risk	.10
M.Stuart	Intervention	Special Education/At-Risk	.10
S. Harlow	Interventionist	Math/Science At-Risk	1.0
T. Benson	Intervention	Special Populations/At-Risk	.1
T. Scott	Intervention	Science/Math Intervention At-Risk	.6
T. Weirzbicki	Literacy	At Risk-Reading	1.0
V.Schutter	Intervention	At-Risk	.10

Title I

Schoolwide Program Plan

Little Elm ISD has 9 campuses and alternative education. Of these campuses, 4 are Title I, Part A School-wide campuses. These campuses are Oak Point Elementary, Brent Elementary, Hackberry Elementary and Chavez Elementary. Little Elm High School, Lakeside Middle School, Powell 6th Grade Center, Prestwick STEM Academy and Lakeview Elementary do not receive Title I, Part A funding

Ten Schoolwide Components

1: Comprehensive Needs Assessment

A Comprehensive Needs Assessment is conducted at LEISD's District Educational Improvement Council. In the late Spring, many stakeholders come together to review multiple data sources. We review all data and determine strengths, weaknesses and then prepare a summary of finding for each of the Comprehensive Needs Assessment components. DEIC meetings are held 4-6 times a year in order to facilitate this ongoing process. Our committee is comprised of community members, parents, faculty and staff.

2: Schoolwide Reform Strategies

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Schoolwide Reform Strategies are expected to be research based and meet the following criteria. Each Title I, part A campus has set forth specific strategies to meet the needs of their specific students.

- Provide opportunities for all children to meet state academic achievement standards through standard-based tutoring/reteach to mastery and parent communication
- Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program; required content trainings
- Increases the amount of learning time;
- Includes strategies for serving underserved populations;
- Includes strategies to address the needs of all children in the school, but particularly low-achieving children and those at risk of not meeting state standards; targeted-instruction and instructional materials
- Addresses how the school will determine if those needs of the children have been met through Unit tests, student behavior, student and parent feedback.

3: Instruction by highly qualified professional teachers

Currently, LEISD is determining the status of our district for highly qualified. As TEA statute requires, a public reporting of this HQ status is completed in

public forum at the October School Board Meeting. This status is communicated by the Human Resources Director. The following are the requirements for Little Elm ISD in order to ensure our students are taught by highly qualified professional teachers.

- LEISD commits to:
 - providing professional learning in coordination with Title II, Part A Professional Development to teachers, principals and other appropriate staff based on needs and interest.
 - Continue to meet the Highly Qualified teacher requirements under NCLB, Section 1119 [1112(b)(1)(N)].
 - Work with campuses in the development and implementation of Highly Qualified under ESEA.
 - Provide teachers and staff with high quality professional development in areas of need and interest.
 - Title I campus principal attestations

Title I, Part A Schoolwide Campuses will include the following strategies in their Campus Improvement Plans:

- providing instruction by highly qualified teachers
- provide ongoing professional development
- attract high-quality highly qualified teachers to high need schools

Title I, Targeted Assistance Campuses will include the following strategies in their Campus Improvement Plans:

- providing instruction by highly qualified teachers
- provide ongoing professional development

Strategies for the Recruitment and Retention of Highly Qualified Teachers

- Provide teachers with campus level support in all instructional and pedagogical areas
- Develop and provide research-based professional development in areas such as Differentiated Instruction, Curricular Planning, Project Based Learning, Professional Learning Communities, Sheltered Instruction Observation Protocol (SIOP), and other targeted strategies based on student need.
- Provide high quality professional development in all core and specialized areas
- Provide reimbursement of exam fees for teachers who successfully complete their TExES English as a Second Language (ESL) test.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

Professional development needs are determined through student data, classroom observation, stakeholder request, collaboration in the District Education Improvement Council (DEIC) and needs identified through system safeguards.

5: Strategies to attract highly qualified teachers

Little Elm ISD's strategies to attract highly qualified teachers and synonymous with the activities in providing our students with highly qualified professional teachers. As noted above:

- LEISD commits to:
 - providing professional learning in coordination with Title II, Part A Professional Development to teachers, principals and other appropriate staff based on needs.
 - Work with campuses in the development and implementation of under ESEA.
 - Provide teachers and staff with high quality professional learning in areas of need and interest.

Strategies for the Recruitment and Retention of Highly Qualified Teachers

- Provide teachers with campus level support in all instructional and pedagogical areas
- Develop and provide research-based professional development in areas such as Differentiated Instruction, Curricular Planning, Project Based Learning, Professional Learning Communities, Sheltered Instruction Observation Protocol (SIOP), and other targeted best practices
- Provide high quality professional learning in all core and specialized areas
- Provide reimbursement of exam fees to secondary teachers who successfully complete their TExES English as a Second Language (ESL) test.

6: Strategies to increase parental involvement

- Parents will be involved in the design, implementation, and evaluation of the school-wide program through Campus Leadership Teams (CLT), DEIC.
- Parents will receive timely information about the Title I program (parent training) and how they will be encouraged to participate in decision making opportunities about their child's education.
- DEIC meeting information is on file and available at LEISD's Support Center. Each Title I, Part campus houses their documentation for their Comprehensive Needs Assessment and Parent compacts. Parent Involvement Policies are developed in conjunction with stakeholders through the DEIC forum. Parent Involvement opportunities provided at the district level include a review and feedback component in which parent and community members can share concerns, thoughts and suggestions.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

Little Elm ISD provides preschool programs for children based upon Texas Education Agency's/Federal Guidelines including:

Eligibility for enrollment in a prekindergarten class, a child must be at least three years of age and:

1. is unable to speak and comprehend the English language; or
2. is educationally disadvantaged; or
3. is homeless, as defined by 42 U.S.C. Section 1143a, regardless of the residence of the child, of either parent of the child, or of the child's guardian or

- other person having lawful control of the child; or
4. is the child of an active duty member of the armed forces of the United States, including the state military forces or a reserve component of the armed forces, who is ordered to active duty by proper authority; or
 5. is the child of a member of the armed forces of the United States, including the state military forces or a reserve component of the armed forces, who was injured or killed while serving on active duty; or
 6. is or ever has been in the conservatorship of the Department of Family and Protective Services following an adversary hearing held as provided by Section 262.201, Family Code.
 7. Fee-based PreK 3 program-specific to LEISD.

Students that qualify under one or more of these criteria may have the opportunity to attend PreKindergarten in LEISD. Little Elm ISD begins PreK for students who are 4 as of Sept. 1 of that school year, unless enrolled in the fee-based PreK 3 program. We provide early childhood support through PreK, PPCD and EE. Students that are eligible for this program are encouraged to participate in order to transition smoothly into Kindergarten.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

Teachers in LEISD participate in the development of common formative assessments(CFA). Students are provided with both formative and summative assessments on a continual basis. Professional Learning Communities review group and individual student data on a reoccurring basis. This allows timely, specific and rigorous intervention opportunities.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

Each campus has specified their process for timely intervention through frequent modalities of assessment, the Response to Intervention (RtI) process, and individualized plans. Each Campus Improvement Plan should be reviewed for school specific information.

10: Coordination and integration of federal, state and local services and programs

The Little Elm ISD Program Funding Coordination Plan specifies local, and state/federal (supplemental funds). Please review the addendum to this District Improvement Plan.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ashley Glover	Director of Federal Programs and Student	Title I	.10
Magdalena Silva	Bilingual/ELL Coordinator	Title I	.3
Yamile Quintero	Parent/Community Facilitator	Title I	1.0

Plan Notes

October 3, 2016: The District Education Improvement Council met to discuss roles and responsibilities for the 2016-2017 school year. The 2016-2017 Parent Involvement Policy was developed. Multiple Addendums were updated. The following are pending update- Dr. Ashley Glover

- Parent Involvement Policy Final Copy
- Coordinated Health Services Plan
- Federal System Safeguards & TAPR
- DAEP Guidelines

Updated on October 9, 2016-Dr. Ashley Glover

Updated on October 23, 2016 with expenditure information in Title I, II, III-Dr. Ashley Glover

Updated on October 26, 2016 updated addendums- Dr. Ashley Glover

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2016-2017 District Education Improvement Committee

Committee Role	Name	Position
Business Representative	Stacy Perry	Lakeview PTA
Classroom Teacher	Stephen Boie	Powell Staff
Classroom Teacher	Kim Miller	Hackberry Parent
Classroom Teacher	Luis Mosso	Oak Point Staff
Classroom Teacher	Stoney Myers	Hackberry Staff
Classroom Teacher	Laura Colon Ortiz	Hackberry Staff
Classroom Teacher	Cathleen Philpot	LEHS Staff
Classroom Teacher	Marnie Richardson	Hackberry Staff
Classroom Teacher	Paula Shneyer	Prestwick Parent
Classroom Teacher	Nigel Smith	LEHS Staff
Classroom Teacher	Jim Whipple	Alternative Education Staff
District-level Professional	Daniel Gallagher	LEISD District Staff
District-level Professional	Dr. Ashley Glover	LEISD District Staff
Paraprofessional	Mary Phillip	LEHS Staff
Paraprofessional	Paisley Conrad	Oak Point Staff
Paraprofessional	Karla Figueroa	Hackberry Staff
Paraprofessional	Mindy Hernandez	Lakeview Staff
Parent	Wendy Argentine	Lakeview Staff & Parent
Parent	Staci Horvath	Powell Parent
Parent	Jennifer Montgomery	LMS Parent
Parent	Trista Perot	Prestwick Parent
Parent	Jennifer Reynolds	Brent Parent
Parent	Sarona Winfrey	LEHS Parent

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District Funding Summary

211-Title I					
Goal	Strategy	Action Step	Resources Needed	Account Code	Amount
1	1	3	Nystrom Educational Supply	211-11-6399-00-827-7-24-0-00	\$1,674.00
1	1	7			\$2,800.00
1	1	8			\$0.00
1	2	5			\$0.00
1	3	2	Lead Partners-District Wide Initiative	211-11-6299-00-821-624-000	\$10,000.00
1	4	3	AVID Learning Supplies	211-11-6399-00-821-624-000	\$775.00
1	4	3	AVID Training	211-11-6411-00-821-624-000	\$5,800.00
1	4	3	AVID Elementary Professional Dues	211-11-6495-97-821-624-000	\$5,440.00
1	6	7	State and Federal Program Training	211-21-6411-00-821-624-000	\$2,070.00
1	11	2	AVID Elementary Training	211-216411-97-821-624-000	\$2,796.00
1	11	3	Homeless Student Services Reserve	211-32-6499-00-821-624-000	\$2,800.00
1	12	2			\$0.00
1	12	3			\$0.00
1	14	1	Professional Development Allocation	211-21-6299-00-821-624-000	\$18,419.00
3	1	9			\$0.00
3	2	1	Childcare Extra Duty Pay	211-32-6118-00-821-699-000	\$1,328.00
3	2	1	Parenting Class presenters	211-61-6118-00-821-699-000	\$1,100.00
3	2	2	Payroll-Parent Liasion	211-21-6119-00-821-699-000	\$69,501.00
3	2	3	ESC Region 16	211-13-6411-00-821-624-000	\$536.10
5	2	1	LRP Title I Monitor	211-21-6329-00-827-7-24	\$350.00
5	2	1	Federal Budget Management Training-Ongoing	211-21-6299-00-827-7-00	\$1,100.00
Sub-Total					\$126,489.10
263-Title III					
Goal	Strategy	Action Step	Resources Needed	Account Code	Amount

1	2	5			\$0.00
1	3	5			\$0.00
1	6	6	Extra Duty Summer School Compensation	263-11-6118-00-699-525-000	\$6,000.00
1	6	7	Payroll	263-21-6119-00-821-525-0	\$0.00
1	6	8	LEAD Partners	263-13-6299-00-821-525-000	\$1,200.00
1	6	9	Solution Tree: Closing the ELL Achievement Gap	263-21-6411-00-821-625-000	\$1,947.00
1	6	10	Classroom materials and supplies	263-13-6399-00-821-525-000	\$1,803.50
1	6	10	Estrellita Learning	263-13-6399-00-821-525-000	\$2,460.50
1	6	10	Empowering Writers materials	263-13-6399-00-821-525-000	\$798.00
1	6	10	Reading Materials for ELLs	263-13-6399-00-821-525-000	\$3,890.49
1	6	11	Funds to reimburse successful completion of Texes certification exam	263-21-6411-00-827-7-25-0-00	\$1,200.00
5	2	1	Digital Learning Materials-ESL Teachers	263-13-6398-00-827-7-25-0-00	\$7,536.00
Sub-Total					\$26,835.49

255-Title II

Goal	Strategy	Action Step	Resources Needed	Account Code	Amount
1	1	6	My Learning Plan-District Wide Initiative	255-13-6299-00-827-7-99-0	\$29,000.00
1	1	9			\$46,000.00
1	12	2			\$0.00
1	12	3			\$0.00
1	14	1	Solution Tree RTI, Math at Work Professional Learning	255-21-6411-00-821-699-000	\$24,662.00
Sub-Total					\$99,662.00

SCE-State Compensatory Ed.

Goal	Strategy	Action Step	Resources Needed	Account Code	Amount
1	1	2	Lexia, Reading A-Z, Rosetta Stone (amount varies per campus)		\$0.00
1	1	5			\$0.00
1	1	8			\$0.00
1	2	3			\$0.00

1	6	5			\$0.00
Sub-Total					\$0.00
Local Funds					
Goal	Strategy	Action Step	Resources Needed	Account Code	Amount
1	1	1	NWEA MAP		\$67,000.00
1	1	2			\$0.00
1	1	4			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	2	3			\$0.00
1	3	3			\$0.00
1	4	1			\$0.00
1	5	2			\$0.00
1	12	1			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
2	1	4			\$0.00
2	1	5			\$0.00
2	1	6			\$0.00
2	1	7			\$0.00
2	2	1			\$0.00
2	2	2			\$0.00
2	2	4			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
3	1	6			\$0.00

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3	1	7			\$0.00
4	1	1			\$0.00
4	2	1			\$0.00
4	2	2			\$0.00
4	2	3			\$0.00
4	2	4			\$0.00
4	2	5			\$0.00
4	2	7			\$0.00
5	1	1			\$0.00
5	1	2			\$0.00
5	1	3			\$0.00
6	1	1			\$0.00
6	1	2			\$0.00
Sub-Total					\$67,000.00
Other					
Goal	Strategy	Action Step	Resources Needed	Account Code	Amount
3	1	4			\$0.00
3	1	5			\$0.00
3	1	8			\$0.00
4	2	6			\$0.00
Sub-Total					\$0.00
IDEA					
Goal	Strategy	Action Step	Resources Needed	Account Code	Amount
1	3	1			\$0.00
Sub-Total					\$0.00
PERKINS					
Goal	Strategy	Action Step	Resources Needed	Account Code	Amount
1	5	2			\$0.00

1	5	5			\$0.00
1	15	1	Engineering Resources	244.11.6398.23.821.622.000	\$6,500.00
1	15	1	Business Equipment	244.11.6398.24.821.522.000	\$2,000.00
1	15	1	Health Science Equipment	244.11.6398.25.821.522.000	\$4,721.00
1	15	1	General CTE Equipment	244.11.6398.26.821.522.000	\$1,175.00
1	15	1	Finance Strand Equipment and materials	244.11.6398.30.821.522.000	\$1,000.00
1	15	1	Marketing Equipment	244.11.6398.33.821.522.000	\$1,800.00
1	15	1	Criminal Justice	244.11.6398.34.821.522.000	\$1,200.00
1	15	1	Education and Training	244.11.6398.35.821.522.000	\$1,533.00
1	15	1	Human Resources Strand	244.11.6398.37.821.522.000	\$1,000.00
1	15	1	Trade and Industry	244.11.6398.38.821.522.000	\$1,746.39
1	15	1	Graphic Design	244.11.6398.39.821.522.000	\$2,000.00
1	15	1	Professional Learning CTE	244-13-6411-00-821-622-000	\$3,646.00
Sub-Total					\$28,321.39
Grand Total					\$348,307.98

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Addendums

Pregnancy Related Service Process/Checklist

- ☐ Campus Staff are made aware of student's possible pregnancy
 - ☐ Medical note confirming pregnancy is collected from student.
 - ☐ If note confirming pregnancy is not available, Consent for Medical Release (Page 5) is completed and sent for pregnancy confirmation.
- ☐ Pregnancy confirmation is received
 - ☐ Counselor/CIS offers Student Assistance Team
 - ☐ Team consists of Counselor, Nurse, CIS, and SPED Diagnostician, if applicable
 - ☐ Description of PRS program services (Page 6) that will be made available are reviewed with student, by Counselor/CIS.
 - ☐ Email is sent to At Risk Group
 - ☐ Group consists of Counselor, Nurse, CIS, PEIMS Clerk, Attendance Clerk, and SPED Diagnostician, if applicable
 - ☐ At Risk Group meets to assess the student's individual needs in the areas of medical/health, academics, social services, in order to develop an individual plan for the student.
 - ☐ Change of Status Form (Page 7) is completed by Counselor/CIS
 - ☐ Pregnancy Related Services Data Entry/Exit Form (Page 4) is completed by Counselor
 - ☐ The following documents are collect and/or completed then given to the PEIMS Clerk:
 - ☐ Change of Status Form (Page 7)
 - ☐ Pregnancy Related Services Data Entry/Exit Form (Page 4)
 - ☐ Medical note confirming pregnancy and/or the Consent for Medical Release (Page 5) and confirmation.
 - ☐ PEIMS Clerk will do the following:
 - ☐ Create BLUE PRS folder, to track all PRS documentation.
 - ☐ Print and file the additional information in the PRS folder:
 - ☐ ARD notice, if applicable (Page 8)
 - ☐ Student's Attendance Record (Page 9)
 - ☐ Current Report Card (Page 10)
 - ☐ Student's schedule (Page 11)
 - ☐ Transcript (Page 12)
- ☐ Student's doctor visits (Prenatal care doctor visits) -
 - ☐ The attendance clerk must ensure the counselor/PEIMS Clerk has a copy of all doctor notes for student's receiving PRS Services to file in BLUE folder.
- ☐ Before student starts to receive the Compensatory Education Homebound Instruction (CEHI)
 - ☐ Student delivers baby -
 - ☐ Student's status is changed to include PRS and CEHI
 - ☐ Change of Status is updated showing additional services offered (Page 7)
 - ☐ Data Entry/Exit Form information is updated (Page 4)
 - ☐ Physician Statement for Homebound Services is collected and reviewed (Page 13)
 - ☐ Counselor/CIS meets with student, student's parents, and Homebound Teacher to determine the best type and amount of time for instruction.
 - ☐ Review Guidelines for Homebound /Special Education Teacher (Page 14)
 - ☐ Review Guidelines for Homebound Teacher (Page 15)
 - ☐ Review Guidelines for Parent/Guardian of Homebound Student (Page 16)
 - ☐ Importance of CEHI and/or Special Education Homebound Log (Page 17)
 - ☐ The following completed forms/information are given to the PEIMS Clerk to file in the BLUE PRS folder:
 - ☐ Additional information on the Data Entry/Exit Form (Page 4)
 - ☐ Additional information to be included on the Change of Status Form (Page 7)

- ☐ CTE Hours Form (Page 18)
- ☐ Physician Statement for Homebound Services (Page 13)
- ☐ Guidelines for Homebound /Special Education Teacher (Page 14)
- ☐ Guidelines for Homebound Teacher (Page 15)
- ☐ Guidelines for Parent/Guardian of Homebound Student (Page 16)
- ☐ CEHI and/or Special Education Homebound Log (Page 17)
- ☐ The Homebound Instructor MUST submit the Homebound Instruction Logs (Page 17) weekly to the counselor/PEIMS Clerk and/or campus secretary.
- ☐ The PEIMS Clerk will send the Attendance Clerk and District PEIMS Coordinator a copy of each week's CEHI Homebound Instruction Log (Page 17).
- ☐ The CEHI Homebound Instruction Log (Page 17) is filed in the back of the BLUE PRS folder.
- ☐ Student returns/transitions back to school
 - ☐ Student meets with counselor/CIS
 - ☐ Counselor/CIS collect medical note releasing the student from doctor's care or Physician Release/Extension Form (Page 19).
 - ☐ Plan created to transition/return to class
 - ☐ The following staff are immediately notified:
 - ☐ Counselor/CIS
 - ☐ Each instructor listed on the student's schedule
 - ☐ Homebound Instructor
 - ☐ Attendance Clerk
 - ☐ PEIMS Clerk
 - ☐ District PEIMS Coordinator
 - ☐ Data Entry/Exit Form is finalized (Page 4)
 - ☐ Counselor/ CIS update the Change of Status Form (Page 7) exiting the student from CEHI and/or PRS program.
- ☐ PEIMS Clerk finalizes BLUE PRS file ensuring all necessary documentation has been collected and all required signatures have been completed.
- ☐ The Counselor/CIS and PEIMS Clerk sign and date **this form** (PAGE 3) as confirmation the file is complete.
- ☐ Once, file is complete it is given to the District PEIMS Coordinator for storing and audit purposes.

Signature of PEIMS Clerk

Date

Signature of Counselor/CIS

Date

Signature of District PEIMS Coordinator

Date

Note: This policy addresses discrimination, harassment, and retaliation involving District students. For provisions regarding discrimination, harassment, and retaliation involving district employees, see DIA. For reporting requirements related to child abuse and neglect, see FFG. Note that FFH shall be used in conjunction with FFI (bullying) for certain prohibited conduct.

STATEMENT OF
NONDISCRIMINATION

The District prohibits discrimination, including harassment, against any student on the basis of race, color, religion, gender, national origin, disability, or any other basis prohibited by law. The District prohibits dating violence, as defined by this policy. Retaliation against anyone involved in the process set out in this policy is a violation of District policy.

DISCRIMINATION

Discrimination against a student is defined as conduct directed at a student on the basis of race, color, religion, gender, national origin, disability, or any other basis prohibited by law, that adversely affects the student.

PROHIBITED HARASSMENT

Prohibited harassment of a student is defined as physical, verbal, or non-verbal conduct based on a student's race, color, religion, gender, national origin, disability, or any other basis prohibited by law that is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Prohibited harassment includes dating violence as defined by this policy.

SEXUAL HARASSMENT
BY AN EMPLOYEE

Sexual harassment of a student by a District employee includes both welcome and unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

1. A District employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or
2. The conduct is so severe, persistent, or pervasive that it:
 - a. Affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's education opportunities; or
 - b. Creates an intimidating, threatening, hostile, or abusive edu-

cation environment.

Romantic or inappropriate social relationships between students and District employees are prohibited. Any sexual relationship between a student and a District employee is always prohibited even if consensual. [See DF]

BY OTHERS

Sexual harassment of a student, including harassment by another student, includes unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is so severe, persistent, or pervasive that it:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Necessary or permissible physical contact by an employee or other student such as assisting a child by taking the child's hand, comforting a child with a hug, or other physical contact not reasonably construed as sexual in nature is not sexual harassment.

GENDER-BASED
HARASSMENT

Gender-based harassment includes physical, verbal, or nonverbal conduct based on the student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity. For purposes of this policy, gender-based harassment is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

DATING VIOLENCE

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person who is in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense.

For purposes of this policy, dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the

conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

RETALIATION

The District prohibits retaliation against a student who claims to have experienced discrimination or harassment, as defined in this policy, or another student who, in good faith, makes a report of discrimination or harassment experienced by another student, serves as a witness in any investigation under this policy, or otherwise participates in an investigation under this policy.

FALSE CLAIM

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding discrimination or harassment under this policy is subject to appropriate discipline.

PROHIBITED CONDUCT

In this policy, the term "prohibited conduct" includes discrimination, harassment, dating violence, and retaliation as defined by this policy even if the conduct does not rise to the level of "unlawful" conduct.

REPORTING PROCEDURES
STUDENT REPORT

Any student who believes that he or she has experienced prohibited conduct or believes that another student has experienced prohibited conduct should immediately report the alleged acts to a teacher, counselor, principal, other District professional employee, or the appropriate District official listed in this policy.

EMPLOYEE REPORT

Any District employee who suspects or receives notice that a student or group of students has or may have experienced prohibited conduct shall promptly notify the appropriate District official listed in this policy and take any other steps required by this policy.

DEFINITION OF DISTRICT
OFFICIALS

For purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, the Superintendent, and the campus administrator.

TITLE IX COORDINATOR

Reports of discrimination or harassment based on sex or gender may be directed to the Title IX coordinator. The District designates the following person to coordinate its efforts to comply with Title IX of the Education Amendments Act of 1972, as amended:

Name:

Position:

Address:

Telephone:

ADA/SECTION 504
COORDINATOR

Reports of discrimination based on disability may be directed to the ADA/Section 504 coordinator. The District designates the following per-

son to coordinate its efforts to comply with Title II of the American with Disabilities Act of 1990, as amended, which incorporates and expands upon the requirements of Section 504 of the Rehabilitation Act of 1973, as amended:

Name:

Position:

Address:

Telephone:

SUPERINTENDENT

The Superintendent shall serve as coordinator for purposes of all other anti-discrimination laws.

ALTERNATE REPORTING
PROCEDURES

No student is required to report prohibited conduct to the person alleged to have committed the conduct. Reports of alleged prohibited conduct, including reports against the Title IX or ADA/Section 504 coordinators, may be addressed to the Superintendent.

A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall take action at a properly posted Board meeting that includes an agenda item related to a complaint against the Superintendent to appoint an appropriate person, who need not be a District employee, to conduct an investigation.

TIMELY REPORTING

Reports of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to promptly report may impair the District's ability to investigate.

NOTICE TO PARENTS

The District official or designee shall promptly notify the parents of any student alleged to have experienced prohibited conduct by a District employee or another adult.

NOTICE TO OTHER
OFFICIALS

If the alleged perpetrator is not a District employee or other adult over whom the District can exercise any jurisdiction, the District official shall also promptly notify appropriate law enforcement or Child Protective Services if the official has reason to believe that the child has been or may be neglected or abused.

INVESTIGATION OF THE
REPORT

The District may request but shall not require a written complaint or report of alleged prohibited conduct. If a report is made orally, the District official shall prepare a written report from the oral information.

Upon receipt or notice of the report, the District official shall determine whether the allegations, if proven, would constitute prohibited conduct, as defined by this policy. If so, the District official shall promptly authorize or undertake an investigation, regardless of whether a criminal or regulatory investigation of the same or similar allegations is pending, and shall also determine whether the reported conduct would, if proven, constitute bullying under policy FFI.

If no investigation is warranted under this policy, the District official shall make a determination under FFI, Freedom from Bullying, whether the alleged conduct would constitute bullying rather than discrimination, har-

	assessment, or retaliation. If so, the matter shall be referred to be handled under FFI. If the District official determines that the alleged conduct, if proven, would not be a violation of this policy or of policy FFI, the District official shall so notify the complainant/reporter in writing and dismiss the complaint. If appropriate, the District official shall promptly take interim action calculated to address prohibited conduct or bullying during the course of the investigation. The investigation may be conducted by a District official or a designee, such as the campus principal, or by a third party designated by the District, such as an attorney. When appropriate, the campus principal shall be involved in or informed of the investigation.
CONCLUDING THE INVESTIGATION	Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation. The investigator shall prepare a written report of the investigation. The report shall include a determination of whether prohibited conduct or bullying occurred. The report shall be filed with the District official overseeing the investigation. That official shall communicate a summary of the report and its conclusions to the complainant.
DISTRICT ACTION PROHIBITED CONDUCT	In no circumstance shall the District be required to inform the complainant of the specific disciplinary or corrective action taken. If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.
BULLYING	If the results of the investigation indicate bullying occurred, the official shall refer to FFI for appropriate notice to parents and District action and to FDB for applicable transfer provisions.
IMPROPER CONDUCT	If the investigation reveals improper conduct that was neither "prohibited conduct" nor "bullying," the District may nonetheless take appropriate disciplinary action consistent with the Code of Student Conduct or other corrective action to address the conduct.
CONFIDENTIALITY	To the extent possible, the District shall endeavor to protect the privacy of the complainant, persons against whom a complaint is filed, and witnesses. However, limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

APPEAL	A student who is dissatisfied with the outcome of the investigation may appeal through FNG (LOCAL), beginning at the appropriate level and also has the right to file a complaint with the United States Department of Education Office for Civil Rights.
RECORDS RETENTION	The District shall retain records of the complaint and investigation in accordance with FB (LOCAL) and CPC (LOCAL).
ACCESS TO POLICY	Information regarding this policy and any related procedures shall be included annually in the employee and student handbooks. The policy and procedures shall be posted on the District's website; a copy may also be obtained at each campus and the District's administrative offices.

STUDENT CONDUCT
TOBACCO USE AND POSSESSION

FNCD
(LEGAL)

USE OR POSSESSION
BY STUDENTS

The Board shall prohibit students from smoking, using, or possessing tobacco products at a school-related or school-sanctioned activity on or off school property.

ENFORCEMENT

The Board shall ensure that District personnel enforce the policies on school property.

Education Code 38.006 [See DH (LEGAL) and GKA (LEGAL)]

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LEGAL)

DEFINITION

"Bullying" means engaging in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the District and that:

1. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or
2. Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

This conduct is considered bullying if it:

1. Exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and
2. Interferes with a student's education or substantially disrupts the operation of a school.

POLICY

The Board shall adopt a policy, including any necessary procedures, concerning bullying that:

1. Prohibits the bullying of a student;
2. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;
3. Establishes a procedure for providing notice of an incident of bullying to a parent or guardian of the victim and a parent or guardian of the bully within a reasonable amount of time after the incident;
4. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;
5. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;
6. Establishes procedures for reporting an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;
7. Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying; and

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LEGAL)

8. Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law, including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.).

The policy and any necessary procedures must be included annually in the student and employee handbooks and in the District improvement plan under Education Code 11.252. [See BQ]

INTERNET POSTING

The procedure for reporting bullying must be posted on the District's Internet Web site to the extent practicable.

Education Code 37.0832(a)–(e)

	Note: This policy addresses bullying of students. Before proceeding under this policy, review FFH to first determine whether that policy applies. For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.
BULLYING PROHIBITED	The District prohibits bullying as defined by this policy. Retaliation against anyone involved in the complaint process set out in this policy is a violation of District policy.
DEFINITION	Bullying occurs when a student or group of students engages in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the District: 1. Exploits an imbalance of power between the student perpetrator and the student victim through written or oral expression or physical conduct and interferes with a student's education or substantially disrupts the operation of a school; and 2. Such conduct: a. Has the effect or reasonably will have the effect of physically harming a student, damaging a student's property, or placing a person in reasonable fear of harm to the student's person or of damage to the student's property; or b. Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.
RETALIATION	The District prohibits retaliation by a student or District employee against any person who, in good faith, makes a report of bullying, serves as a witness, or otherwise participates in an investigation under this policy.
FALSE CLAIM	A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying under this policy is subject to appropriate disciplinary action.
TIMELY REPORTING	Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to promptly report may impair the District's ability to investigate.

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

REPORTING PROCEDURES	To obtain assistance and intervention and assistance, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, counselor, principal, or other District professional employee.
STUDENT REPORT	
EMPLOYEE REPORT	Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall promptly notify the principal or designee.
REPORT FORMAT	A report may be made orally or in writing. If a report is made orally, the principal or designee shall prepare a written report from the oral information.
INVESTIGATION OF REPORT	The principal or designee shall determine whether the allegations, if proven, would constitute prohibited conduct as defined by FFH(LOCAL), Freedom from Discrimination, Harassment, and Retaliation. If so, the matter shall be referred to the appropriate District official, as set out in FFH(LOCAL), for processing in accordance with that policy. If not, the principal or designee shall conduct an investigation based on the allegations of bullying. If appropriate, the principal shall promptly take interim action calculated to prevent bullying during the course of the investigation.
CONCLUDING THE INVESTIGATION	Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation. The investigator shall prepare a written report of the investigation. The report shall include a determination of whether bullying occurred. If the alleged victim is facing possible disciplinary action based on a physical interaction or altercation with the alleged perpetrator, the report shall include a determination whether the victim used reasonable self-defense. A copy of the report will be filed with the Superintendent or other appropriate administrator. The principal shall also communicate a summary of the report and its conclusions to the complainant.
NOTICE TO PARENTS	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of both the victim and the perpetrator.
DISTRICT ACTION	In no circumstance shall the District be required to inform the complainant of the specific disciplinary or corrective action taken.
BULLYING	If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

	and may take corrective action reasonably calculated to address the conduct.
STUDENTS WITH DISABILITIES	Before a student with disabilities is disciplined for engaging in bullying, the District shall comply with state and federal requirements related to discipline of students with disabilities.
COUNSELING	If the results of the investigation indicate bullying occurred, the principal or designee shall inform the victim, the perpetrator, and any witnesses of District counseling options available to them.
TRANSFERS	If the results of the investigation indicate bullying occurred, policy FDB will apply to any transfer request.
IMPROPER CONDUCT	If the investigation reveals improper conduct that was not “bullying,” the District may nonetheless take appropriate disciplinary action consistent with the Student Code of Conduct or other corrective action to address the conduct.
CONFIDENTIALITY	To the extent possible, the District shall endeavor to protect the privacy of the complainant, persons against whom the complaint is brought, and witnesses. However, limited disclosures may be necessary in order to conduct a thorough investigation.
APPEAL	A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.
RECORDS RETENTION	The District shall retain records of the complaint and investigation in accordance with CPC(LOCAL).
ACCESS TO POLICY AND PROCEDURES	Information regarding this policy and any related procedures shall be included annually in the employee and student handbooks. The policy and procedures shall be posted on the District’s Web site; a copy may also be obtained at each campus and the District’s administrative offices.

2016-2017 Priority for Service (PFS) Action Plan

ESC REGION 11 MIGRANT EDUCATION PROGRAM SSA DISTRICTS

<u>Goal(s):</u> Identify and provide services to migrant learners who are failing or at risk of failing to meet the State’s content and performance standards and whose education has been interrupted during the regular school year.	<u>Objective(s):</u> ☐ Identify migrant learners who enroll late and withdraw early and provide supplemental services to each learner when no other school district services are available. ☐ Identify migrant learners who are missing significant amounts of instructional time due to late enrollment and/or excessive absences. ☐ Provide supplemental information to parents on how to collaborate with school staff and access resources in order to provide timely attention and appropriate interventions for their children. ☐ Use data to plan the Priority for Services Action Plan (PFS) for 2016-2017 academic year and assist the district with supplemental services not provided by other federal or non-federal programs.
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Required	Timeline	Person(s) Responsible	Documentation
On a monthly basis, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.		NGS Specialist	PFS Reports
Print and review the New Generation System (NGS) Priority for Service (PFS) learner report monthly	15 th day of every month for 2016-2017	NGS Specialist	NGS generated reports
Submit the PFS to the district SSA contact for distribution to appropriate staff	20 th day of every month for 2016-2017	NGS Specialist	Copy of sent email(s)
Before the first day of school, develop a PFS Action Plan for serving PFS learners. The plan must clearly articulate criteria for defining learner success, including timelines for achieving stated goals and objectives.			
Send PFS Action Plan to District to attach to DIP	August 12, 2016	MEP Coordinator	Copy of sent email(s)
The PFS Action Plan must include the following:			
1. The Title I Migrant Coordinator will provide each campus principals, appropriate campus staff and parents the Priority for Service criteria and updated NGS Priority for Service reports.			
Submit the PFS to the district SSA contact for distribution to appropriate staff	20 th day of each month in 2016-2017	NGS Specialist	Copy of sent email(s)
Send letter with copy of PFS report for their child(ren) with request for meeting with parent	20 th day of each month in 2016-2017	MEP Consultant, NGS Specialist	Copies of letter sent
Collaborate with counselors each reporting period in developing a personal graduation	September 2016 – May 2017	MEP School Liaison Consultant, MEP Consultant	Time and Effort reports, travel logs, graduation plan

2. When, in your school year calendar, the district's Title I Migrant Coordinator, MEP staff and migrant school staff will make home and /or community visits to update parents on the academic progress of their children.			
Contact parent to notify of child's PFS status inform of intervention options.	September 2016 – May 2017	MEP School Liaison Consultant, MEP Consultant	Copies of letter sent
Meet with PFS migrant parents and school staff to explain how PFS learners are identified and what services are available for these learners	As requested by parent or school staff	MEP School Liaison Consultant, MEP Consultant	Copies of letter sent
3. How the district's Title I Migrant Coordinator will use NGS Priority for Service reports to give priority placements to these learners in Migrant Education Program activities.			
Share and coordinate secondary credit accrual practices with receiving states through the Secondary Credit Accrual workshop, hosted by the Texas Migrant Interstate Program (TMIP)	September 2016 – May 2017	MEP consultant, School Liaison Consultant	District policy and procedures
Work with project and SSA districts in creating an extracurricular club/leadership event specific to migrant learners designed to help learners develop effective learning and study skills	September 2016 – May 2017	MEP consultant, School Liaison Consultant, School Planning Group	Agenda, roster, minutes of meeting
Provide PFS learners and their parent(s) prior notice for upcoming Migrant Education Program (MEP) events.	September 2016 – May 2017	MEP consultant, School Liaison Consultant, School Planning Group	Copy of fliers, emails
4. How the district's Title I Migrant Coordinator will ensure that Priority for Service learners receive priority access to instructional services, as well as social workers and community social services/agencies.			
Collaborate with SSA districts to develop and implement a set of district procedures outlining strategies for partial/full credit accrual for migrant learners with late entry/early	September 2016 – May 2017	NGS Migrant School Liaison Consultant, NGS Specialist	E-mails
Monitor NGS course completion for PFS learners with late entry and early withdrawal	September 2016 – May 2017	NGS Migrant School Liaison Consultant, NGS Specialist	Learner transcript, NGS reports
Provide Parent Advisory Meetings in different areas throughout the school year	September 2016 – May 2017	NGS Migrant School Liaison Consultant, Migrant Recruiters	Agenda, roster, mileage reimbursement forms, minutes of meeting
Provide contact information regarding social service agencies and healthcare providers available in their area.	September 2016 – May 2017	NGS Migrant School Liaison Consultant, Migrant Recruiters	Telephone log, mileage reimbursement, time and effort reports
5. What federal, state and local programs service Priority for Service learners?			
Meet (or communicate) with district staff to ensure learners participate in school services offered	September 2016 – May 2017	Migrant School Liaison Consultant, Migrant Consultant	Telephone log, mileage reimbursement, time and effort reports, emails
Use migrant funds to pay tuition or fees for evening classes, summer school, credit by exam or distance learning when not provided by ISD	September 2016 – May 2017	Migrant School Liaison Consultant, Migrant Consultant	Budget records
Use migrant funds to pay for tutor to provide supplemental instruction or facilitate distance learning courses	September 2016 – May 2017	Migrant School Liaison Consultant, Migrant Consultant	Budget records, tutor time logs
Share and coordinate secondary credit accrual practices with receiving states through services provided by the Texas Migrant Interstate Program (TMIP).	September 2016 – May 2017	Migrant School Liaison Consultant, Migrant Consultant	Agenda, roster, email, telephone log

TEXAS EDUCATION AGENCY

2016 Accountability Summary

LITTLE ELM ISD (061914)

Accountability Rating

Met Standard

Met Standards on

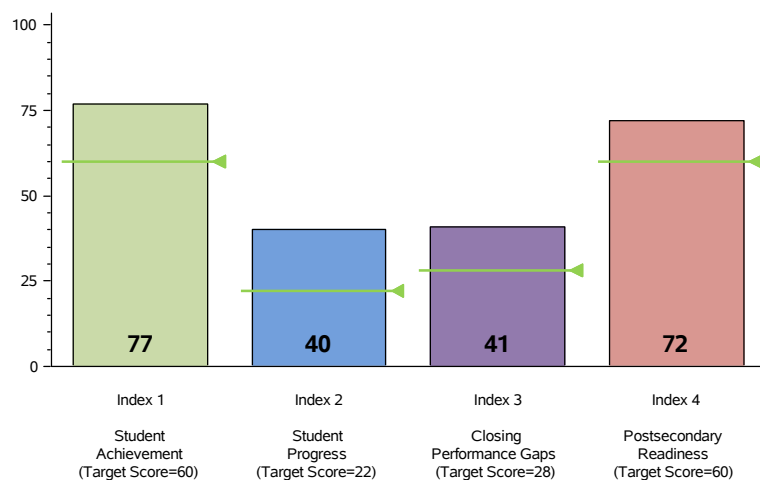
- Student Achievement
- Student Progress
- Closing Performance Gaps
- Postsecondary Readiness

Did Not Meet Standards on

- NONE

In 2016, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 **or** Index 2 **and** Index 3 **and** Index 4.

Performance Index Report



Distinction Designation

Postsecondary Readiness

Percent of Eligible Measures in Top Quartile
1 out of 16 = 6%

NO DISTINCTION EARNED

Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	9,037	11,708	77
2 - Student Progress	643	1,600	40
3 - Closing Performance Gaps	1,227	3,000	41
4 - Postsecondary Readiness			
STAAR Score	12.0		
Graduation Rate Score	23.0		
Graduation Plan Score	18.9		
Postsecondary Component Score	17.7		72

System Safeguards

Number and Percentage of Indicators Met

Performance Rates	36 out of 43 = 84%
Participation Rates	18 out of 18 = 100%
Graduation Rates	6 out of 6 = 100%
Met Federal Limits on Alternative Assessments	1 out of 1 = 100%
Total	61 out of 68 = 90%

For further information about this report, please see the Performance Reporting Division website at <https://rptsrv1.tea.texas.gov/perfreport/account/2016/index.html>

TEXAS EDUCATION AGENCY
2016 System Safeguards - Status Report
LITTLE ELM ISD (061914)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y	Y	Y	Y		Y		Y	Y	N	Y		8	9	89
Mathematics	Y	Y	Y	Y		Y		Y	Y	N	Y		8	9	89
Writing	Y	Y	Y	Y				Y	Y	N	Y		7	8	88
Science	Y	Y	Y	Y		Y		Y	Y	N	N		7	9	78
Social Studies	Y	Y	Y	Y				Y	Y	N	N		6	8	75
Total													36	43	84

Performance Status - Federal															
Federal Target	87%	87%	87%	87%					87%	87%	87%				
Reading	N	N	N	N	n/a	n/a	n/a	n/a	N	N	N	n/a			
Mathematics	N	N	N	N	n/a	n/a	n/a	n/a	N	N	N	n/a			

Participation Status															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y	Y	Y	Y		Y		Y	Y	Y		Y	9	9	100
Mathematics	Y	Y	Y	Y		Y		Y	Y	Y		Y	9	9	100
Total													18	18	100

Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met	Y	Y	Y	Y					Y	Y			6	6	100
Reason Code ***	d	a	d	b					d	b					
Total													6	6	100

District: Met Federal Limits on Alternative Assessments

Reading															
Alternate 1%	Y														
Number Proficient	37														
Total Federal Cap Limit	47														
Mathematics															
Alternate 1%	Y														
Number Proficient	40														
Total Federal Cap Limit	40														
Total													1	1	100
Overall Total													61	68	90

+ Participation uses ELL (Current), Graduation uses ELL (Ever HS)

* Indicates results are masked due to small numbers to protect student confidentiality.

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal

b = Four-year Graduation Rate Target of 88%

d = Five-year Graduation Rate Target of 90%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

n/a Indicates the student group is not applicable to System Safeguards.

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TEXAS EDUCATION AGENCY
2016 System Safeguards - Performance and Participation Data Table
LITTLE ELM ISD (061914)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Level II Satisfactory Standard	3,354	499	1,306	1,326	9	86	9	119	1,434	130	573	n/a
Total Tests	4,426	677	1,870	1,611	12	99	10	147	2,065	366	888	670
% at Level II Satisfactory Standard	76%	74%	70%	82%	75%	87%	90%	81%	69%	36%	65%	n/a
Mathematics												
# at Level II Satisfactory Standard	2,948	414	1,165	1,160	13	81	7	108	1,256	145	595	n/a
Total Tests	3,693	553	1,544	1,357	13	84	8	134	1,709	308	818	614
% at Level II Satisfactory Standard	80%	75%	75%	85%	100%	96%	88%	81%	73%	47%	73%	n/a
Writing												
# at Level II Satisfactory Standard	790	121	306	312	*	20	*	24	328	20	159	n/a
Total Tests	1,058	164	449	384	*	22	*	31	480	56	254	185
% at Level II Satisfactory Standard	75%	74%	68%	81%	*	91%	*	77%	68%	36%	63%	n/a
Science												
# at Level II Satisfactory Standard	1,222	164	453	509	*	38	*	55	529	87	162	n/a
Total Tests	1,567	228	647	589	*	41	*	57	745	160	277	203
% at Level II Satisfactory Standard	78%	72%	70%	86%	*	93%	*	96%	71%	54%	58%	n/a
Social Studies												
# at Level II Satisfactory Standard	723	114	274	279	*	20	*	32	299	35	33	n/a
Total Tests	964	157	408	339	*	20	*	35	449	75	95	74
% at Level II Satisfactory Standard	75%	73%	67%	82%	*	100%	*	91%	67%	47%	35%	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	4,668	735	1,960	1,674	13	112	11	162	2,189	381	n/a	742
Total Students	4,692	739	1,971	1,682	13	113	11	162	2,201	383	n/a	747
Participation Rate	99%	99%	99%	100%	100%	99%	100%	100%	99%	99%	n/a	99%
Mathematics: 2015-2016 Assessments												
Number Participating	3,897	601	1,611	1,416	14	95	9	150	1,806	319	n/a	662
Total Students	3,907	603	1,615	1,419	14	96	9	150	1,809	319	n/a	664
Participation Rate	100%	100%	100%	100%	100%	99%	100%	100%	100%	100%	n/a	100%

* Indicates results are masked due to small numbers to protect student confidentiality.

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

n/a Indicates the student group is not applicable to System Safeguards.

TEXAS EDUCATION AGENCY
2016 System Safeguards - Graduation and Federal Limits Data Table
LITTLE ELM ISD (061914)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	319	57	106	137	*	**	-	8	118	31	11	n/a
Total in Class	381	61	142	155	*	**	-	11	146	35	21	15
Graduation Rate	83.7%	93.4%	74.6%	88.4%	*	90.0%	-	72.7%	80.8%	88.6%	52.4%	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	341	66	114	142	*	9	-	**	141	26	17	n/a
Total in Class	381	69	136	156	*	10	-	**	159	32	23	5
Graduation Rate	89.5%	95.7%	83.8%	91.0%	*	90.0%	-	100.0%	88.7%	81.3%	73.9%	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	350	66	121	144	*	9	-	**	145	28	18	n/a
Total in Class	380	70	134	156	*	10	-	**	158	33	23	5
Graduation Rate	92.1%	94.3%	90.3%	92.3%	*	90.0%	-	100.0%	91.8%	84.8%	78.3%	n/a
District: Met Federal Limits on Alternative Assessments												
Reading												
Number Proficient	37											
Total Federal Cap Limit	47											
Mathematics												
Number Proficient	40											
Total Federal Cap Limit	40											

* Indicates results are masked due to small numbers to protect student confidentiality.

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

n/a Indicates the student group is not applicable to System Safeguards.



Technology Strategic Plan 2015-2018

**What we think, know, or believe in is, in the end, of little consequence.
The only consequence . . . is what we do. (Haines, 1995)**

GOAL 1

Goal 1: Teaching and Learning: Little Elm ISD will implement teaching and learning strategies that utilize relevant technological tools to engage and empower learners both in and beyond the classroom and prepare them to be active, creative, knowledgeable, and ethical participants in our globally networked society.

Strategy 1.1: We will hold 100% of all instructional staff accountable for effective technology integration into the curriculum.

- **Action Plan 1.1.1.:** Digital Learning Facilitators will embed digital tools and resources into curriculum maps then support teacher implementation.
- **Action Plan 1.1.2.:** 100% of 4-12 grade teachers will use 1:1 technology for formative assessments, collaboration, differentiation, communication, and creation using district digital tools such as Canvas, Google Apps, and Edmodo.
- **Action Plan 1.1.3.:** 100% of teachers and students will have access to online resources that support the research process and develop digital information literacy skills, such as online databases and eBooks.
- **Action Plan 1.1.4.:** We will develop a system for monitoring effective technology integration into curriculum and effective integration will be captured and shared as model lessons for coaching purposes.

Strategy 1.2: We will continuously integrate Digital Citizenship across all curriculum so all stakeholders collaborate respectfully, safely, and with integrity.

- **Action Plan 1.2.1.:** All staff will have Digital Citizenship training annually to have a clear understanding, common language, and vertical alignment.
- **Action Plan 1.2.2:** We will build a repository of resources on the Technology>Digital Citizenship website for student, teachers, and parents.
- **Action Plan 1.2.3.:** We will designate a week in the fall and a week in the summer as “Digital Citizenship Week” to highlight Cyber Safety and bring awareness to the topic to all stakeholders.
- **Action Plan 1.2.4.:** We will collaborate with district counselors to support Cyber Safety and Digital Safety initiatives

Strategy 1.3: We will provide opportunity for students to take high interest elective classes that utilize technology.

- **Action Plan 1.3.1.:** We will ensure that LEISD offers innovative and rigorous technology courses.
- **Action Plan 1.3.2.:** We will recruit teachers with CTE and Tech Apps certification, and we will provide support for teachers who elect to earn additional certifications in these areas.

GOAL 2

Goal 2: Educator Preparation and Development: LEISD will support and sustain a systemic, high quality, continuous, and flexible professional learning program that will transform teaching and learning.

Strategy 2.1: Provide a tiered Professional Learning Program that requires a minimum of 3 hours of training/Professional Learning per year.

- **Action Plan 2.1.1.:** Support new employees with job specific training and professional learning opportunities; follow up orientations with campus-based sessions.
- **Action Plan 2.1.2.:** Provide staff and students annual training on AUA and ongoing training on Digital Citizenship.
- **Action Plan 2.1.3.:** Create and develop online training modules for SBEC recommended minimum teacher standards for beginning teachers for self-paced learning platform for all teachers.
- **Action Plan 2.1.4.:** Design and offer technology professional learning sessions tailored to meet the needs of non-teaching district personnel.

Strategy 2.2: Improve the capacity of all teachers to integrate technology into curriculum and instruction.

- **Action Plan 2.2.1.:** Provide professional learning opportunities for 100% of staff to identify technology application standards and their alignment with ISTE standards.
- **Action Plan 2.2.2.:** Work with content coordinators to incorporate technology application TEKS into core content and enrichment areas including bilingual and ESL training; skills highlighted in professional learning opportunities.
- **Action Plan 2.2.3.:** Develop and implement professional learning program for Library Media Specialists
- **Action Plan 2.2.4.:** Support campus level professional development by Library Media Specialists
- **Action Plan 2.2.5.:** We will work with the Director of Professional Learning to embed digital tools into all professional learning opportunities.

GOAL 3

Goal 3: Leadership, Administration, and Instructional Support: Little Elm ISD will promote, model, and support effective technology integration to create innovative, flexible, and responsive learning environments to maximize teaching and learning for staff and students.

Strategy 3.1: We will continue to work with all stakeholders to incorporate technology planning into all campus, library, and district improvement plans.

- **Action Plan 3.1.1.:** We will create a district technology plan that is aligned to campus instructional, professional learning, and infrastructure needs.
- **Action Plan 3.1.2.:** Based on the American Association of School Librarians, develop and implement a LEISD Library Plan
- **Action Plan 3.3.1.:** We will work to weave the district Technology Plan into the District Long Range Plan for seamless integration.

Strategy 3.2: We will collaborate with LEISD administrators to promote and support digital learning, digital tools and digital resources through learning opportunities, classroom expectations, and administrator support.

- **Action Plan 3.2.1.:** We will work with campus principals to budget to send teachers to state and local conferences such as TCEA, Regional EdCamps, etc. with stipulation they turn around with campus/district training.
- **Action Plan 3.2.2.:** We will provide professional development to 100% of district administrators on what effective integration looks like in the classroom.
- **Action Plan 3.2.3.:** We will work with campus administrators to create an Instructional Technology Action Team (InTAcT) to provide level 1 support; the Technology Department will meet monthly with the team and provide level 1 training
- **Action Plan 3.2.4.:** LEISD will offer parent training on the student information system parent portal, district website, calendar, the learning management system parent portal, and digital citizenship at every campus in the fall semester.

Strategy 3.3: LEISD will coordinate to survey students and staff to assess the technology skills, literacy, and needs of the district.

- **Action Step 3.3.1.:** LEISD will conduct an instructional technology needs assessment annually.
- **Action Step 3.3.2.:** LEISD will survey teachers, students, and parents annually to assess the usage and needs of the district regarding technology.
- **Action Step: 3.3.3.:** 70% of students will pass the 8th grade tech assessment.

GOAL 4

Goal 4: Infrastructure for Technology: LEISD will maintain a scalable, reliable, recoverable, and secure technology infrastructure that supports teaching and learning, district business, operations, and regulatory requirements.

4.1. Strategy 1: LEISD will provide increased access to broadband digital resources.

- **4.1.1. Action Plan 1:** LEISD will provide high speed bandwidth that meets or exceeds 100 megabits per second of connectivity to the external Internet for every 1,000 students and/or staff members, and 1 gigabit per second of connectivity for data transactions within a schoolwide or districtwide network.
- **4.1.2. Action Plan 2:** LEISD will provide wireless access to students after school hours.

4.2 Strategy 2: Maintain district-wide safety and security protocols.

- **4.2.1. Action Plan 1:** LEISD will provide a filter for internet service that protects students at school and home.
- **4.2.2. Action Plan 2:** LEISD Technology Services will support campus efforts to provide video surveillance.
- **4.2.3. Action Plan 3:** LEISD Technology Services will support campus efforts to provide key card access.
- **4.2.4. Action Plan 4:** LEISD Technology Services will develop and implement a comprehensive network security plan.
- **4.2.5 Action Plan 5:** LEISD Technology Services will develop and implement a comprehensive disaster recovery plan.

4.3. Strategy 3: LEISD will provide the minimum standard equipment for business and educational purposes to 100% of faculty and staff.

- **4.3.1. Action Plan 1:** LEISD Technology Services will provide telephone service for business purposes to 100% of faculty and staff.
- **4.3.2. Action Plan 2:** LEISD Technology Services will provide standard instructional equipment for each classroom.
- **4.3.3 Action Plan 3:** LEISD Technology Services will provide standard computing devices for each office.



Higher Education Admissions and Financial Aid Opportunities:

1. Each year in December Lakeside Middle School will hold a College Readiness week which will include a college/career fair. Sixth through eighth grade students will have an opportunity to visit with college representatives from both public and private schools including two-year and four-year colleges. Students will also have an opportunity to visit with various career professionals during this annual event.
2. Each year in December Prestwick STEM academy will host a college lunch series in which middle school students will have an opportunity to have lunch in a special area on campus while listening to presentations from several college representatives.
3. Each year in both fall and spring semesters, the district College Readiness Coordinator, will visit the Career Portals classes at both Lakeside Middle School and Prestwick STEM academy and speak to those students about the importance of the high school transcript, what colleges are looking for in the admission process, and paying for college.
4. Throughout the school year the AVID students at Lakeside Middle School will have college representatives to speak to their classes about preparing for college, SAT/ACT, and college scholarships.
5. Each Monday in Little Elm ISD has been designated as "College Monday" students, staff and administrators are encouraged to wear a college shirt on this day to promote higher education across the district.
6. Each week Little Elm High School students will have an opportunity to attend presentations by college representatives in the library during third through sixth period.
7. Each week on Tuesday Little Elm High School students have an opportunity to visit with current students from Texas Woman's University in our GO Center. These TWU students provide assistance to the Little Elm students with college applications, scholarship and financial aid paperwork including the Texas Grant and Teach for Teach Texas Grant, college application essay writing and scholarship searches.
8. Each October on the national PSAT date, ninth grade students at Little Elm High School will have an opportunity to participate in the Freshman College Tours program. Each group will get a campus tour, admission presentation and eat lunch in the dining hall while on campus.

9. Each fall, Little Elm High School will hold a college fair where ninth through twelfth grade students will have an opportunity meet with over 100 college representatives and get admission, scholarship and campus visit information.

10. Each year at the senior night football game, the College Readiness Coordinator will host a "Take the Fright out of Applying to College" event. This event will feature the TWU Mobile GO Bus in which students will be allowed to go inside the bus and complete college applications and financial aid paperwork with the assistance of TWU mentors. This event will be held at the Little Elm Athletic Complex and will start pregame and run through the first quarter.

11. Each October senior students will have an opportunity to participate in an Application Blitz on the national PSAT date. Classroom teachers, guidance counselors and TWU student mentors will be available to these seniors to help them complete at least one college application that day.

12. During the fall semester College Readiness Coordinator will hold 4 college application workshops in the LEHS library. These workshops provide seniors a designated time to work on college applications while getting any needed assistance from the College Readiness Coordinator.

13. Each semester at LEHS, the College Readiness Coordinator will hold a scholarship and financial aid night program. This program will consist of a formal presentation by representatives from the Financial Aid office at Texas A&M University. This presentation will cover topics including but not limited to, filling out the FAFSA and maximizing your opportunity to get college scholarships.

14. Each January, the College Readiness Coordinator will hold the Home for the Holidays program. This program will feature several LEHS graduates who have just completed their first semester of college. During the program the LEHS graduates will speak to the current junior class about their first semester college experience, what they thought they did well and what they would have done differently.

15. Each January, the College Readiness Coordinator will host an HBCU college fair at LEHS. This college fair will feature 10-20 Historically Black Colleges and Universities. During this program LEHS students will have an opportunity to speak to college representatives about admissions and scholarships, apply for admission and receive college scholarships.

16. Each spring semester, College Readiness Coordinator will host the Conversation with the Colleges event at LEHS. This event will highlight about 10 colleges both public and private, in state and out of state. The colleges will do a short welcome session in the lecture hall followed by 30 minute presentations in classrooms through the school building.

17. Each spring semester College Readiness Coordinator will host a college fair featuring 30-40 colleges and universities. This program will be held during all 4 lunches and ninth through twelfth grade students will have the opportunity to visit with these college representatives and receive information about admissions, scholarships and college visits.

18. College Readiness Coordinator is available to students Monday through Friday during normal school hours and before or after school by appointment to help assist students with selecting a college, college applications, questions about SAT/ACT, scholarship searches and more.

19. With the Naviance site at LEHS students ninth through twelfth grade have the opportunity to take interest inventories that will help guide them in selecting a major for college or a career for after high school. These inventories will be completed during the advisory period.

20. Little Elm High School is a part of the Eagle Advantage program which is a partnership with the University of North Texas. Through this program LEHS students have special admission requirements, opportunities for scholarships, and are invited to special events for Eagle Advantage students on the UNT campus.

21. Little Elm High School is a part of the Pioneer Promise program which is a partnership with Texas Woman's University. Through this program LEHS students have special admission requirements, opportunities for scholarships, and are invited to special events for Pioneer Promise students on the TWU campus.

22. Both the Texas Grant and Teach for Texas Grants are covered during our scholarship and financial aid programs held during the fall and spring semesters and done by Texas A&M office of Financial Aid.

Conflict Resolution, Violence Prevention, Prevention of Maltreatment

Conflict Resolution

- Personal/Social Domain from American School Counselor Association (ASCA) - Classroom Guidance Curriculum/Campus Character Education, including but not limited to:
 - Problem Solving
 - Kindness, Compassion
 - Empathy, Caring
 - Self-Concept
- Data-Driven Small Group Counseling including, but not limited to:
 - Leadership
 - Conflict Resolution
 - Positive Psychology
 - Problem Solving
 - Teamwork
- National Anti-Bullying Day
- Anti-Bullying emphasis on all campuses, including defining bullying, bystanders and victims as well as empowering students to take action against bullying
- LIINK Project - currently implemented on three elementary campuses; slated for all campuses

Violence Prevention

- Gun Safety/Stranger Danger Assemblies during Red Ribbon Week
- Elementary campuses - handled similarly to conflict resolution with Campus Character Education, Classroom Guidance Curriculum and Small Group Counseling sessions
- SRO Partnering with campuses

Harassment and Dating Violence

- National Anti-Bullying Day
- Anti-Bullying emphasis on all campuses, including defining bullying, bystanders and victims as well as empowering students to take action against bullying
- Ideally the topic of Dating Violence will be introduced during Classroom Guidance Curriculum at the Middle School Level and then revisited in small group counseling as needed on the high school campus. Currently we are in transition with Middle School Counseling Processes and Procedures, so Classroom Guidance is not in place there at this time. Texas School Docs has a Process and Procedures Plan for this topic.



LITTLE ELM
Independent School District
Engage Equip Empower

Sexual Abuse/Maltreatment

- Safe Schools Training - required for all employees
- LEISD Child Abuse/Neglect Reporting Policy
- Annual refresher training on CPS reporting on each campus

Board Agenda Item

Little Elm Independent School District
300 Lobo Lane
Little Elm, Texas 75068

Board Mtg. Date 11/14/2016	Reports of the Superintendent ☐	Action Item ☒	Consent Agenda ☐	Reports, Routine Monthly ☐	Other ☐
Subject:	2017-2018 CALENDAR – MAJOR HOLIDAYS				
Presenter or Contact Person:	Daniel Gallagher, Assistant Superintendent for Educational Services				
Policy/Code:	TEC 25.081				
Summary:	HB 2610 passed by the 84th Legislation amends TEC 25.081 and changes school attendance requirements from 180 days of required instruction to 75,600 minutes of required instruction. Additionally, school cannot begin prior to the 4th Monday of August. The District is working on developing a calendar that will meet the instructional needs of our students as well as meeting the 75,600 minutes requirement for students and 187 days of contract for teachers. At this time we are not ready to submit a calendar for approval, but we wanted to let our community know when the major holidays would be. Thanksgiving Break: November 20-24, 2017 Winter Break: December 21, 2017-January 3, 2018 Spring Break: March 12-March 16, 2018				
Financial Implications:	There is no financial impact to the budget.				
Attachments:	Under Cover				

Recommendation: | The Administration recommends the approval of the major holidays for the 2017-2018 Calendar as submitted.

Motion: | I move the Board approve the major holidays for the 2017-2018 Calendar as submitted.

Board Agenda Item

Little Elm Independent School District
300 Lobo Lane
Little Elm, Texas 75068

	Reports of the Superintendent	Action Item	Consent Agenda	Reports, Routine Monthly	Other
Board Mtg. Date 11-14-2016	☐	☒	☐	☐	☐
Subject:	BOARD POLICY EIC (LOCAL) - UPDATE				
Presenter or Contact Person:	Ross Roberts, Assistant Superintendent for Student and Administrative Services				
Policy/Code:	EIC (LOCAL)				
Summary:	Rank in class, honor graduate status, valedictorian, and salutatorian determination shall be based on a weighted GPA system. Grade points shall be based on semester grades for courses taken in grades 9-12 and shall be computed to three decimal places. The end of the third quarter grades prior to graduation shall count as a semester grade for purposes of determining rank, honor graduate status, valedictorian, and salutatorian. As a result, our Academic Achievement and Class Ranking policy EIC (LOCAL) needs to be adjusted to reflect the change.				
Financial Implications:	There is no financial impact to the budget.				
Attachments:	EIC (LOCAL) - Draft				
Recommendation:	The Administration recommends the Board approve EIC (LOCAL) as submitted.				
Motion:	I move the Board approve EIC (Local) as submitted.				

ACADEMIC ACHIEVEMENT
CLASS RANKING

EIC
(LOCAL)

BEGINNING WITH
GRADE 9 IN THE 2012–
13 SCHOOL YEAR

Application of the following class rank provisions began with students who entered grade 9 in the 2012–13 school year.

CLASS RANK AND
GRADE POINTS

Class rank shall be based on a weighted grade point average (GPA) using semester grades earned in grades 9–12 and in any high school course taken before grade 9 for which a student earned state graduation credit. These semester grades shall be converted to grade points according to the District's weighted grade point scale described in this policy. The final GPA for the purpose of determining the top ten percent of the graduating class shall be assessed at the midpoint of the final grading period.

All grades on a student's transcript, including failing grades and grades for courses that were repeated in order to regain credit for a failed course, shall be included in determining a student's weighted GPA and rank in class, except grades earned in those courses listed below.

CLASS RANK AND
GRADE POINTS
BEGINNING WITH
CLASS OF 2017
(ENTERING 9TH
GRADE IN 2013–
2014)

Rank in class, honor graduate status, valedictorian, and salutatorian determination shall be based on a weighted GPA system. Grade points shall be based on semester grades for courses taken in grades 9–12 and shall be computed to three decimal places. The end of the third quarter grades prior to graduation shall count as a semester grade for purposes of determining rank, honor graduate status, valedictorian, and salutatorian.

All grades on a student's transcript, including failing grades and grades for courses that were repeated in order to regain credit for a failed course, shall be included in determining a student's weighted GPA and rank in class, except grades earned in those courses listed below.

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EXCLUSIONS

Grades earned in the following courses shall be excluded from this calculation:

1. Traditional correspondence courses.
2. Summer school courses.
3. Credit by examination for acceleration or with prior instruction.
4. College-level courses that are not for dual credit.
5. Local credit courses.
6. Physical education dual credit courses.

ACADEMIC ACHIEVEMENT
CLASS RANKING

EIC
(LOCAL)

	7. Courses taken by computer and other web-based courses, unless offered through the District. 8. Distance learning courses not offered through the District.
VALEDICTORIAN AND SALUTATORIAN	The valedictorian and salutatorian shall be the eligible students with the highest and second highest rank.
ELIGIBILITY	In addition, to qualify for valedictorian or salutatorian honors, a student shall: 1. Complete either the Recommended Program or the Advanced/Distinguished Achievement Program; and 2. Have been continuously enrolled in the District high school for the four complete semesters preceding graduation. A student's eligibility to give the valedictory or salutatory address shall be determined by the principal and may include consideration of the student's discipline record.
TIES	For the purpose of determining valedictorian honors, a student's weighted GPA shall be calculated to three decimal places. In case of a tie in weighted GPAs, the following methods shall be used to determine class rank: 1. The student with the most AP courses shall be considered valedictorian. 2. If a tie still remains, the student with the highest numerical grade average of AP courses taken shall be considered valedictorian. 3. If a tie still remains, a comparison of the students' highest SAT scores shall be used if the students tying have all taken the SAT test. The student with the highest score shall be considered valedictorian. 4. If a tie still remains, a comparison of the students' highest ACT scores shall be used if the students tying have all taken the ACT test. The student with the highest score shall be considered valedictorian. 5. If a tie still remains, co_valedictorians shall be named. A tie-breaker shall not be used to determine salutatorian honors. In the event of a tie for salutatorian, all tying students shall be named as salutatorian.

ACADEMIC ACHIEVEMENT
CLASS RANKING

EIC
(LOCAL)

HONOR
GRADUATES
TOP TEN
PERCENT

All students whose weighted GPAs comprise the top ten percent of the graduating class and qualify for automatic admission under Education Code 51.803 shall be recognized as honor graduates. Eligibility standards required for valedictorian, salutatorian, and other local honor graduates shall not apply to the procedure for determining top ten percent. The GPA shall be reported on the student's academic achievement record as required by TEA and made available in accordance with the application deadline for the college or university when requested by the student. [See EIC(LEGAL)]

EARLY GRADUATES

To be eligible to graduate in fewer than four years, a student shall complete all coursework and exit-level testing required by TEA, and any additional credits required by the District, for the ninth-grade class in which he or she began high school. [See EIF(LOCAL)]

A student wishing to graduate in fewer than four years shall submit to the school counselor's office a written notice of intent to graduate early. Written parental approval shall be submitted with the notice. The student shall receive counseling regarding requirements and schedules. The principal shall sign the notice of intent to graduate early.

A student's class rank shall be determined with the graduating class of the school year in which the student completes all requirements for a diploma, regardless of the number of years the student is enrolled in high school.

A student who completes the high school program requirements in fewer than four years shall not be eligible for recognition as valedictorian, salutatorian, or District honor graduate but shall be eligible for top ten percent recognition.

GRADE POINT
SCALE FOR GPA
CALCULATIONS

The following conversion chart shall be used to calculate weighted GPAs:

Numeric Grade	AP	Dual Credit	Pre-AP	Regular
100	6.00	5.75	5.50	5.00
99	5.90	5.65	5.40	4.90
98	5.80	5.55	5.30	4.80
97	5.70	5.45	5.20	4.70
96	5.60	5.35	5.10	4.60
95	5.50	5.25	5.00	4.50

Little Elm ISD
061914

ACADEMIC ACHIEVEMENT
CLASS RANKING

EIC
(LOCAL)

Numeric Grade	AP	Dual Credit	Pre-AP	Regular
94	5.40	5.15	4.90	4.40
93	5.30	5.05	4.80	4.30
92	5.20	4.95	4.70	4.20
91	5.10	4.85	4.60	4.10
90	5.00	4.75	4.50	4.00
89	4.90	4.65	4.40	3.90
88	4.80	4.55	4.30	3.80
87	4.70	4.45	4.20	3.70
86	4.60	4.35	4.10	3.60
85	4.50	4.25	4.00	3.50
84	4.40	4.15	3.90	3.40
83	4.30	4.05	3.80	3.30
82	4.20	3.95	3.70	3.20
81	4.10	3.85	3.60	3.10
80	4.00	3.75	3.50	3.00
79	3.90	3.65	3.40	2.90
78	3.80	3.55	3.30	2.80
77	3.70	3.45	3.20	2.70
76	3.60	3.35	3.10	2.60
75	3.50	3.25	3.00	2.50
74	3.40	3.15	2.90	2.40
73	3.30	3.05	2.80	2.30
72	3.20	2.95	2.70	2.20
71	3.10	2.85	2.60	2.10
70	3.00	2.75	2.50	2.00
69				

DATE ISSUED: 5/3/2016
LDU 2016.01
EIC(LOCAL)-X

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ACADEMIC ACHIEVEMENT
CLASS RANKING

EIC
(LOCAL)

WEIGHTED GRADES	Eligible courses shall be identified annually in the student hand-book.																		
DUAL CREDIT COURSES	Physical education dual credit courses shall not be considered weighted courses.																		
TRANSFER STUDENTS	A student who transfers into the District high school from another accredited institution shall be credited in conformity with the policies applied to District students. The grading system of the sending school shall be used if official documentation is provided by the sending district. A student who transfers into the District high school with courses from an accredited institution and with designated AP, honors, gifted/talented, Pre-AP, or dual credit courses shall receive similar weighted credits counted toward the GPA in accordance with the District's weighted grade point scale and class rank policy. Credits earned in nonaccredited schools shall not be used in calculation of GPA. Transferred letter grades shall be awarded grade points as indicated on the District grade point scale. If the sending institution uses letter grades and awards credits for a grade of "D" and no documentation is provided, the conversion shall be as follows: <table><tr><td>A+ = 98</td><td>C+ = 78</td><td>F = 69</td></tr><tr><td>A = 95</td><td>C = 77</td><td></td></tr><tr><td>A- = 93</td><td>C- = 76</td><td></td></tr><tr><td>B+ = 88</td><td>D+ = 73</td><td></td></tr><tr><td>B = 85</td><td>D = 72</td><td></td></tr><tr><td>B- = 83</td><td>D- = 71</td><td></td></tr></table>	A+ = 98	C+ = 78	F = 69	A = 95	C = 77		A- = 93	C- = 76		B+ = 88	D+ = 73		B = 85	D = 72		B- = 83	D- = 71	
A+ = 98	C+ = 78	F = 69																	
A = 95	C = 77																		
A- = 93	C- = 76																		
B+ = 88	D+ = 73																		
B = 85	D = 72																		
B- = 83	D- = 71																		
COMPETENCY EXAMS	A student who enters a District school from a homeschool or from a school not accredited by TEA or who enters the District through a foreign exchange program must pass competency examinations in a subject area to receive credit for the subject. Grades earned on competency examinations shall be included in GPA calculations but shall not be weighted. [See TRANSFER CREDIT at FD(LOCAL)]																		
BEGINNING WITH GRADE 9 IN THE 2016-17 SCHOOL YEAR	Application of the following class rank provisions began with students who entered grade 9 in the 2016-17 school year.																		
CLASS RANK AND GRADE POINTS	~~Class rank shall be based on a weighted GPA using semester grades earned in grades 9-12 and in any high school course taken before grade 9 for which a student earned state graduation credit. These semester grades shall be converted to grade points according to the District's weighted grade point scale described in this policy. The final GPA for the purpose of determining the top ten~~																		

ACADEMIC ACHIEVEMENT
CLASS RANKING

EIC
(LOCAL)

	~~percent of the graduating class shall be assessed at the midpoint of the final grading period.~~ ~~Rank in class, honor graduate status, valedictorian, and salutatorian determination shall be based on a weighted GPA system.~~ ~~Grade points shall be based on semester grades for courses taken in grades 9–12 and shall be computed to three decimal places.~~ ~~The end of the third quarter grades prior to graduation shall count as a semester grade for purposes of determining rank, honor graduate status, valedictorian, and salutatorian.~~ All grades on a student's transcript, including failing grades and grades for courses that were repeated in order to regain credit for a failed course, shall be included in determining a student's weighted GPA and rank in class, except grades earned in those courses listed below.
EXCLUSIONS	Grades earned in the following courses shall be excluded from this calculation: 1. Traditional correspondence courses. 2. Summer school courses. 3. Credit by examination for acceleration or with prior instruction. 4. College-level courses that are not for dual credit. 5. Local credit courses. 6. Physical education dual credit courses. 7. Courses taken by computer and other web-based courses, unless offered through the District. 8. Distance learning courses not offered through the District. 9. Courses taken as pass/fail.
VALEDICTORIAN AND SALUTATORIAN	The valedictorian and salutatorian shall be the eligible students with the highest and second highest rank.
ELIGIBILITY	In addition, to qualify for valedictorian or salutatorian honors, a student shall: 1. Complete either the Recommended Program or the Advanced/Distinguished Achievement Program; and 2. Have been continuously enrolled in the District high school for the four complete semesters preceding graduation.

ACADEMIC ACHIEVEMENT
CLASS RANKING

EIC
(LOCAL)

TIES A student's eligibility to give the valedictory or salutatory address shall be determined by the principal and may include consideration of the student's discipline record.

For the purpose of determining valedictorian honors, a student's weighted GPA shall be calculated to three decimal places. In case of a tie in weighted GPAs, the following methods shall be used to determine class rank:

1. The student with the most AP courses shall be considered valedictorian.
2. If a tie still remains, the student with the highest numerical grade average of AP courses taken shall be considered valedictorian.
3. If a tie still remains, a comparison of the students' highest SAT scores shall be used if the students tying have all taken the SAT test. The student with the highest score shall be considered valedictorian.
4. If a tie still remains, a comparison of the students' highest ACT scores shall be used if the students tying have all taken the ACT test. The student with the highest score shall be considered valedictorian.
5. If a tie still remains, co-valedictorians shall be named.

A tie-breaker shall not be used to determine salutatorian honors. In the event of a tie for salutatorian, all tying students shall be named as salutatorian.

HONOR
GRADUATES

TOP TEN
PERCENT

All students whose weighted GPAs comprise the top ten percent of the graduating class and qualify for automatic admission under Education Code 51.803 shall be recognized as honor graduates. Eligibility standards required for valedictorian, salutatorian, and other local honor graduates shall not apply to the procedure for determining top ten percent. The GPA shall be reported on the student's academic achievement record as required by TEA and made available in accordance with the application deadline for the college or university when requested by the student. [See EIC(LEGAL)]

EARLY GRADUATES

To be eligible to graduate in fewer than four years, a student shall complete all coursework and exit-level testing required by TEA, and any additional credits required by the District, for the ninth-grade class in which he or she began high school. [See EIF(LOCAL)]

A student wishing to graduate in fewer than four years shall submit to the school counselor's office a written notice of intent to gradu-

ACADEMIC ACHIEVEMENT
CLASS RANKING

EIC
(LOCAL)

ate early. Written parental approval shall be submitted with the notice. The student shall receive counseling regarding requirements and schedules. The principal shall sign the notice of intent to graduate early.

A student's class rank shall be determined with the graduating class of the school year in which the student completes all requirements for a diploma, regardless of the number of years the student is enrolled in high school.

A student who completes the high school program requirements in fewer than four years shall not be eligible for recognition as valedictorian, salutatorian, or District honor graduate but shall be eligible for top ten percent recognition.

GRADE POINT
SCALE FOR GPA
CALCULATIONS

The following conversion chart shall be used to calculate weighted GPAs:

Numeric Grade	Advanced Classes	Pre-AP	Regular
100	6.00	5.50	5.00
99	5.90	5.40	4.90
98	5.80	5.30	4.80
97	5.70	5.20	4.70
96	5.60	5.10	4.60
95	5.50	5.00	4.50
94	5.40	4.90	4.40
93	5.30	4.80	4.30
92	5.20	4.70	4.20
91	5.10	4.60	4.10
90	5.00	4.50	4.00
89	4.90	4.40	3.90
88	4.80	4.30	3.80
87	4.70	4.20	3.70
86	4.60	4.10	3.60
85	4.50	4.00	3.50
84	4.40	3.90	3.40

ACADEMIC ACHIEVEMENT
CLASS RANKING

EIC
(LOCAL)

Numeric Grade	Advanced Classes	Pre-AP	Regular
83	4.30	3.80	3.30
82	4.20	3.70	3.20
81	4.10	3.60	3.10
80	4.00	3.50	3.00
79	3.90	3.40	2.90
78	3.80	3.30	2.80
77	3.70	3.20	2.70
76	3.60	3.10	2.60
75	3.50	3.00	2.50
74	3.40	2.90	2.40
73	3.30	2.80	2.30
72	3.20	2.70	2.20
71	3.10	2.60	2.10
70	3.00	2.50	2.00
69			

WEIGHTED GRADES Eligible courses shall be identified annually in the student handbook.

DUAL CREDIT COURSES Physical education dual credit courses shall not be considered weighted courses.

TRANSFER STUDENTS A student who transfers into the District high school from another accredited institution shall be credited in conformity with the policies applied to District students. The grading system of the sending school shall be used if official documentation is provided by the sending district. A student who transfers into the District high school with courses from an accredited institution and with designated AP, honors, gifted/talented, Pre-AP, or dual credit courses shall receive similar weighted credits counted toward the GPA in accordance with the District's weighted grade point scale and class rank policy. Credits earned in nonaccredited schools shall not be used in calculation of GPA.

Transferred letter grades shall be awarded grade points as indicated on the District grade point scale. If the sending institution uses

Little Elm ISD
061914

ACADEMIC ACHIEVEMENT
CLASS RANKING

EIC
(LOCAL)

letter grades and awards credits for a grade of "D" and no documentation is provided, the conversion shall be as follows:

A+ = 98	C+ = 78	F = 69
A = 95	C = 77	
A- = 93	C- = 76	
B+ = 88	D+ = 73	
B = 85	D = 72	
B- = 83	D- = 71	

COMPETENCY
EXAMS

A student who enters a District school from a homeschool or from a school not accredited by TEA or who enters the District through a foreign exchange program must pass competency examinations in a subject area to receive credit for the subject. Grades earned on competency examinations shall be included in GPA calculations but shall not be weighted. [See TRANSFER CREDIT at FD(LOCAL)]

DATE ISSUED: 5/3/2016
LDU 2016.01
EIC(LOCAL)-X

ADOPTED:

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Board Agenda Item

Little Elm Independent School District
300 Lobo Lane
Little Elm, Texas 75068

Board Mtg. Date	Reports of the Superintendent	Action Item	Consent Agenda	Reports, Routine Monthly	Discussion Item
11-14-2016	☐	☒	☐	☐	☐
Subject:	FINANCIAL REPORTS – SEPTEMBER 2016				
Presenter or Contact Person:	Grant Anderson, Assistant Superintendent of Finance and Operations				
Policy/Code:	Board Legal Status Powers and Duties – BAA (LOCAL) Annual Operating Budget – CE (LOCAL)				
Summary:	Monthly financial reports prepared by Business Services Department				
Financial Implications:	Increase in General Fund revenues and increase in appropriate expenditure budgets				
Attachments:	1) Budget Amendments 2) Information – Miscellaneous Business Office Reports Monthly Fund Balance Comparison Statement of Unaudited Revenue and Expenditures Cash Flow Statements Bank Reconciliations Investment Report Fund Summary of Revenue and Expenditures Tax Collection Report Construction Report				
Recommendation:	The Administration recommends approval of the September 2016 Financial Reports as presented.				
Motion:	I move that the Board approve the September 2016 Financial Reports as presented.				

Little Elm Independent School District
General Fund
Budget Amendments
November 2016

	Fund	FX	Decrease	FX	Increase	Org	Incr / (Decr) Fund Bal	Reason
1	183	00	2,000	36	2,000	001		Budget rental income received to be used to cover athletic supply purchases
2	199	00	90	31	90	001		Budget receipts from home schooled students for PSAT testing
3	199	13	732	11	732	001		Reallocate funds to cover classroom supply purchases
4	199	00	139	11	139	041		Budget for Powell classroom art fees
5	199	00	807	11	807	041		Budget for Lakeside classroom art and band fees
		00	638	11	638			
6	199	00	4,180	11	4,180	042		Budget for Prestwick classroom Gateway to Technology fees
7	199	11	1,074	23	1,074	042		Reallocate funds to purchase 3 printers for office
8	199	00	960	11	960	042		Budget for Prestwick music and Gateway to Technology fees
		00	240	11	240			
9	199	41	3,000	11	3,000	041		Reallocate funds to purchase start up supplies for Robotics
10	199	21	50,000	13	50,000	821		Reallocate funds to cover E3 conference meals and services
11	199	11	45	12	45	821		Reallocate funds to cover cost of substitutes during ALI training
12	199	21	1,500	23	1,500	828		Reallocate funds to purchase Testhound training for principals
13	199	23	2,176	13	2,176	999		Reallocate funds used for PE and TLC conferences
14	199	23	5,000	13	5,000	999		Reallocate funds to cover travel to TAPERD conference

Little Elm Independent School District
General Fund
Budget Amendments
November 2016

	Fund	FX	Decrease	FX	Increase	Org	Incr / (Decr) Fund Bal	Reason
15	199	00	1,148,798	11	753,790	Var	(1,148,798.00)	Employee bonus pending board approval
				12	12,655			
				13	11,564			
				21	22,675			
				23	100,587			
				31	40,545			
				33	11,953			
				35	32,711			
				36	11,230			
				41	53,218			
				51	60,708			
				52	599			
				53	21,905			
				61	14,658			
	Total		1,221,379		1,221,379		(1,148,798)	

Little Elm Independent School District
2015-2016 Fund Balance Comparison
as of September 30, 2016

Page 1 of 2

GENERAL FUND

1XX

CONTROL	
CODES	REVENUES
5700	LOCAL
5800	STATE
5900	FEDERAL

ORIGINAL BUDGET	PROPOSED AMENDMENTS	AMENDED BUDGET
36,246,174	7,661	36,253,835
24,159,105		24,159,105
1,250,000		1,250,000
61,655,279	7,661	61,662,940

DEBT SERVICE FUND

511

ORIGINAL BUDGET	PROPOSED AMENDMENTS	AMENDED BUDGET
11,495,272		11,495,272
-		-
-		-
11,495,272	-	11,495,272

Expenditures

142

11 Instruction	35,957,335	3,930	35,961,265
12 Library Services	656,534		656,534
13 Staff Development	1,098,750		1,098,750
21 Instructional Admin	1,231,317		1,231,317
23 Campus Administration	4,190,966		4,190,966
31 Guidance & Counseling	1,744,670		1,744,670
32 Attendance & Social Services	31,000		31,000
33 Health Services	537,190		537,190
34 Student Transportation	1,759,449		1,759,449
35 Food Services	91,524		91,524
36 Co-curricular Activities	1,680,284	3,731	1,684,015
41 General Administration	2,881,746		2,881,746
51 Plant Maintenance	6,307,699		6,307,699
52 Security	690,832		690,832
53 Data Processing	1,229,307		1,229,307
61 Community Services	39,290		39,290
71 Debt Services	1,204,886		1,204,886
81 Facilities	-		-
95 Payments to JUV Justice Alt	36,000		36,000
99 Intergovernmental Charges	286,500		286,500
TOTAL EXPENDITURES	61,655,279	7,661	61,662,940

-		-
-		-
-		-
-		-
-		-
-		-
-		-
-		-
-		-
-		-
-		-
-		-
-		-
-		-
-		-
12,089,693		12,089,693
-		-
-		-
-		-
12,089,693	-	12,089,693

00 Other Resources
00 Other Uses

EST FUND BALANCE 08/31/16

-		-
-		-
26,997,360	-	26,997,360

-		-
-		-
4,330,384		4,330,384

EST FUND BALANCE

26,997,360	-	26,997,360
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3,735,963	-	3,735,963
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Page 2 of 2

			FOOD SERVICE FUND			CHILD CARE		
			240			720		
CONTROL			ORIGINAL	PROPOSED	AMENDED	ORIGINAL	PROPOSED	AMENDED
CODES	REVENUES		BUDGET	AMENDMENTS	BUDGET	BUDGET	AMENDMENTS	BUDGET
5700	LOCAL		1,411,500		1,411,500	606,922		606,922
5800	STATE		19,000		19,000	-		-
5900	FEDERAL		2,067,677		2,067,677	-		-
			3,498,177	-	3,498,177	606,922	-	606,922
Expenditures								
11	Instruction		-		-	-		-
12	Library Services		-		-	-		-
13	Staff Development		-		-	-		-
21	Instructional Admin		-		-	-		-
23	Campus Administration		-		-	-		-
31	Guidance & Counseling		-		-	-		-
32	Attendance & Social Services		-		-	-		-
33	Health Services		-		-	-		-
34	Student Transportation		-		-	-		-
35	Food Services		3,498,177		3,498,177	-		-
36	Co-curricular Activities		-		-	-		-
41	General Administration		-		-	-		-
51	Plant Maintenance		-		-	-		-
52	Security		-		-	-		-
53	Data Processing		-		-	-		-
61	Community Services		-		-	618,257		618,257
71	Debt Services		-		-	-		-
81	Facilities		-		-	-		-
95	Payments to JUV Justice Alt		-		-	-		-
99	Intergovernmental Charges		-		-	-		-
TOTAL EXPENDITURES			3,498,177	-	3,498,177	618,257	-	618,257
EST FUND BALANCE 08/31/16			1,229,332		1,229,332	75,796		75,796
EST FUND BALANCE			1,229,332	-	1,229,332	64,461	0	64,461

Little Elm Independent School District
Statement of Unaudited Revenues and Expenditures - Budget vs. Actual
As of September 30, 2016

GENERAL FUND
Fund 1XX

CONTROL		2016-2017	PERIOD	Y-T-D	VARIANCE	PERCENT	PERCENT
CODES	REVENUES	Approved	RECEIPTS/	RECEIVED/	FAVORABLE	TO	OF YEAR
		Budget	EXPENDITURES	ENC + EXP	(UNFAVORABLE)	TOTAL	ELAPSED
5700	LOCAL	36,253,835.00	397,675.83	397,675.83	(35,856,159.17)	1.10%	8%
5800	STATE	24,159,105.00	3,579,164.16	3,579,164.16	(20,579,940.84)	14.81%	8%
5900	FEDERAL	1,250,000.00	2,886.13	2,886.13	2,886.13	0.23%	8%
TOTAL REVENUES		61,662,940.00	3,979,726.12	3,979,726.12	(57,683,213.88)	6.45%	8%
EXPENDITURES							
0011	Instruction	35,961,265.00	3,627,819.53	4,232,868.35	31,728,396.65	11.77%	8%
0012	Library Services	656,534.00	67,890.87	88,151.87	568,382.13	13.43%	8%
0013	Curriculum & Staff Development	1,098,750.00	61,674.64	100,671.89	998,078.11	9.16%	8%
0021	Instructional Leadership	1,231,317.00	80,028.71	103,334.74	1,127,982.26	8.39%	8%
0023	School Leadership	4,190,966.00	339,337.36	351,817.47	3,839,148.53	8.39%	8%
0031	Guidance & Counseling	1,744,670.00	144,418.75	147,282.05	1,597,387.95	8.44%	8%
0032	Social Work Services	31,000.00	-	200.00	30,800.00	0.65%	8%
0033	Health Services	537,190.00	55,016.83	57,644.69	479,545.31	10.73%	8%
0034	Student Transportation	1,759,449.00	9,276.74	9,994.18	1,749,454.82	0.57%	8%
0035	Food Services	91,524.00	7,129.42	7,129.42	84,394.58	7.79%	8%
0036	Co-curricular Activities	1,684,015.00	183,972.95	222,716.51	1,461,298.49	13.23%	8%
0041	General Administration	2,881,746.00	238,866.32	304,617.19	2,577,128.81	10.57%	8%
0051	Plant Maintenance	6,307,699.00	536,005.83	612,802.95	5,694,896.05	9.72%	8%
0052	Security & Monitoring	690,832.00	64,752.78	90,186.79	600,645.21	13.05%	8%
0053	Data Processing	1,229,307.00	128,309.10	143,356.93	1,085,950.07	11.66%	8%
0061	Community Service	39,290.00	2,829.72	2,829.72	36,460.28	7.20%	8%
0071	Debt Services	1,204,886.00	588,173.80	588,173.80	616,712.20	48.82%	8%
0081	Facility Acquisition	-	4,181.37	37,683.03	(37,683.03)	0.00%	8%
0095	Pmt to Juvenile Justice	36,000.00	-	-	36,000.00	0.00%	8%
0099	Intergovernmental Charges	286,500.00	67,002.13	67,002.13	219,497.87	23.39%	8%
TOTAL EXPENDITURES		61,662,940.00	6,206,686.85	7,168,463.71	54,494,476.29	11.63%	8%
OPERATING TRANSFERS							
7910	Other Resources	-	-	-			
8910	Other Uses	-	-	-			
TOTAL OPERATING TRANSFERS		-	-	-			
0100	Estimated Fund Balance 08/31/16	26,997,360.00	-	26,997,360.00			
3000	Year to Date Fund Bal. (unaudited)	26,997,360.00		23,808,622.41			

**Little Elm Independent School District
General Operating Cash Flow Statement
FY 2016-2017**

	September Actual	October Actual	November Actual	December Actual	January Actual	February Actual	March Actual	April Actual	May Actual	June Actual	July Actual	August Actual	TOTAL
<i>Beginning Cash Balance in Bank</i>	19,496,395.11	-	-	-	-	-	-	-	-	-	-	-	19,496,395.11
RECEIPTS													
Tax Collections	52,404.10	-	-	-	-	-	-	-	-	-	-	-	52,404.10
Interest	4,693.68	-	-	-	-	-	-	-	-	-	-	-	4,693.68
Other Local Revenue	432,287.14	-	-	-	-	-	-	-	-	-	-	-	432,287.14
State Revenue - Available School	106,592.00	-	-	-	-	-	-	-	-	-	-	-	106,592.00
State Revenue - Foundation	4,798,731.00	-	-	-	-	-	-	-	-	-	-	-	4,798,731.00
State Revenue - Debt Service	-	-	-	-	-	-	-	-	-	-	-	-	-
State Revenue - Misc	3,996.55	-	-	-	-	-	-	-	-	-	-	-	3,996.55
MAC Receipts/SHARS	2,886.13	-	-	-	-	-	-	-	-	-	-	-	2,886.13
Federal Program Revenue	19,314.71	-	-	-	-	-	-	-	-	-	-	-	19,314.71
Federal Program Revenue 240	80,020.92	-	-	-	-	-	-	-	-	-	-	-	80,020.92
Lunch Revenue - local 240	162,904.43	-	-	-	-	-	-	-	-	-	-	-	162,904.43
Payroll Deposits	1,910.91	-	-	-	-	-	-	-	-	-	-	-	1,910.91
Proceeds Land Sale	-	-	-	-	-	-	-	-	-	-	-	-	-
Transfers from Debt Service	-	-	-	-	-	-	-	-	-	-	-	-	-
Transfers from Investment Acct	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Revenue	5,665,741.57	-	-	-	-	-	-	-	-	-	-	-	5,665,741.57
DISBURSEMENTS													
Payroll Checks	2,661,415.19	-	-	-	-	-	-	-	-	-	-	-	2,661,415.19
Accounts Payable Checks	2,952,873.25	-	-	-	-	-	-	-	-	-	-	-	2,952,873.25
TRS Deposit	749,722.80	-	-	-	-	-	-	-	-	-	-	-	749,722.80
IRS Deposit	387,399.66	-	-	-	-	-	-	-	-	-	-	-	387,399.66
Bank Charges/ NSF's/Bk Trans	1,060.00	-	-	-	-	-	-	-	-	-	-	-	1,060.00
Total Expenditures	6,752,470.90	-	-	-	-	-	-	-	-	-	-	-	6,752,470.90
Cash to TEA	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash Transferred to Debt Service	-	-	-	-	-	-	-	-	-	-	-	-	-
Transfers to Investment Accounts	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenditures & Transfers	6,752,470.90	-	-	-	-	-	-	-	-	-	-	-	6,752,470.90
Net Change in Cash	(1,086,729.33)	-	-	-	-	-	-	-	-	-	-	-	(1,086,729.33)
Ending Cash Balance in bank	18,409,665.78	-	-	-	-	-	-	-	-	-	-	-	18,409,665.78
Beginning Cash Balance Lone Star	12,226,257.60	-	-	-	-	-	-	-	-	-	-	-	12,226,257.60
Beginning Cash Balance TexStar	1,383,431.55	-	-	-	-	-	-	-	-	-	-	-	1,383,431.55
Beginning Cash Balance Texas Class	21,819,203.02	-	-	-	-	-	-	-	-	-	-	-	21,819,203.02
Interest Earned Lone Star	6,495.44	-	-	-	-	-	-	-	-	-	-	-	6,495.44
Interest Earned TexStar	468.79	-	-	-	-	-	-	-	-	-	-	-	468.79
Interest Earned TexasClass	13,693.08	-	-	-	-	-	-	-	-	-	-	-	13,693.08
Transfers out	(144,682.15)	-	-	-	-	-	-	-	-	-	-	-	(144,682.15)
Transfers in	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash Balance Invested	35,304,867.33	-	-	-	-	-	-	-	-	-	-	-	35,304,867.33
TOTAL CASH AVAILABLE	53,714,533.11	-	-	-	-	-	-	-	-	-	-	-	53,714,533.11

**Little Elm Independent School District
Debt Service Cash Flow Statement
FY 2016-2017**

	September Actual	October Actual	November Actual	December Actual	January Actual	February Actual	March Actual	April Actual	May Actual	June Actual	July Actual	August Actual	TOTAL
<i>Beginning Cash Balance in Bank</i>	1,621,105.11	-	-	-	-	-	-	-	-	-	-	-	1,621,105.11
RECEIPTS													
Tax Collections	21,113.03	-	-	-	-	-	-	-	-	-	-	-	21,113.03
Interest	534.69	-	-	-	-	-	-	-	-	-	-	-	534.69
Bond Refunding	-	-	-	-	-	-	-	-	-	-	-	-	-
Transfer from General Operating	-	-	-	-	-	-	-	-	-	-	-	-	-
Transfers from Investment Acct	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Revenue	21,647.72	-	-	-	-	-	-	-	-	-	-	-	21,647.72
DISBURSEMENTS													
Bank Charges/ NSF's/Bk Trans	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-
Transfers to Investment Accounts	-	-	-	-	-	-	-	-	-	-	-	-	-
Transfer to General Operating	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenditures & Transfers	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Change in Cash	21,647.72	-	-	-	-	-	-	-	-	-	-	-	21,647.72
Ending Cash Balance in bank	1,642,752.83	-	-	-	-	-	-	-	-	-	-	-	1,642,752.83
Beginning Cash Balance TexPool	2,700,991.59	-	-	-	-	-	-	-	-	-	-	-	2,700,991.59
Interest Earned TexPool	843.43	-	-	-	-	-	-	-	-	-	-	-	843.43
Transfers in	-	-	-	-	-	-	-	-	-	-	-	-	-
Transfers out	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash Balance Invested	2,701,835.02	-	-	-	-	-	-	-	-	-	-	-	2,701,835.02
TOTAL CASH AVAILABLE	4,344,587.85	-	-	-	-	-	-	-	-	-	-	-	4,344,587.85

LITTLE ELM INDEPENDENT SCHOOL DISTRICT
Cash and Investments Reconciliation
as of September 30, 2016

Operating Fund:

Balance per bank	18,409,665.78
Add: Texas Class/MBIA	21,688,213.95
Lone Star	12,232,753.04
TexStar	1,383,900.34
Add: Deposits in Transit	4,970.25
Taxes in Transit	2,454.74
Less: Outstanding Checks/Wires	(635,491.87)
Balance per Books	53,086,466.23

Interest & Sinking Fund:

Balance per bank	1,642,752.83
Add: Texpool	2,701,835.02
Add: Taxes in Transit	781.23
Less: Outstanding Checks	-
Balance per Books	4,345,369.08

Total Balance per Books	57,431,835.31
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LITTLE ELM INDEPENDENT SCHOOL DISTRICT
SUMMARY OF CURRENT INVESTMENTS - BY FUND
MONTH ENDED: September 30, 2016

General Fund 199

PURCHASE /SOLD DATE	TRADE TICKET #	CUSIP #	TYPE OF INVESTMENT	PAR VALUE	BEGINNING MARKET VALUE	ENDING MARKET VALUE	AVERAGE MONTHLY RATE	BOOK VALUE	DAYS TO MATURE	YIELD TO MATURE	INTEREST ACCRUED FOR PERIOD	W/D FOR PERIOD
09/01/16	Lone Star		Investment Pool	12,226,257.60	100.0000%	100.0000%	0.0000%	12,226,257.60				
			Investment	-				12,226,257.60				
			Withdrawal	-				12,226,257.60				-
09/30/16			Interest	6,495.44			0.6500%	12,232,753.04			6,495.44	
				<u>12,232,753.04</u>				<u>12,232,753.04</u>			<u>6,495.44</u>	<u>-</u>

General Fund 199

PURCHASE /SOLD DATE	TRADE TICKET #	CUSIP #	TYPE OF INVESTMENT	PAR VALUE	BEGINNING MARKET VALUE	ENDING MARKET VALUE	AVERAGE MONTHLY RATE	BOOK VALUE	DAYS TO MATURE	YIELD TO MATURE	INTEREST ACCRUED FOR PERIOD	W/D FOR PERIOD
09/01/16	TexSTAR		Investment Pool	1,383,431.55	100.0000%	100.0000%	0.0000%	1,383,431.55				
			Investment	-				1,383,431.55				
			Withdrawal	-				1,383,431.55				-
09/30/16			Interest	468.79			0.4123%	1,383,900.34			468.79	
				<u>1,383,900.34</u>				<u>1,383,900.34</u>			<u>468.79</u>	<u>-</u>

Construction Fund 647

PURCHASE /SOLD DATE	TRADE TICKET #	CUSIP #	TYPE OF INVESTMENT	PAR VALUE	BEGINNING MARKET VALUE	ENDING MARKET VALUE	AVERAGE MONTHLY RATE	BOOK VALUE	DAYS TO MATURE	YIELD TO MATURE	INTEREST ACCRUED FOR PERIOD	W/D FOR PERIOD
09/01/16	Texas CLASS		Investment Pool	21,819,203.02	100.0000%	100.0000%	0.0000%	21,819,203.02				
			Investment	-				21,819,203.02				
			Withdrawal	(144,682.15)				21,674,520.87				(144,682.15)
09/30/16			Interest	13,693.08			0.7700%	21,688,213.95			13,693.08	
				<u>21,688,213.95</u>				<u>21,688,213.95</u>			<u>13,693.08</u>	<u>(144,682.15)</u>

LITTLE ELM INDEPENDENT SCHOOL DISTRICT
SUMMARY OF CURRENT INVESTMENTS - BY FUND
MONTH ENDED: September 30, 2016

Debt Service Fund 511

PURCHASE /SOLD DATE	TRADE TICKET #	CUSIP #	TYPE OF INVESTMENT	PAR VALUE	BEGINNING MARKET VALUE	ENDING MARKET VALUE	AVERAGE MONTHLY RATE	BOOK VALUE	DAYS TO MATURE	YIELD TO MATURE	INTEREST ACCRUED FOR PERIOD	W/D FOR PERIOD
09/01/16		TexPool	Investment Pool	2,700,991.59	100.0000%	100.0000%	0.0000%	2,700,991.59				
			Investment	-				2,700,991.59				
			Withdrawal	-				2,700,991.59				-
09/30/16			Interest	843.43			0.3799%	2,701,835.02			843.43	
				2,701,835.02				2,701,835.02			843.43	-

Little Elm Independent School District
Summary of Revenue & Expenditures As Of 09/30/16
Accounting Period: 09

150

	Fund: 1XX %		Fund: 211 %		Fund: 224 %		Fund: 225 %	
	General Operating		Title I-A Improving Basic		IDEA-B Formula (Spec Ed)		IDEA-B Pre-School (Spec Ed)	
Revenue Budget	61,662,940.00	100.00%	487,081.00	100.00%	913,850.00	100.00%	9,267.00	100.00%
Period Receipts	3,979,726.12		-		-		-	
Revenue Received to Date	3,979,726.12	6.45%	-	0.00%	804,744.64	88.06%	4,196.64	45.29%
Revenues Receivable:	57,683,213.88	93.55%	487,081.00	100.00%	109,105.36	11.94%	5,070.36	54.71%
Expenditure Budget	61,662,940.00	100.00%	487,081.00	100.00%	913,850.00	100.00%	9,267.00	100.00%
Period Expenditures	6,206,686.85		20,050.80		80,069.87		1,005.60	
Exp./Encumbrances to Date	7,168,463.71	11.63%	34,953.70	7.18%	81,743.68	8.94%	1,378.50	14.88%
Balance to Expend:	54,494,476.29	88.37%	452,127.30	92.82%	832,106.32	91.06%	7,888.50	85.12%
Actual Revenue Over (Under)								
Actual Expenditures & Encumbrances:	(3,188,737.59)		(34,953.70)		723,000.96		2,818.14	

Little Elm Independent School District
Summary of Revenue & Expenditures As Of 09/30/16
Accounting Period: 09

	Fund: 244 %		Fund: 255 %		Fund: 263 %		Fund 289 %	
	Voc Ed Basic Grant		Title II TPTR		Title III, Part A LEP/Immigrant		Summer School LEP	
Revenue Budget	47,282.00	100.00%	39,708.00	100.00%	117,736.00	100.00%	-	100.00%
Period Receipts	-		-		-		-	
Revenue Received to Date	-	0.00%	-	0.00%	-	0.00%	-	
Revenues Receivable:	47,282.00	100.00%	39,708.00	100.00%	117,736.00	100.00%	-	
Expenditure Budget	47,282.00	100.00%	39,708.00	100.00%	117,736.00	100.00%	-	100.00%
Period Expenditures	117.00		-		7,406.74		-	
Exp./Encumbrances to Date	12,046.17	25.48%	-	0.00%	15,471.46	13.14%	-	#DIV/0!
Balance to Expend:	35,235.83	74.52%	39,708.00	100.00%	102,264.54	86.86%	-	
Actual Revenue Over (Under)								
Actual Expenditures:	(12,046.17)		-		(15,471.46)		-	

Little Elm Independent School District
Summary of Revenue & Expenditures As Of 09/30/16
Accounting Period: 09

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	Fund 397	%	Fund 410	%	Fund: 429	%	Fund: 240	%
	APIB Campus Awards		Instructional Materials		State Special Revenue		Food Service	
Revenue Budget	-	100.00%	3,646.00	100.00%	350.00	100.00%	3,498,177.00	100.00%
Period Receipts	-		3,646.55		350.00		181,200.27	
Revenue Received to Date	-	#DIV/0!	3,646.55	100.02%	350.00	100.00%	181,200.27	5.18%
Revenues Receivable:	-		-	0.00%	-	0.00%	3,316,976.73	94.82%
Expenditure Budget	-	100.00%	259,987.00	100.00%	350.00	100.00%	3,498,177.00	100.00%
Period Expenditures	-		89,089.30		350.00		159,962.23	
Exp./Encumbrances to Date	-	#DIV/0!	89,089.30	34.27%	350.00	100.00%	164,879.15	4.71%
Balance to Expend:	-		170,897.70	65.73%	-	0.00%	3,333,297.85	95.29%
Actual Revenue Over (Under)								
Actual Expenditures & Encumbrances:	-		(85,442.75)		-		16,321.12	

Little Elm Independent School District
Summary of Revenue & Expenditures As Of 09/30/16
Accounting Period: 09

	Fund: 511		Fund: 647		Fund: 720	
		%		%		%
	Debt Service		2012 & 2014 Bonds		Child Care	
Revenue Budget	11,495,272.00	100.00%	23,800,000.00	100.00%	606,922.00	100.00%
Period Receipts	21,809.82		13,693.08		47,670.22	
Revenue Received to Date	21,809.82	0.19%	24,141,747.95	101.44%	47,670.22	7.85%
Revenues Receivable:	11,473,462.18	99.81%	-	0.00%	559,251.78	92.15%
Expenditure Budget	12,089,693.00	100.00%	23,800,000.00	100.00%	618,257.00	100.00%
Period Expenditures	809.99		20,696.10		46,628.94	
Exp./Encumbrances to Date	809.99	0.01%	2,090,410.55	8.78%	77,477.39	12.53%
Balance to Expend:	12,088,883.01	99.99%	21,709,589.45	91.22%	540,779.61	87.47%
Actual Revenue Over (Under)						
Actual Expenditures & Encumbrances:	20,999.83		22,051,337.40		(29,807.17)	

Denton County
Monthly Collection Status Report
September 2016

Little Elm ISD

	Collections Month of September	Cumulative Total 10/1/15 thru 09/30/16	% of Tax Levy
Current Tax Year Collections			
Base M&O	19,764.21	31,128,935.71	99.61%
Base I&S	6,250.27	9,844,194.73	
Base I&S Bond	-	-	
P&I M&O	2,553.03	162,907.38	
P&I I&S	754.88	34,572.14	
P&I I&S Bond	-	-	
Attorney Fee	2,212.20	25,448.10	
Subtotal	<u>31,534.59</u>	<u>41,196,058.06</u>	100.16%
Delinquent TaxYears Collections			
Base M&O	23,005.86	298,502.07	
Base I&S	11,050.50	142,942.65	
Base I&S Bond	-	-	
P&I M&O	5,064.14	73,259.15	
P&I I&S	2,376.05	34,203.50	
P&I I&S Bond	-	-	
Attorney Fee	993.92	34,840.48	
Other*	-	-	
Subtotal	<u>42,490.47</u>	<u>583,747.85</u>	
Combined Current & Delinquent:			
Base M&O	42,770.07	31,427,437.78	
Base I&S	17,300.77	9,987,137.38	
Base I&S Bond	-	-	
P&I M&O	7,617.17	236,166.53	
P&I I&S	3,130.93	68,775.64	
Attorney Fee	3,206.12	60,288.58	
Other*	-	-	
Total Collections	<u><u>74,025.06</u></u>	<u><u>41,779,805.91</u></u>	
Original 2015 Tax Levy		<u><u>41,181,714.37</u></u>	
Current 2015 Tax Levy		<u><u>41,131,932.76</u></u>	

Denton County
Cumulative Comparative Collection Status Report
September 2016

Little Elm ISD

	Tax Year 2015 Collections thru September 2016	% of Tax Levy	Tax Year 2014 Collections thru September 2015	% of Tax Levy
Current Tax Year Collections				
Base M&O + I&S	40,973,130.44	99.61%	36,174,497.99	99.53%
P&I M&O + I&S	197,479.52		166,298.96	
Attorney Fee	25,448.10		33,002.25	
Subtotal	<u>41,196,058.06</u>	100.16%	<u>36,373,799.20</u>	100.08%
Delinquent Tax Years Collections				
Base M&O + I&S	441,444.72		782,406.69	
P&I M&O + I&S	107,462.65		164,535.01	
Attorney Fee	34,840.48		34,133.68	
Subtotal	<u>583,747.85</u>		<u>981,075.38</u>	
Combined Current & Delinquent:				
Base M&O + I&S	41,414,575.16		36,956,904.68	
P&I M&O + I&S	304,942.17		330,833.97	
Attorney Fee	60,288.58		67,135.93	
Other	-		-	
Total Collections	<u><u>41,779,805.91</u></u>		<u><u>37,354,874.58</u></u>	
Adjusted 2014 Tax Levy			<u><u>36,346,397.27</u></u>	
Original 2015 Tax Levy	<u><u>41,181,714.37</u></u>			
Current 2015 Tax Levy	<u><u>41,131,932.76</u></u>			

Denton County
Levy Outstanding Status Report
September 2016

Little Elm ISD

	Current Tax Year	Delinquent Tax Years
Current Month:		
Tax Levy Remaining as of 09/01/16	184,816.80	413,017.64
Base M&O + I&S Collections	26,014.48	34,056.36
Supplement/Adjustments	-	-
Remaining Levy as of 09/30/16	<u>158,802.32</u>	<u>378,961.28</u>
Cumulative (From 10/01/15 thru 09/30/16)		
Original 2014 Tax Levy (as of 10-1-15)	41,181,714.37	568,254.16
Base M&O + I&S Collections	40,973,130.44	441,444.72
Supplement/Adjustments	(49,781.61)	252,151.84
Remaining Levy as of 09/30/16	<u>158,802.32</u>	<u>378,961.28</u>

Renovations / Maintenance Projects

Total Approved in Original Budget FY 15-16	500,000.00
Additional Approved Dec 2015	1,500,000.00
Transfer to cover teachers additional August days Apr 2016	(600,000.00)
Point Bank Rent Jun 2016	(20,000.00)
Additional Approved Jun 2016	1,331,000.00
PTA Donation for Outdoor Classroom Jul 2016	18,000.00
	2,729,000.00

Expenditures as of 10-28-16

Campus	Account Description	Vendor	Description	Expenditures	Encumbered	Total
Brent						
	Brent Repair & Maintenance	The Deal Group	Interior entry renovation	12,942.00	-	12,942.00
	Brent Misc Contr Srvs	Z Floor Co., Ltd	Resurface gym floors	1,366.00		1,366.00
	Brent Misc Contr Srvs	Perkins & Will, Inc.	Architectural Services Design & Graphics	2,830.00		2,830.00
	Brent Playground	LEA Park & Play, Inc.	Playground		72,821.62	72,821.62
	Brent Playground	The Deal Group	Playground - concrete and sidewalk	36,250.00		36,250.00
	Brent Playground	The Deal Group	Playground	23,343.75		23,343.75
	Brent Playground	The Deal Group	Playground - fencing	10,750.00		10,750.00
	Brent Playground	The Deal Group	Playground - drainage/catch basin	14,500.00		14,500.00
	Brent Playground	The Deal Group	Playground	3,750.00		3,750.00
	Brent Playground	Hellas Construction, Inc.	Playground - synthetic turf	135,700.00		135,700.00
	Brent Playground	Corgan Associates, Inc.	Payground	2,452.50		2,452.50
	Brent Playground	Haven Landscaping & Irrigation	Payground	20,000.00		20,000.00
						336,705.87
Chavez						
	Chavez Repair & Maintenance	The Deal Group	Interior entry renovation	7,842.00	-	7,842.00
	Chavez Flooring & Site Work	Will & Perkins, Inc	Architectural services		15,000.00	15,000.00
	Chavez Flooring & Site Work	One Source Flooring	Flooring	342,150.75		342,150.75
	Chavez Flooring & Site Work	The Deal Group	Sidewalk & Covering	9,000.00	18,695.00	27,695.00
	Chavez Flooring & Site Work	Office Depot	Front Furniture	10,488.84		10,488.84
	Chavez Flooring & Site Work	SFCC, Inc.	Texture and Repaint	3,800.00	26,100.00	29,900.00
	Chavez Flooring & Site Work	One Source Commerical Flooring	Carpet Installation	3,274.23		3,274.23
						436,350.82
Hackberry						
	Hackberry Repair & Maintenance	Haven Landscaping & Irrigation	Irrigation repair and landscaping	83,641.48		83,641.48
	Hackberry Misc Contracted Service	The Deal Group	Exterior signs	13,124.00		13,124.00
	Hackberry Misc Contracted Service	The Deal Group	Catch basin	2,048.00		2,048.00
	Hackberry HVAC Controls	Climatec, LLC	HVAC controls replacement	83,975.00		83,975.00
						182,788.48
High School						
	LEHS Athletics Repair & Maint	Masterturf Prod & Svc, Inc	Baseball and softball fields repair and maintenance	29,390.00		29,390.00
	Athletics Graphics LEHS	Waterboy Graphics LLC	Graphics, Athletics, Band, Theatre, Choir & Dance	15,262.85	10,640.50	25,903.35
	LEHS Misc Contr Srvs	The Deal Group	LEHS electrical service work	18,027.94		18,027.94
	LEHS Misc Contr Srvs	Z Floor Co, Ltd	Resurface gym floors	3,871.00		3,871.00
	LEHS Landscaping	The Deal Group	Landscaping 5 flower beds	8,852.00		8,852.00
	LEHS Landscaping	The Deal Group	Regrading at LEHS	2,368.00		2,368.00
	LEHS Gym Lighting	Facility Solutions Group	Replace lighting in gym	51,719.44		51,719.44
	LEHS Gym Lighting	Corgan Associates, Inc	Replace lighting in gym - architect	300.00		300.00
	LEHS Gym Lighting	Corgan Associates, Inc	Replace lighting in gym - architect	4,033.43		4,033.43
	LEHS Gym Lighting	Corgan Associates, Inc	Replace lighting in gym - architect	763.13		763.13
						145,228.29
Lakeside						
	Middle School Misc Contracted Service	The Deal Group	Lakeside MS serving line	5,493.00		5,493.00
	Middle School Misc Contracted Service	The Deal Group	7 LED wall packs with photo cell control	4,642.00		4,642.00
	Middle School Misc Contracted Service	Z Flooring Co., Ltd	Resurface gym floors	3,068.00		3,068.00

Campus	Account Description	Vendor	Description	Expenditures	Encumbered	Total
	Lakeside Irrigation System	The Deal Group	Irrigation	7,633.00		7,633.00
	Middle School Restrooms	Corgan Associates, Inc	Architectural services	2,508.58		2,508.58
	Middle School Restrooms	Corgan Associates, Inc	Architectural services	6,100.00		6,100.00
	Middle School Restrooms	Corgan Associates, Inc	Architectural services	3,450.00		3,450.00
	Middle School Restrooms	Corgan Associates, Inc	Architectural services	5,563.25		5,563.25
	Middle School Restrooms	Corgan Associates, Inc	Architectural services	3,250.00		3,250.00
	Middle School Restrooms	Corgan Associates, Inc	Architectural services	350.00		350.00
	Middle School Restrooms	Corgan Associates, Inc	Architectural services	261.25		261.25
	Middle School Restrooms	Corgan Associates, Inc	Architectural services	629.84		629.84
	Middle School Restrooms	Corgan Associates, Inc	Architectural services	100.00		100.00
	Lakeside MS Light Pole	SFCC, Inc.	Remove light poles	23,600.00		23,600.00
						66,648.92

Maintenance						
	Facilities Assessments	Glenn Engineering	Facilities Assessments	27,000.00		27,000.00
	Furn & Equip Maint	PAC-VAN Inc.	Storage Containers	10,450.00		10,450.00
						37,450.00

Oak Point						
	Oak Point Canope	The Deal Group	Oak Point canope	25,796.00		25,796.00
	Oak Point Flooring	One Source Commercial Flooring	Flooring		-	-
	Oak Point Flooring	Studio B Architecture	Flooring		2,500.00	2,500.00
	Oak Point Flooring	The Deal Group	Dyslexia classroom	6,293.75		6,293.75
	Oak Point Flooring	One Source Commercial Flooring	Install flooring		17,608.39	17,608.39
						52,198.14

Powell						
158	Middle School Misc Contracted Service	The Deal Group	Powell Exterior Sign	531.00		531.00
	Middle School Misc Contracted Service	SFCC, Inc.	Powell Install Bulletin Boards	11,612.00		11,612.00
	Powell Roof	CBS Roofing	Roof repair	68,515.00		68,515.00
	Powell Renovations Interior	The Deal Group	Room 210 architectural, electrical and data	9,068.75		9,068.75
	Powell Renovations Interior	The Deal Group	Room 115 architectural	4,531.25		4,531.25
	Powell Kitchen Remodel	Corgan Associates, Inc.	Architectural services	1,375.00		1,375.00
	Powell Kitchen Remodel	Corgan Associates, Inc.	Architectural services	600.00		600.00
	Powell Kitchen Remodel	Corgan Associates, Inc.	Architectural services	250.00		250.00
	Powell Kitchen Remodel	Corgan Associates, Inc.	Architectural services	2,900.00		2,900.00
	Powell Kitchen Remodel	Corgan Associates, Inc.	Architectural services	2,190.16		2,190.16
	Powell Kitchen Remodel	Corgan Associates, Inc.	Architectural services	7,062.33		7,062.33
	Powell Kitchen Remodel	The Deal Group	Slab inspection	533.00		533.00
	Powell Kitchen Remodel	The Deal Group	Kitchen renovation	8,300.00		8,300.00
	Powell Kitchen Remodel	The Deal Group	Kitchen renovation	26,744.50		26,744.50
	Powell Kitchen Remodel	The Deal Group	Kitchen renovation	67,048.13		67,048.13
	Powell Kitchen Remodel	The Deal Group	Kitchen renovation	26,500.00		26,500.00
	Powell Kitchen Remodel	The Deal Group	Kitchen renovation	31,565.19		31,565.19
						269,326.31

Prestwick						
	Prestwick STEM Canope	The Deal Group	Prestwick canope	24,956.00		24,956.00
	Band Storage Cabinets	Wenger Corporation	Prestwick band storage	40,399.00		40,399.00
	Prestwick Portable	Ramtech Building Systems, Inc.	Portable classroom		213,910.00	213,910.00
	Prestwick Portable	Ramtech Building Systems, Inc.	Portable deck and ramp assembly		3,880.00	3,880.00
	Prestwick Portable	Office Depot, Inc.	Classroom furniture		63,228.83	63,228.83
	Prestwick Portable	C&G Electric	Electric for portables	24,000.00		24,000.00
	Prestwick Portable	SFCC, Inc.	Sidewalk to portables		4,275.00	4,275.00
	Prestwick Portable	CDW Government, Inc.	Technology for portables		8,400.66	8,400.66
	Prestwick Portable	RAB Group, Inc.	Technology for portables		19,601.00	19,601.00
	Prestwick Portable	RAB Group, Inc.	A/V Equipment for portables		8,026.24	8,026.24
	Prestwick Portable	SFCC, Inc.	Metal canopy		17,965.00	17,965.00
	Prestwick Portable	DFS fire Systems, LLC	Fire alarm system for portables	5,500.00		5,500.00
	Prestwick Portable	C and R Services	Cameras for portables	4,181.37		4,181.37

Campus	Account Description	Vendor	Description	Expenditures	Encumbered	Total
	Prestwick Portable	Office Depot, Inc.	Classroom furniture	63,228.83		63,228.83
	Prestwick Portable	C and R Services	Card access portables	3,376.39		3,376.39
	Prestwick Portable	SFCC, Inc.	Security fence for electrical portables	1,280.00		1,280.00
	Prestwick Portable	SFCC, Inc.	Sidewalks for portables	18,300.00		18,300.00
	Prestwick Portable	SFCC, Inc.	Non-slip ramp felt portables	610.00		610.00
	Prestwick Portable	C & G Electric	Electrical for alarm	2,868.00		2,868.00
	Prestwick Portable	C & G Electric	Electrical for projector	472.00		472.00
	Prestwick Portable	C & G Electric	Electrical for cameras	850.00		850.00
	Prestwick Portable	C & G Electric	Electrical for phone and data	664.00		664.00
	Prestwick Outdoor Classroom	VLK Architects	Architectural services	26,750.00		26,750.00
						556,722.32

Zellars						
	Zellars Misc Contracted Service	The Deal Group	Lobo Lane signs	11,660.03	-	11,660.03
	Zellars Misc Contracted Service	Perkins & Wills	School graphics	5,116.44		5,116.44
	Zellars Misc Contracted Service	Perkins & Wills	School graphics	6,544.12		6,544.12
	Zellars Misc Contracted Service	Perkins & Wills	School graphics	480.00		480.00
	Zellars Misc Contracted Service	Perkins & Wills	School graphics	11,866.56		11,866.56
	Zellars Misc Contracted Service	The Deal Group	Steel beam work, light fixtures	4,766.00		4,766.00
	Zellars Misc Contracted Service	Corgan Associates, Inc	Reception Area	375.00		375.00
	Zellars Misc Contracted Service	Corgan Associates, Inc	Reception Area	2,100.00		2,100.00
	Zellars Misc Contracted Service	Corgan Associates, Inc	Reception Area	5,079.34		5,079.34
	Zellars Misc Contracted Service	Corgan Associates, Inc	Reception Area Courier Fees	47.38		47.38
	Zellars - Concrete Sidewalk	The Deal Group	Front entry concrete	46,843.75		46,843.75
	Zellars - Concrete Sidewalk	The Deal Group	Front entry concrete	1,683.75		1,683.75
	Zellars - Concrete Sidewalk	Corgan Associates, Inc	Front entry concrete - architect	400.00		400.00
	Zellars Renov - Curriculum	The Deal Group	Renovations Curriculum Dept	28,896.25		28,896.25
	Zellars Renov - Curriculum	The Deal Group	Renovations Curriculum Dept	5,478.30		5,478.30
	Zellars Renov - Curriculum	The Deal Group	Renovations Curriculum Dept	4,680.00		4,680.00
	Zellars Renov - Curriculum	The Deal Group	Renovations Curriculum Dept	552.39		552.39
	Zellars Renov - Curriculum	The Deal Group	Renovations Curriculum Dept	437.50		437.50
	Zellars Renov - Curriculum	Corgan Associates, Inc	Renovations Curriculum Dept - architect	600.00		600.00
	Zellars Renov - Curriculum	The Deal Group	Renovations Curriculum Dept	2,062.50		2,062.50
	Zellars Renov - Curriculum	The Deal Group	Renovations Curriculum Dept	9,875.00		9,875.00
	Zellars Renov - Curriculum	The Deal Group	Renovations Curriculum Dept	7,640.00		7,640.00
	Zellars Renov - Curriculum	Corgan Associates, Inc	Renovations Curriculum Dept - architect	261.25		261.25
	Zellars Renov - Curriculum	The Deal Group	Renovations Curriculum Dept	2,495.00		2,495.00
	Zellars Renov - Curriculum	The Deal Group	Renovations Curriculum Dept	1,700.00		1,700.00
	Zellars Renov - Technology	The Deal Group	Renovations Technology Dept	50,195.73	2,031.77	52,227.50
	Zellars Renov - Technology	The Deal Group	Renovations Technology Dept	-	5,812.50	5,812.50
	Zellars Renov - Bus Svcs	The Deal Group	Renovations Business Services	5,725.00		5,725.00
	Zellars Renov - Bus Svcs	The Deal Group	Renovations Business Services	2,487.50		2,487.50
						227,893.06

	Total			1,800,815.70	510,496.51	2,311,312.21

Balance	417,687.79
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Furniture & Equipment Purchases

Total Approved in Original Budget FY 15-16 252,001.00
 Additional Approved Dec 2015 500,000.00
 752,001.00

Expenditures as of 10-28-16

Campus	Account Description	Vendor	Description	Expenditures	Encumbered	Total
Athletics						
	Athletic Complex Equipment	The Deal Group, LLC	TVs for Athletic Complex - 3 Concession, 1 Ticket Booth, 1 Pro Shop	6,167.00	-	6,167.00
						6,167.00
Brent						
	Brent Classroom	Office Depot, Inc.	Classroom Furniture	30,962.14		30,962.14
	Brent Classroom	Office Depot, Inc.	Classroom Furniture	2,435.16		2,435.16
	Brent Classroom	Office Depot, Inc.	Classroom Furniture	3,201.44		3,201.44
	Brent Classroom	Office Depot, Inc.	Classroom Furniture	2,562.42		2,562.42
						39,161.16
Chavez						
	Chavez Contracted Services	The Deal Group, LLC	Basketball Goals	1,809.20	-	1,809.20
						1,809.20
Hackberry						
	Hackberry Classroom Furniture	Office Depot, Inc	Furniture for Collaborative Areas	73,590.38		73,590.38
	Hackberry Cafeteria	Office Depot, Inc	Cafeteria Tables	23,855.80		23,855.80
	Chavez Contracted Services	C&R Services	Airphone Video Entry System	1,257.50	-	1,257.50
						98,703.68
High School						
160	LEHS Classroom Science Room	Office Depot Inc	Science Room Tables & Chairs	16,868.11		16,868.11
	LEHS Classroom Science Room	Office Depot Inc	Science Room Stools	3,378.00		3,378.00
	LEHS PLC Room	Office Depot Inc	PLC Room Furniture	21,218.47		21,218.47
	Band Trailer Modifications	Martin Truck Ent of Boyd, Inc.	Band Trailer Modifications	36,109.38		36,109.38
	LEHS Contracted Services	C&R Services	Camera Main Hallway	280.00		280.00
	LEHS Contracted Services	C&R Services	Advidia VP 16 Encoder	5,261.40		5,261.40
	LEHS Contracted Services	C&R Services	Airphone Video Entry System	3,063.09		3,063.09
	LEHS Contracted Services	C&R Services	Indoor/Outdoor Cameras Near Cafeteria	485.81		485.81
	LEHS Contracted Services	C&R Services	Airphone Video Entry System	1,538.09		1,538.09
	LEHS Security Equip	CDW Government, Inc.	Security Equipment	2,624.75		2,624.75
	LEHS Security Equip	CDW Government, Inc.	Security Equipment	(16.57)		(16.57)
	LEHS Security Equip	CDW Government, Inc.	Security Equipment	2,391.60		2,391.60
						93,202.13
Lakeside						
	Middle School Contraced Services	C&R Services	Advidia VP16 Encoder	1,335.35		1,335.35
	Middle School Contraced Services	Office Depot	AVID Desks and Chairs	10,643.80		10,643.80
	Middle School Contracted Services	Office Depot	Airphone Video Entry System	3,510.00		3,510.00
						15,489.15
Lakeview						
	Lakeview Contracted Services	C&R Services	Airphone Video Entry System	2,248.09		2,248.09
						2,248.09
Maintenance						
	Equipment Maint	Sam Pack's Five Star Ford	Maintenance Vehicles - 4 Transit Connect Cargo, 1 Transit Connect 5 Passenger	133,520.24		133,520.24
	Equipment Maint	Sam Pack's Five Star Ford	2 F-150 Crew Cabs	67,692.17		67,692.17
						201,212.41
Oak Point						
	Oak Point Teacher's Lounge	Office Depot	Teacher's Lounge Furniture	6,285.11		6,285.11

Campus	Account Description	Vendor	Description	Expenditures	Encumbered	Total
	Oak Point Install TV Break/PLC	RAB Group, Inc.	Order TV for Break/PLC Room	1,545.20		1,545.20
	Oak Point Contracted Services	C&R Services	Airphone Video Entry System	2,248.09		2,248.09
						10,078.40
Powell						
	Powell Furniture Collaborative	Office Depot	Collaborative Area Furniture	7,755.77		7,755.77
	Powell Furniture Collaborative	Office Depot	Collaborative Area Furniture	5,464.53		5,464.53
	Powell Furniture	Office Depot	Conference Room Furniture	15,576.27		15,576.27
	Powell Furniture	Office Depot	Principal Offices and Vestibule	16,566.09		16,566.09
	Middle School Contracted Services	Office Depot	Airphone Video Entry System	3,057.50		3,057.50
						48,420.16
Prestwick						
	Prestwick Contracted Services	RAB Group, Inc.	Install Art Room TV with Speakers	6,318.95		6,318.95
	Prestwick STEM Classroom	Wilson Office Interiors, LLC	Prestwick classroom furniture	27,253.45		27,253.45
						33,572.40
Zellars						
	Student Services TVs	RAB Group, Inc.	Install TV's at LEHS and Zellars for Student Services Dept	5,555.00		5,555.00
	Human Resources Furniture	Office Depot	HR Dept Conference Room Furniture	4,945.39		4,945.39
	Business Svcs Furniture	Wilson Office Interiors, LLC	Business Services Dept Office Furniutre	15,654.96		15,654.96
	Business Svcs Furniture	Wilson Office Interiors, LLC	Business Services Dept File Cabinets	5,676.65		5,676.65
	Curriculum Furniture	Office Depot	Curriculum Dept Office Furniture	75,220.65		75,220.65
	Curriculum Furniture	Office Depot	Curriculum Dept Office Furniture	2,698.53		2,698.53
	Curriculum Furniture	Office Depot	Curriculum Dept Office Furniture	3,463.01		3,463.01
	Curriculum Furniture	The Deal Group	White board trays	354.00		354.00
	Technology Furniture	Office Depot	Technology Dept Office Furniture	50,856.47		50,856.47
						164,424.66
Total						
				714,488.44	-	714,488.44

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Balance Per TxEIS 37,512.56

Board Agenda Item

Little Elm Independent School District
300 Lobo Lane
Little Elm, Texas 75068

Board Mtg. Date	Reports of the Superintendent	Action Item	Consent Agenda	Reports, Routine Monthly	Discussion Item
11-14-2016	☐	☒	☐	☐	☐
Subject:	LITTLE ELM ISD EXPENDITURES OVER \$50,000 SUMMARY REPORT				
Presenter or Contact Person:	Grant Anderson, Assistant Superintendent of Finance and Operations				
Policy/Code:	CH (LOCAL) Purchasing And Acquisition				
Summary:	Allows LEISD to purchase products or services from other governmental entities valued over \$50,000 (listed on attachment) which have been properly purchased through statutorily authorized methods.				
Financial Implications:	N/A				
Attachments:	Little Elm ISD Expenditures Over \$50,000 Summary Report for Approval				
Recommendation:	The Administration recommends approval of the Little Elm ISD Expenditures Over \$50,000 Summary Report as submitted.				
Motion:	I move that the Board approve the Little Elm ISD Expenditures Over \$50,000 Summary Report dated November 14, 2016 as submitted.				

Little Elm ISD Expenditures Over \$50,000 Summary Report for Approval

Board Meeting Date: November 14, 2016

Ref #	Vendor Name	Department	Status (New, Renewal, Vendor Change)	Prior Year Contract Amount	Renewal Amount	Change	Effective Date	Expiration Date	Renewal	Description	Administrator
1	RAB Group	Operational Services	New	\$0	\$22,232	\$0	11/15/2016	N/A	N/A	New Analog Valcom Paging System with clocks at Brent ES	Rod Reeves
2	RAB Group	Operational Services	New	\$0	\$20,638	\$0	11/15/2016	N/A	N/A	New Analog Valcom Paging System with clocks at Powell 6th Grade Center	Rod Reeves
3	RAB Group	Operational Services	New	\$0	\$18,017	\$0	11/15/2016	N/A	N/A	New Paging System at Zellars Center for Learning & Leadership	Rod Reeves
4	Texas Workforce Commission	Educational Services	New	\$0	\$350,000	\$0	3/17/2017	3/17/2018	N/A	Grant will be used to purchase welding equipment	Tony Tipton

RAB Group Inc.
1013 Horse Creek Rd.
Suite 1
Crowley, TX 76036



Contract # 1121914

Little Elm ISD
Rod Reeves
300 Lobo Lane
Little Elm, TX 75068



Quote

Date 10/18/2016
Quote # 452

		Rep	Project
		JD	Brent Elementary
Description	Qty	Cost	Total
Quote for installation of New Analog Valcom Paging System with Clocks		0.00	0.00
6- Digital Clocks			
64- Speakers			
54- Call Switches			
1- Valcom Paging system/ programming			
1- external amplifier for public area			
Equipment needed	1	12,359.44	12,359.44
Work Performed		9,872.50	9,872.50
NOTE: This price is based on using existing cabling. Any Electrical will be provided by the district.			
Warranty will be 1 year on Labor and Material			
If you Use Tips add an additional 2%			
~~~~~ CHANGE ORDER ~~~~~			
October 26, 2016			
> Increased price of Hardware/materials from \$11,235.86 to \$12,359.44. (+\$1,123.58)			
Total change to estimate +\$1,123.58			
~~~~~			
		Total	\$22,231.94

Quote

RAB Group Inc.
1013 Horse Creek Rd.
Suite 1
Crowley, TX 76036



Date 10/18/2016
Quote # 453



Contract # 1121914

Little Elm ISD
Rod Reeves
300 Lobo Lane
Little Elm, TX 75068

		Rep	Project	
			Colin Powell Center	
Description	Qty	Cost		Total
Quote for installation of New Analog Valcom Paging System with Clocks	1	0.00		0.00
6- Digital Clocks				
36- Classroom Speakers				
16- Public Speakers				
36- Call Switches				
1- Valcom Paging system/ programming				
1- external amplifier for public area				
Equipment needed		11,728.45		11,728.45
Work Performed		8,910.00		8,910.00
NOTE: This price is based on using existing cabling. Any Electrical will be provided by the district.				
Warranty will be 1 year on Labor and Material				
If you Use Tips add an additional 2%				
~~~~~ CHANGE ORDER ~~~~~				
October 26, 2016				
> Increased price of Hardware/materials from \$10,662.23 to \$11,728.45. (+\$1,066.22)				
Total change to estimate +\$1,066.22				
~~~~~				
		Total		
		\$20,638.45		

Little Elm ISD
Rod Reeves
300 Lobo Lane
Little Elm, TX 75068

Quote #

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Texas Workforce Commission – Member of the Texas Workforce Network
Request for Proposals Solicitation

Part I Request for Proposals

Jobs and Education for Texans Grant Program

Request for Proposals 320-17-04

Contract Services Department

Texas Workforce Commission

101 E. 15th Street, Room 350T

Austin, Texas 78778-0001

Email: rfggroup@twc.state.tx.us

SCHEDULE OF MAJOR EVENTS

DATE

RFP Published

October 12, 2016

Written Questions Submission Deadline by 4:00 P.M., Central Time

October 21, 2016

Question and Answer (Q&A) Document Published

November 4, 2016

Note: Proposal Submission Deadline by 4:00 P.M., Central Time

November 18, 2016

Evaluation/Best and Final Offer Process Complete

January 2017

Anticipated Grant Begin Date

March 2017

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1. Title and Purpose

This Request for Proposals (RFP) is for Jobs and Education for Texans (JET) Grant Program (the Program).

The Texas Workforce Commission (TWC or the Agency) is seeking proposals from Eligible Offerors to purchase and install equipment necessary for the development of career and technical education courses or programs in a high-demand occupation.

2. Background

House Bills 3 and 1935 passed in the 81st Legislative Session established the Jobs and Education for Texans (JET) Grant Program (the “Program”). House Bill 3062 and Senate Bill 1351, 84th Legislature, Regular Session (2015), transferred the Program from the Texas Comptroller of Public Accounts to TWC. The Program is administered by TWC.

TWC is charged with developing strategies to target high-growth, high-demand and emerging occupations that are critical to the state and local economies. Commonly referred to as “Target Occupations,” these lists of occupations are determined by Local Workforce Development Boards (Boards) based on a number of economic indicators and local wisdom, and are used to guide workforce customers into aptitude-appropriate and economically relevant occupational training. Key economic data about occupations and in-demand industries along with information about labor market trends and economic conditions, enable individuals and employers to make informed decisions.

See Section 14, Information Resources of this RFP for more information on the Program.

3. Eligible Offerors

3.1 An Eligible Offeror under this RFP is:

- 3.1.1 a public junior college or public technical institute defined by Texas Education Code § 61.003(2) and (7);
- 3.1.2 a Texas ISD that has entered into a partnership with a public junior college or public technical institute; or,

- 3.1.3 a Texas ISD that has entered into a partnership with a public junior college or public technical institute in collaboration with other Texas ISDs.
- 3.2 Successful Offerors as described in this Section 3.1.3 will be required to submit formal letters of agreement with collaborating ISDs thirty (30) days after grant execution. These letters of agreement are required to be signed by the Chief Executive Officer or President of each collaborative Texas ISD's organization.
- 3.3 Grantees that were awarded grants under previous JET funding programs are eligible for funding under this RFP.
- 3.4 Only one (1) proposal submission per Eligible Offeror will be permitted. A collaborating Texas ISD that is party to a proposal under Section 3.1.3 may not submit a separate proposal under Section 3.1.2 that is in the same high-demand occupation as its collaboration.
- 3.5 Offerors must offer a new or existing CTE program or course(s) that leads to a license, certificate or postsecondary degree program in the area listed.
- 3.6 Only one (1) occupation is allowed. For the purposes of this RFP, the proposal must include only one (1) SOC.
- 3.7 Eligible Offerors must submit with their proposal the High-Demand Occupation Board Confirmation form, signed by an authorized representative of the Local Workforce Development Board.

4. Grant-Specific Requirements

- 4.1 Successful Offerors awarded a grant under this RFP shall comply with the following requirements:
- 4.1.1 Funds must be used only for costs associated with the development of a new or existing career and technical education program or education course(s), including and limited to:
- 4.1.1.1 the acquisition of equipment;

- 4.1.1.2 supplies or consumables;
- 4.1.1.3 ancillary installation charges by a third-party vendor;
- 4.1.1.4 ancillary freight charges; and,
- 4.1.1.5 costs necessary to ready the item for its intended use.
- 4.1.2 Items purchased using grant funds must be procured in accordance with applicable procurement standards in the Financial Manual for Grants and Contracts (FMGC).
- 4.1.3 The grant may provide funding up to ninety-five percent (95%) of the total cost of the Program.
- 4.1.4 Successful Offerors shall provide cash matching funds, which shall be at least five percent (5%) of the total cost of the Program.
- 4.1.5 Cash matching funds may be obtained from any source available to the public junior college, public technical institute, ISD, including industry consortia, community or foundation grants, individual contributions, and local governmental agency operating funds.
- 4.1.6 Cash matching funds must be expended on the same program for which the grant funds are provided.
- 4.1.7 In accordance with Texas Government Code § 2155.4441, the Successful Offeror agrees to purchase products and materials produced in Texas when they are available at a price and time comparable to products and materials produced outside this state.
- 4.1.8 Ninety percent (90%) of the funding is available after purchase of the approved items, on a reimbursement basis to the institution. The final ten percent (10%) will be available after all deliverables are verified and approved by the Agency, including the documented injection of all matching funds. However, if Successful Offeror purchases products and/or materials produced in Texas, then ninety-five percent (95%) of the funding is available after purchase of the approved items, on a reimbursement basis to the institution. The final five percent (5%) will be available after all deliverables are verified and approved by the Agency, including the documented injection of all matching funds.
- 4.1.9 Property purchased under this grant shall be used in accordance with the requirements of this RFP, the resulting grant award, and the FMGC for as long as needed. When no longer needed, the property shall be disposed of in accordance with the FMGC.

- 4.2 An amendment to a grant issued under this RFP is required to be within the scope of the original proposal, resulting grant, and this RFP. A substantial change in the scope of services or budget will not be allowed.

5. Deliverables

The following deliverables, targets and due dates are minimum requirements. Where indicated, the Offeror will be required to enter numbers or dates.

	Deliverables Description	Deliverable Target	Deliverable Due
5.1	Complete full payment for and receive delivery of all equipment required to be purchased under this grant.	Offeror to provide list of items, per approved budget form	180 days after the grant execution date
5.2	Number of unduplicated students that will be enrolled in the Program and trained during the life of the grant.	Offeror to provide number of students	Grant end date
5.3	Provide to the designated Agency Contract Manager, TWC Form 7100 Request for Purchase Review prior to purchase of equipment, showing model name and number, and final price.	Purchase Approval Forms	60 days after the grant execution date
5.4	Provide to the designated Agency Contract Manager, TWC Form 7200 Notification of Property Acquisition verifying purchase and receipt of equipment.	Purchase Acquisition Forms	30 days after receipt of equipment and prior to grant end date

Deliverables Description	Deliverable Target	Deliverable Due
5.5 Provide to the Agency the quarterly progress reports as described in Section 12 of this RFP.	Quarterly progress reports through the end of grant period.	See Section 12 of this RFP
5.6 Provide to the Agency the financial contract closeout package as described in Section 12 of this RFP.	1 package	No later than the 60 th day from the grant end date

6. Eligible Population to be Served

- 6.1 The eligible population to be served under this RFP consists of individuals who are enrolled students of Eligible Offerors.
- 6.2 The Successful Offeror shall determine eligibility for each participant prior to participant receiving any services funded through this grant. The Successful Offeror shall document and maintain confidential eligibility documentation files for each participant receiving services funded through this grant. Maintenance of these eligibility files shall conform to the Agency's policy for Security of Personal Identity Data requirements in Workforce Development (WD) Letters 13-08 and 13-13, including any subsequent issuances. Failure to determine eligibility, document eligibility, or maintain the required files for all enrolled participants may result in disallowed costs and subsequent repayment of grant funds, in accordance with Section 1, Expenditure Limitations, of Attachment B of the grant.

7. Total Funds Available

- 7.1 Total funding available for this RFP is five million dollars (\$5,000,000.00) state general revenue.
 - 7.1.1 Approximately two million, five hundred thousand dollars (\$2,500,000.00) will be available to Texas public junior colleges, or public technical institutes.
 - 7.1.2 Approximately two million, five hundred thousand dollars (\$2,500,000.00) will be available to Texas Independent School Districts (ISD)s.

- 7.2 The minimum grant funding is forty thousand dollars (\$40,000.00) and the maximum grant funding is three hundred, fifty thousand dollars (\$350,000.00).

8. Grant Period

The anticipated grant start date is March 2017. The grant term is twelve (12) months.

9. Applicable Regulations

Texas Education Code, Chapter 134, Jobs and Education for Texans (JET) Grant Program; TWC Commission Rules, 40 Texas Administrative Code, Chapter 804; WD Letters, as applicable and any further Agency issuances.

10. Funding and Grant Authority

The funding and Grant authority for this RFP is General Appropriations Act, 84th Leg., R.S., (2015), Article IX § 18.49 (IX-93). Contingency for HB 3062 or SB 1351; HB 3062, 84th Leg., R.S., (2015); SB 1351, 84th Leg., R.S. (2015).

11. Expenditure Limitations

- 11.1 Costs must conform to limitations or exclusions as to the types or amounts of cost items set forth in the following:

11.1.1 laws, regulations, rules, and guidance governing fund use for the fund sources identified in Funding Authority of this RFP;

11.1.2 the cost requirements in Attachment A, General Terms and Conditions of this RFP Solicitation; and,

11.1.3 this RFP and the resulting grant.

11.2 Duplicate Funding

The Agency reserves right to reject a proposal, in whole or part, if the proposal contains costs identical to those funded under another grant, such that if awarded, would result in duplicate funding.

12. Grant-Specific Reporting Requirements

The Successful Offeror shall be required to submit the following minimum documents to the Agency:

- 12.1 following the equipment purchase segment of the grant, quarterly written status reports, which are due no later than twenty (20) days after the end date of each quarter;
- 12.2 a financial contract closeout package, according to the instructions prescribed by the Agency, which will include an inventory list of equipment purchased under this RFP; and,
- 12.3 data regarding the training programs utilizing grant funded equipment, including:
 - 12.3.1 the actual number of students being trained;
 - 12.3.2 the number of students receiving certification or degrees;
 - 12.3.3 the employment rate of students following completion of the training; and,
 - 12.3.4 ad hoc reports as requested by the Agency to meet the potential need for timely information during the term of the grant.

13. Evaluation Criteria

The Evaluation Criteria, and point values for scoring are provided below:

Evaluation Criteria	POINTS
Program Plan	NA
Program Evaluation	100
Program Funding	NA
Economic Impact Evaluation	100
Average of Program Evaluation and Economic Impact Evaluation	100

- 13.1 Fifty percent (50%) of the score for each proposal will be based on the Program Evaluation found in Part II, Technical Proposal of the RFP.
- 13.2 For the remaining fifty percent (50%), the Economic Impact Evaluation will be scored utilizing the following metrics:
 - 13.2.1 Public Junior Colleges/Public Technical Institutes
Wage Impact Score, Community Type Score

13.2.1.1 The Wage Impact Score plus Community Type counts for fifty percent (50%) of total score (both categories weighted equally).

13.2.1.2 Wage Impact Score is calculated by multiplying the wage differential (approximate wage for high school graduates subtracted from the entry level wage for that occupation) by the number of anticipated unduplicated students.

13.2.1.3 Community Type defines the area being served by the applicant as either “Urban” or “Rural.”

13.2.2 **Independent School Districts**

Wage Impact Score, Community Type Score, Property Wealth Score

13.2.2.1 The wage impact score plus community type score plus property wealth score counts for fifty percent (50%) of total score (all three [3] categories weighted equally).

13.2.2.2 Wage impact score is calculated by multiplying the wage differential (approximate wage for high school graduates subtracted from the entry level wage for that occupation) by the number of anticipated unduplicated students.

13.2.2.3 Community type is defined and based on the Texas Education Agency District Type Glossary of Terms.

13.2.2.4 Property Wealth is defined as total taxable property value divided by the total number of students.

13.3 To be considered qualified for selection, a proposal must meet an average score of sixty percent (60%) of the total points available.

13.4 Tie scores will be ranked according to the unemployment rate in the county where the Program will be administered. Educational Institutions located in areas with higher unemployment will be given priority. If a tie remains, the secondary criteria for prioritizing an evaluation for a public junior college or technical institute will be the poverty level in the county where the Program will be administered. Public junior colleges or technical institutes located in areas with higher poverty levels will be given priority. If the eligible offeror is an independent school district, the secondary criteria for prioritizing an evaluation will be the free/reduced school lunch percentage for the ISD. ISDs with a higher free/reduced school lunch percentage will be given priority.

- 13.5 After all scoring is complete, the highest scoring programs will receive grants based on funds availability.

14. Informational Resources with Link Locations

General TWC Resources

- 14.1 Texas Local Workforce Development Boards

<http://www.twc.state.tx.us/dirs/wdbs/workforce-development-boards-websites.html>

- 14.2 TWC Financial Manual for Grants and Contracts

<http://www.twc.state.tx.us/partners/financial-manual-grants-contracts>

- 14.3 WD Letter 13-08, “Security of Personal Identity Data,” and subsequent issuances

<http://www.twc.state.tx.us/files/partners/13-08.pdf>

- 14.4 WD Letter 13-13 “Handling and Protection of Personally Identifiable Information and Other Sensitive Information” and subsequent issuances

<http://www.twc.state.tx.us/files/partners/13-13-twc.pdf>

- 14.5 Texas Education Code ANN § 61.003

<http://www.statutes.legis.state.tx.us/Docs/ED/word/ED.61.doc>

JET Resources

- 14.6 Texas Workforce Commission Rules Chapter 804 Jobs and Education for Texans Grant Program

<http://www.twc.state.tx.us/files/partners/rules-chapter-804-jet-twc.pdf>

- 14.7 Texas Workforce Commission - Jobs and Education for Texans Program

www.texasworkforce.org/jet

- 14.8 Jobs and Education for Texans Advisory Board

15. Definitions

- 15.1 Ancillary charges: For purposes of this RFP, ancillary charges means charges which are directly attributable to and which are necessary to place an item into service in its intended location and use. Examples include transportation, sales tax, protective in-transit insurance, assurance type warranties, installation, and other normal or necessary costs required to place the item in its intended location and use. The term does not include additional costs for extended warranties or maintenance agreements.
- 15.2 Career and Technical Education (CTE): organized educational activities that offer a sequence of courses that:
- 15.2.1 provides individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in high-demand occupations or emerging industries;
 - 15.2.2 includes competency-based applied learning that contributes to the academic knowledge, problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual; or,
 - 15.2.3 provides a license, a certificate, or a postsecondary degree.
- 15.3 Course: unit of study within a program and is typically denoted by a specific course number and taught using a predetermined schedule and curriculum.
- 15.4 Dual Credit: curriculum or courses in which a Texas public high school student simultaneously earns college credit and high school credit before graduating from high school.
- 15.5 Equipment: tangible personal property having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds five thousand dollars (\$5,000.00).
- 15.6 Local Workforce Development Board (Board): Created pursuant to Texas Government Code § 2308.253 and certified by the Governor pursuant to Texas Government Code § 2308.261. A Workforce Development Board (Board) is a group of community leaders appointed by local elected officials and charged with planning and oversight responsibilities for workforce programs and services in their area. In Texas, each county is assigned to one of the twenty-eight (28) Boards. The Boards are responsible for:

- 15.6.1.1 Developing local plans for the use of Workforce Innovation and Opportunity Act funds;
- 15.6.1.2 Oversight of the local service delivery system, Workforce Solutions offices; and,
- 15.6.1.3 Coordinating activities with economic development entities and employers in their local areas.

- 15.7 Program (program): area of study leading to a specific technical license, certificate or degree.
- 15.8 SOC: Standard Occupational Classification
- 15.9 Supplies/Consumables: tangible personal property associated with the development of an appropriate course that does not meet the threshold for equipment.

16. Proposal Process

16.1 Proposal Submission Deadline and Delivery Method

The Authorized Agency Contact for this RFP must receive proposals no later than the date and time specified in Schedule of Major Events (cover page) of this RFP. The Authorized Agency Contact will not accept late proposals.

Mailing Address

Contract Services Department

Attention: Annalisa Ramirez

RFP Reference: RFP 320-17-04

101 E. 15th Street, Room 350T

Austin, Texas 78778-0001

Overnight, Express Delivery, and Hand Delivery Address (Trinity Building):

1117 Trinity, Room 350T

Austin, Texas 78701-0001

Telephone: (512) 936-7960 **(Note: For delivery purposes only)**

E-mail: rfggroup@twc.state.tx.us

Please note that some express delivery carriers (e.g., U.S. Postal Service express mail) do not deliver to the Texas Workforce Commission Trinity Building. It is the Offeror's responsibility to ensure the proposals are received by the submission deadline.

While not required, Offerors are encouraged to use a traceable delivery method, such as certified mail, return receipt requested, or a guaranteed express delivery service.

The Authorized Agency Contact will not accept faxed or email submissions.

The Agency is not responsible for RFP responses received late, illegible, incomplete, or otherwise considered disqualified due to failure of electronic equipment or operator error.

16.2 RFP Components

The RFP Solicitation consists of the following components:

- 16.2.1 Part I, Request for Proposal
- 16.2.2 Attachment A, General Terms and Conditions
- 16.2.3 Attachment B, Financial Requirements
- 16.2.4 Part II, Proposal Packet
- 16.2.5 Part III, Budget Forms
- 16.2.6 Part IV, High-Demand Occupation Board Confirmation Form

- 16.3 The Proposal Packet includes the format in which a proposal must be completed and returned to be considered for a grant. The RFP Solicitation is published as packages on the Electronic State Business Daily (<http://esbd.cpa.state.tx.us/>)

After the issuance of the RFP, the Q&A Document is the primary source of information for Offerors. Offerors' questions must be submitted in writing via email to the Authorized Agency Contact by the deadline specified in Schedule of Major Events (cover page) of this RFP

The Agency will publish the Q&A Document on the Electronic State Business Daily (<http://esbd.cpa.state.tx.us/>).

16.4 Other Communication

Communication with any Agency personnel or any evaluators from other state agencies/entities in reference to or concerning this RFP, other than the Authorized Agency Contact listed in these instructions, is prohibited. Failure to follow this provision may be grounds for disqualification of the proposal.

16.5 Proposal Information Confidentiality

All proposal information submitted in response to the RFP Solicitation is subject to and will be handled in accordance with the Texas Public Information Act, Texas Government Code, Chapter 552. This Act allows the public to have access to information in the possession of a governmental body. Therefore, any confidential or proprietary information contained within a proposal must be clearly identified by the Offeror in the proposal itself. Proprietary information identified by the Offeror in advance will be kept confidential by the Agency to the extent permitted by state law.

All proposal information submitted in response to this RFP Solicitation must be retained by the Agency for the period specified in the Agency's record retention schedule created under Texas Government Code, Chapter 441. The information may not be returned to the Offeror that submitted it during the retention period.

16.6 Withdrawal of Proposals

A proposal may be withdrawn at any time prior to the selection announcement date by writing to the Authorized Agency Contact. A withdrawn proposal will not be considered for award but will be retained by the Agency according to the Proposal Information Confidentiality provisions in Section 16.5, Proposal Information Confidentiality, of this RFP.

16.7 Amendment of Proposals

Proposals may be amended in writing at any time after submission, but prior to the proposal submission deadline. Amendments must be submitted to the Authorized Agency Contact. Proposals may be amended after the proposal submission deadline only at the direction of the Agency.

Unless specifically requested by the Agency, material submitted after the proposal submission deadline will not be considered.

16.8 Changes and Amendments to this RFP Solicitation

The Agency reserves the right to amend or withdraw this RFP at any time by posting amendments or cancellations on the Electronic State Business Daily (<http://esbd.cpa.state.tx.us/>).

16.9 Proposal Format

Failure to comply with any one (1) or more of the following formatting requirements will result in an automatic reduction of the following points from the Offeror's average final score: five (5) points for the first section violated **and** two (2) points **each** for violating any additional section.

- 16.9.1 Interested parties must respond to this RFP using the appropriate proposal format including all required attachments, provided in the RFP Proposal Packet, (e.g. do not delete the questions, do not delete tables, do not alter formatting, or do not change page orientation). Additional attachments are acceptable, but all attachments must be on 8.5" by 11" paper.

- 16.9.2 The proposal submitted in response to the RFP Solicitation must be on 8.5" by 11" paper, and reproduced or printed on one side only. The type must be in Times New Roman, font size 12, single spaced, and margins of no less than 0.5 inch.
- 16.9.3 One (1) original and two (2) complete, loose leaf, paper copies of the proposal and required attachments must be submitted. Use only paper clips or binder clips.
- 16.9.4 Offerors must submit one (1) compact disc or flash drive containing the following files: the proposal in any version of Microsoft Word, the budget forms in Microsoft Excel, and a searchable Portable Document File (PDF) version of the complete hardcopy packet submission.

16.10 Screening and Evaluation

All proposals received as specified in Section 16.1 of this RFP will be screened to determine eligibility. Proposals that meet the following minimum technical requirements will be considered eligible for further evaluation.

- 16.10.1 The proposal was submitted by an Eligible Offeror as stated in Section 3.1, Eligible Offerors, of this RFP.
- 16.10.2 The proposal submitted must include the required signature(s) of the authorized representative(s).
- 16.10.3 The proposal must include the High-Demand Occupation Local Workforce Development Board Confirmation form signed by an authorized representative of the Local Workforce Development Board.
- 16.10.4 Requested amount must adhere to minimum/maximum amount as stated in Section 7.2 of this RFP.

All information conveyed in the proposal is subject to validation by the Agency. Information obtained by the Agency during validation will be considered in the final evaluation.

16.11 Best and Final Offers

The Agency reserves the right to negotiate with and/or to request Best and Final Offers from any or all Offerors as a part of the formal evaluation process. If the Agency requests a formal, written Best and Final Offer, the Offeror will be notified of the allotted time to respond to the request. If an Offeror does not respond to the Agency's request within the allotted time, the Agency will consider the most recent offer to be the Best and Final Offer.

16.12 Selection and Award Announcement

Evaluators will review proposals, including any Best and Final Offer responses received, make selections, conduct any fact-finding considered necessary, and make a recommendation to the Advisory Board for awards under the RFP. The Agency will post the grant decision on the Electronic State Business Daily (<http://esbd.cpa.state.tx.us/>) after the award(s) are finalized.

No public disclosures or news releases pertaining to the RFP or any resulting Contract shall be made without the prior written approval of TWC.

The Agency may consider past performance on other Agency contracts or grants when making a selection.

16.13 Protests

Any Offeror wishing to protest the grant award must submit the following information by certified mail to the address listed:

Ed Serna
Deputy Executive Director
Texas Workforce Commission
101 E. 15th St., Room 656
Austin, Texas 78778-0001

The written protest, including relevant written information, must be received by the Agency within ten (10) business days from the date of the announcement of the grant award. The written protest must:

- 16.13.1 identify the RFP being protested;
- 16.13.2 state the grounds for the protest, including a description of any alleged acts or omissions by the entity that forms the basis for the protest;
- 16.13.3 provide any written information that the protestor believes is relevant to the award; and
- 16.13.4 provide the basis for the protestor's interest in the award.

16.14 Nondiscrimination

Any grant resulting from this RFP shall include a requirement that the grantee or awardee must comply with the nondiscrimination provisions of Section 10 of the General Terms and Conditions.

16.15 Public Information Act

Texas Government Code, Chapter 552, gives individuals the right to access government records and prohibits an officer for public information or the officer's agent from asking why the requestor wants the records. All government information is presumed to be available to the public. However, some types of governmental information may be subject to an exception to the rule that public information must be released when requested. Governmental bodies must promptly release requested information if the information is not confidential or the governmental body has not properly requested an exception.

You may send your request:

By mail to: Texas Workforce Commission, Open Records, 101 E. 15th St., Room 266,
Austin, TX 78778-0001

By email to: open.records@twc.state.tx.us

By fax to: 512-463-2990

In person at: Texas Workforce Commission, Open Records, 101 E.15th St., Room 266, Austin,
TX 78778-0001

For more information refer to the Texas Workforce Commission's Open Records web page
(<http://www.twc.state.tx.us/twcinfo/openrec.html>)

Texas Workforce Commission – Member of the Texas Workforce Network
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Texas Workforce Commission
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Attachment A, General Terms and Conditions

Jobs and Education for Texans Grant Program
Request for Proposals 320-16-16

GENERAL TERMS AND CONDITIONS

SECTION 1 - Legal Authority

The Texas Workforce Commission (the “Agency”) is responsible for administering an integrated workforce development system, including job training, employment, employment-related educational programs, and the unemployment compensation insurance program, under the authority of Texas Labor Code § 302.021. The Agency has the authority to enter into contracts and administer programs pursuant to Texas Labor Code § 302.002(b).

SECTION 2 - Purpose

This grant award sets forth the responsibilities and obligations of the Agency, the other party(ies) to this grant (hereinafter identified as the Grantee), and its Fiscal Agent (if different from the Grantee), with respect to the implementation and administration of the program defined within the Statements of Work.

SECTION 3 - Grant Performance

- 3.1 The Grantee agrees to perform under this grant award in accordance with the commitments established within the Statements of Work.

Services under this award shall be provided in compliance with:

- 3.1.1 all applicable federal and state laws, regulations, and rules;
- 3.1.2 all Agency policies and procedures or guidance materials incorporated herein by specific reference; and,
- 3.1.3 all terms and conditions of this grant award.

- 3.2 The Grantee has, or shall obtain within forty-five (45) days, personnel capabilities necessary to implement program requirements and to ensure compliance with this grant award.

- 3.3 The Grantee shall notify the Agency in writing, within ten (10) days, of any change in key personnel assigned to the implementation and administration of this grant award.

(Key personnel are defined for the purposes of this grant award, as those personnel whose oversight and guidance is essential to the work being performed hereunder and whose knowledge, qualifications, and experiences are critical to the achievement of the objectives of this grant award.)

- 3.4 In consideration of the Grantee's full and satisfactory performance of the specified services, the Agency shall be liable to the Grantee in accordance with the terms and limitations established within the attachments to this grant award.

- 3.5 Except with respect to defaults of Subcontractors, no liability or loss of rights hereunder shall result to either party from delay or failure in performance (including any failure by the Grantee to progress in the performance of the work) if such failure arises out of causes beyond the reasonable control and without the default or negligence of the party affected. Such causes may include but are not limited to acts of God, acts of a public enemy, acts of the Government in either its sovereign or contractual capacity, fires, floods, epidemics, quarantine restrictions, serious labor disputes, shortage of or inability to obtain material or equipment, and unusually severe weather. In every case, however, the failure to perform must be beyond the control and without the fault or negligence of the party affected.

SECTION 4 - Administrative Requirements

- 4.1 This grant award shall be construed, interpreted, and applied in accordance with the laws of Texas, excluding its choice of law rules.
- 4.2 If any of the provisions of this grant award shall contravene or be invalid under the laws of the United States or the State of Texas, such contravention or invalidity shall not invalidate the entire grant award. It shall be construed as if not containing the particular provision or provisions held to be invalid, and the rights and obligations of the parties shall be construed and enforced accordingly. The Grantee and the Agency shall endeavor to agree on a mutually acceptable alternative provision.

In the event of a conflict between such laws and regulations and the terms and conditions of this grant award, precedence shall be given to the laws and regulations.

- 4.3 This grant award between the Grantee and the Agency shall conform to the administrative requirements found in:
- 4.3.1 any specific term or condition within the grant;
 - 4.3.2 the Office of Management and Budget (OMB) Uniform Guidance (UG) , 2 Code of Federal Regulations (C.F.R.) Part 200 as supplemented by the Uniform Grant Management Standards (UGMS);
 - 4.3.3 Commission Rules in 40 Texas Administrative Code (TAC) Part 20;
 - 4.3.4 the Agency's Financial Manual for Grants and Contracts (FMGC); and,
 - 4.3.5 any directives specified by Agency issuance, including but not limited to Workforce Development (WD) Letters and Adult Education and Literacy (AEL) Letters (as applicable) except as otherwise specifically authorized by the Agency in writing.
- 4.4 All costs must conform to cost principles found in:
- 4.4.1 any specific term or condition within the grant;
 - 4.4.2 OMB UG, 2 C.F.R. Part 200, Subpart E, as supplemented by the Rules promulgated by UGMS;
 - 4.4.3 the Agency's FMGC; and,
 - 4.4.4 other Agency directives, including but not limited to WD or AEL Letters (as applicable).

SECTION 5 - Surety Requirements (Includes Public Education institutions)

- 5.1 The Grantee understands and agrees that it shall be liable to repay to the Agency any funds not expended in accordance with this grant, or determined to be expended in violation of the terms of this grant and under OMB UG, 2 C.F.R. Part 200, including loss arising from a fraudulent or dishonest act of the Grantee's officers and employees holding positions of fiduciary trust.
- 5.2 All repayment made by the Grantee to the Agency pursuant to Section 5.1 of these General Terms and Conditions (GTC) shall be from non-federal funds.

The Grantee's failure to make repayment to the Agency within thirty (30) days after demand may result in legal actions to recover such funds and any additional costs incurred by the Agency, including allowable interest.

SECTION 6 - Bonding Requirement (Not Applicable to Public Education Institutions)

- 6.1 The funds provided by this grant award shall be included in coverage provided by a fidelity bond that indemnifies the Agency against loss arising from a fraudulent or dishonest act of the Grantee's officers and employees holding positions of fiduciary trust.
- 6.2 The Grantee shall obtain a bond sufficient to cover the largest cumulative amount of all cash requests submitted by a Grantee on any given day or the cumulative amount of funds on hand at any given point. This determination shall be made by aggregating the cumulative amounts drawn from the Agency by the Grantee during any consecutive three-day period.

Under no circumstances shall the Agency disburse to the Grantee an amount of cash that exceeds the bond amount.

- 6.3 The bond shall be executed by a corporate surety or sureties holding Certificates of authority, authorized to do business in the State of Texas, and acceptable to the Agency.

If a surety upon a bond loses its authority to do business in the State of Texas, or the bond is cancelled, reduced, or otherwise amended, the Grantee shall immediately notify the Agency and provide a replacement bond adequate to cover the terms and conditions of this section. Until such time that, an adequate replacement bond is secured by the insurer and provided to the Agency, no further disbursements shall be made to the Grantee.

- 6.4 The Grantee shall be the insured entity and the Agency shall be the assigned Certificate holder. The Grantee shall e-mail a copy of the bond to the Agency at Payables.CDER@twc.state.tx.us. Alternatively, the Agency will accept a mailed hard copy. If mailing a hard copy of the bond to the Agency, the Grantee shall mail the document to:

Texas Workforce Commission
Financial Operations-Payables
101 East 15th Street, Room 446
Austin, Texas 78778 – 0001
Email: Payables.CDER@twc.state.tx.us

- 6.5 The failure of the Grantee to provide evidence of the required bond within fifteen (15) days of the beginning date of this grant award may result in termination of the grant award.

The Grantee will include the substance of the provisions of this section in any subcontracts for goods or services under this grant award.

SECTION 7 - Rights in Data, Products, or Inventions

- 7.1 The Agency may reproduce, prepare derivative works, distribute copies to the public, perform publicly and display publicly, by or on behalf of the Agency any data, product, or invention developed under this grant award or purchased with funds from this grant award.
- 7.2 Excluding copyrighted, licensed, and public domain software, the Grantee grants to the Agency and its designated representatives, unlimited rights to any data, databases, or data processing programs first developed, produced, or delivered under this grant award. Such data includes recorded information regardless of form or media.
- 7.3 Upon termination of this grant award, whether for cause or convenience, all finished or unfinished documents, records, reports, photographs, etc. prepared by the Grantee shall, at the option of the Agency, become the property of the Agency.

In the event of such termination, the Grantee may be requested to transfer title and deliver to the Agency any property or products the Grantee has acquired or produced in performance of the grant award.

- 7.4 All data and rights necessary to fulfill the Grantee's obligations to the Agency under this grant award must be secured and obtained from its Subcontractors.

If a Subcontractor refuses to accept terms affording the Agency such rights, the Grantee shall promptly bring such refusal to the attention of the Agency.

- 7.5 The Agency and its officers, agents and employees are indemnified against liability, including costs, for infringement of any United States patent (except a patent issued upon an application that is now or may hereafter be withheld from issue pursuant to a Secrecy Order under 35 U. S. Code (U.S.C.) § 181) arising out of the manufacture or delivery of supplies, the performance of services, or the construction, alteration, modification, or repair of real property under this grant award, or out of the use or disposal by or for the account of the Agency of such supplies or construction work.
- 7.6 The Agency retains non-exclusive, nontransferable, irrevocable, paid-up license to practice, or have practiced the subject invention throughout the world with respect to any invention resulting from activities funded by this grant award in which the Grantee retains title.

SECTION 8 - Prevention of Fraud

- 8.1 The Grantee shall establish and implement procedures for preventing, reporting, investigating, and taking appropriate legal and/or administrative action concerning any fraud, program abuse, possible illegal expenditures, unlawful activity, violations of law, or Agency rules, policies, and procedures occurring under this grant award.
- 8.2 Any member of the Grantee's staff or Grantee's Subcontractor's staff having knowledge of suspected fraud, program abuse, possible illegal expenditures, unlawful activity, violations of law or Agency rules, policies and procedures occurring under this grant award, shall report such information to the Agency's Office of Investigations no later than five (5) working days from the date of discovery of such act.
- 8.3 An Incident Report regarding such an act must be submitted to:
- Texas Workforce Commission

Office of Investigations

101 East 15th Street, Room 230

Austin, Texas 78778-0001

- 8.4 The Grantee shall establish and implement reasonable internal program management procedures sufficient to ensure that its employees, participants, and Subcontractors are aware of the Agency's Fraud and Program Abuse Hotline (1-800-252-3642) and that Hotline posters are displayed to ensure maximum exposure to all persons associated with or having an interest in the programs or services provided under this grant award.
- 8.5 Except as provided by law or court order, the parties to this grant award shall ensure the confidentiality of all reports of violations, as listed above. Neither the Grantee nor the Agency shall retaliate against any person filing a report.
- 8.6 Upon review of submitted reports, the Agency's Office of Investigations may elevate the report to the appropriate federal authority, accept the case for investigation and/or action at the state level, or return the case to the Grantee, or Grantee's Subcontractor, for action including, but not limited to, the following:
- 8.6.1 further investigation;
 - 8.6.2 referral for prosecution under the Texas Penal Code, or other state or federal laws; and/or
 - 8.6.3 other corrective action, as may be appropriate.
- 8.7 When referred back to the Grantee, the Grantee shall ensure that a final investigation closing report is submitted to the Agency's Office of Investigations after all feasible avenues of investigation and legal and/or corrective action have been taken.

SECTION 9 - Preventing Conflict of Interest

- 9.1 The Grantee shall take every reasonable course of action to maintain integrity in the expenditure of these public funds and to avoid favoritism and questionable or improper conduct.

- 9.2 The Grantee shall administer this award in an impartial manner, free from efforts to gain personal, financial, or political benefit, tangible or intangible. The Grantee and its executive staff and employees, while administering this grant award shall avoid situations, which could give the appearance that any decision was influenced by prejudice, bias, special interest or desire for personal gain.
- 9.3 The Grantee assures that no person shall participate in any decision relating to any subcontract which affects his/her personal pecuniary interest including, but not limited to:
- 9.3.1 employees or Subcontractors of the Grantee; or,
 - 9.3.2 persons who exercise any function or responsibility in the review or approval of the undertaking or carrying out of this grant award.
- 9.4 The Grantee shall maintain on file, and make available for inspection by the Agency, a statement submitted by each Grantee employee, Subcontractor, or governing body member disclosing any interest, fact or circumstance, which does or may present a potential conflict of interest. Such conflict of interest disclosure statements shall be updated, as circumstances require, but at least annually.

The above paragraph shall serve as a minimum standard and shall not be construed as to limit the Grantee's authority for more restrictive governance to prevent real and/or apparent conflicts of interest.

SECTION 10 - Grant Provisions

- 10.1 The Grantee shall comply with the following:
- 10.1.1 Rehabilitation Act of 1973 § 504, 29 U.S.C. § 794, as amended;
 - 10.1.2 Titles VI and VII of the Civil Rights Act of 1964, 42 U.S.C. §§ 2000d et seq., and 2000e-16, as amended;
 - 10.1.3 Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1688, as amended;
 - 10.1.4 The Age Discrimination Act of 1975, 42 U.S.C. § 6101 et seq., as amended;
 - 10.1.5 The Americans with Disabilities Act, 42 U.S.C. § 12101 et seq., as amended;
 - 10.1.6 Women in Apprenticeship and Non-traditional Occupations Act, 29 U.S.C. § 2501, et seq.;
 - 10.1.7 Applicable provisions of the Clean Air Act, 42 U.S.C. § 7401 et seq., and the Federal Water Pollution Control Act, as amended, 33 U.S.C. § 1251 et seq.;

- 10.1.8 The rights and responsibilities for charitable and faith-based providers set forth in the Personal Responsibility and Work Opportunity Reconciliation Act of 1996 (PRWORA) § 104, 42 U.S.C. § 604a, as applicable; and,
- 10.1.9 The Job Training or Employment Assistance Programs, Services, and Preferences Available to Veterans, as set forth in the Texas Labor Code §§ 302.151-302.153.
- 10.2 The Agency and the Grantee may not deny services under this grant award to any person and are prohibited from discriminating against any employee, applicant for employment, or beneficiary because of race, color, religion, sex, national origin, age, physical or mental disability, temporary medical condition, political affiliation or belief, or citizenship.
- 10.3 The Grantee shall ensure that the evaluation and treatment of employees and applicants for employment are free from discrimination.
- 10.4 The Grantee shall make a reasonable effort to meet the state goal on subcontracts and supplier contracts to Historically Underutilized Businesses certified by the State of Texas, as defined in Texas Government Code § 2161.001, including any certified women or minority owned businesses or enterprises.
- 10.5 The Grantee shall adopt and implement applicable provisions of the model HIV/AIDS workplace guidelines of the Texas Department of State Health Services as required by the Texas Health and Safety Code §§ 85.001 et seq. (Applicable to state agencies only).

SECTION 11 - Subcontractors

The Grantee assures that the performance rendered by all Subcontractors shall comply with all the terms and provisions of this grant award as if the performance were rendered by the Grantee, and shall require such Subcontractors to comply with all requirements, as covered in this grant award.

SECTION 12 - Records: Retention, Confidentiality, and Access

- 12.1 The Grantee agrees to retain financial and supporting documents, statistical records, and any other records pertinent to the services provided under this grant for which a claim or report was submitted to the Agency. These supporting records and documents must be kept for a minimum of seven (7) years after final payment and all other pending matters are closed out.
- 12.2 The Grantee shall establish and maintain a method to secure the confidentiality of records and other information relating to clients in accordance with applicable federal and state laws, rules, and regulations. This provision shall not be construed, as limiting the Agency's right of access to client case records or other information relating to clients served under this contract.
- 12.3 The Grantee shall grant access and the right to examine, copy, or mechanically reproduce all reports, books, papers, documents, automated data Centers, and other records pertaining to this contract from Monday through Friday, between the hours of 8:00 a.m. and 5:00 p.m., local time, excluding state or federal holidays. Such rights of access and examination are granted to the duly authorized representatives of:
- 12.3.1 the United States Department of Agriculture;
 - 12.3.2 the United States Department of Education;
 - 12.3.3 the United States Department of Health and Human Services;
 - 12.3.4 the United States Department of Labor;
 - 12.3.5 the Comptroller General of the United States;
 - 12.3.6 the General Accounting Office;
 - 12.3.7 the Auditor of the State of Texas;
 - 12.3.8 the Agency; and
 - 12.3.9 other state and federal auditing agencies.
- 12.4 Such rights to access shall continue as long as the Grantee retains the records.
- 12.5 The Agency, and any of its authorized representatives, shall have timely and reasonable access to all Grantee's and Grantee's Subcontractor's records and personnel related to this agreement for the purpose of inspection, monitoring, auditing, evaluation, interview, and discussion. Records must be made

available for inspection at Agency's request regardless of where they are stored or who has custody of them.

SECTION 13 - Monitoring, Audits, and Evaluations

- 13.1 The Grantee shall supply to the Agency an audit that is in compliance with the Single Audit Act of 1984 as amended July 1996, 31 U.S.C., Chapter 75, and OMB UG 2 C.F.R. Part 200, Subpart F, applicable at the time costs were incurred. The Agency reserves the right to conduct, or cause to be conducted, an independent audit of all funds received by the Grantee under this grant award. Such an audit may be performed by the local government audit staff, a certified public accounting firm, or other auditors as designated by the Agency and must be conducted in accordance with applicable federal rules and regulations, grant award guidelines, and established professional standards and practices.
- 13.2 The Grantee understands that acceptance of funds under this grant award acts as acceptance of the authority of the State Auditor's Office (SAO), or any successor Agency, to audit or investigate the expenditure of funds under this grant award or any subcontract. The Grantee further agrees to cooperate fully with the SAO or its successor, including providing all records requested. The Grantee will ensure that this clause concerning the authority to audit funds received indirectly by Subcontractors through the Grantee and the requirement to cooperate is included in any subcontract it awards.
- 13.3 The Grantee shall develop and maintain a Subcontractor monitoring system, acceptable to the Agency, covering any subcontract it awards from this grant award.

Complete records of all monitoring performed by the Grantee shall be maintained and made available to the Agency during such subcontract performance periods and for as long thereafter as an unresolved deficiency may require.

- 13.4 The Agency reserves the right to conduct or cause a designee to conduct monitoring and evaluation studies of the performance of the Grantee or any Subcontractor for services rendered under this grant award.

The Agency retains the right to perform such monitoring and evaluation studies that it determines necessary and will report preliminary results to the Grantee and any Subcontractor before the monitoring and evaluation is concluded and the final results are made a matter of record.

- 13.5 If a charitable or faith-based organization who is a Subcontractor to the Grantee establishes a separate account for the government funds provided through this grant award, then only the services and activities supported by those funds will be subject to audit by the Agency or its duly authorized representatives.
- 13.6 The Grantee shall cooperate with any audit or examination conducted pursuant to this section.

SECTION 14 - Dispute Resolution

- 14.1 To the extent applicable under state and federal law, a Grantee's claim for breach that the parties cannot resolve in the ordinary course of business shall be submitted to the dispute resolution process provided for in 40 TAC, Chapter 800, Subchapter K, as further described in this section.
- 14.1.1 To initiate the process, the Grantee shall submit written notice to the Agency's contract manager. Said notice shall specifically include the information required by 40 TAC § 800.453, as well as other supporting documentation or other tangible evidence to facilitate the Agency's evaluation of the Grantee's claim.
- 14.1.2 Neither the execution of this grant award by the Agency nor any other conduct of any representative of the Agency relating to this grant award or the dispute resolution process described herein shall be considered a waiver of sovereign immunity to suit.
- 14.2 Neither the occurrence of an event nor the pendency of a claim constitutes grounds for the suspension of performance by the Grantee, in whole or in part.

SECTION 15 - Sanctions and Penalties

15.1 The Grantee acknowledges and accepts that special conditions may be imposed by the Agency, and certain enforcement remedies exercised (set forth within UG, 2 C.F.R. Part 200), if the Grantee has been designated as a "high risk" Grantee.

Special conditions or restrictions could include:

- 15.1.1 payment on a reimbursement basis;
- 15.1.2 withholding authority to proceed to the next program phase until receipt of evidence of acceptable performance;
- 15.1.3 additional and more detailed financial reporting;
- 15.1.4 additional program monitoring;
- 15.1.5 requiring the Grantee to obtain technical or management assistance;
- 15.1.6 establishing additional prior approvals; or
- 15.1.7 other conditions or restrictions appropriate to the circumstances.

15.2 The Grantee acknowledges and accepts that failure of the Grantee to comply with any provision of this grant award, whether stated in a federal or state statute or regulation, Commission rules, an assurance, a certification, an application or Agency policies or procedures referenced in a grant award may subject the Grantee to sanctions and enforcement or remedial measures appropriate to the circumstances, including temporary withholding of cash payments, disallowance of costs, whole or partial suspension of the award, withholding of further awards, or other remedies that may be legally available.

SECTION 16 - Appeals

Any sanctions or penalties imposed under this grant may be appealed pursuant to Texas Government Code, Chapter 2260.

SECTION 17 - Changes and Amendments

17.1 This grant award, and all documents or subsequent agreements referenced herein, is the entire agreement between the parties. All oral or written agreements between the parties hereto relating to the subject matter of this grant award that were made prior to the execution of this grant award have been reduced to writing and are contained or referenced herein.

- 17.2 Any alterations, additions, or deletions to the terms of this grant award required by changes in federal or state law or by regulations are automatically incorporated into this grant award without written amendment hereto, and shall become effective on the date designated by such law or regulation.
- 17.3 To ensure effective performance under this grant award, all parties agree that the Agency may amend performance requirements during this grant period, to interpret or clarify a change in federal or state law, rules or regulations, by issuing formal directives to establish or clarify such performance requirements.
- 17.3.1 After a period of no less than thirty (30) days subsequent to written notice (unless more rapid implementation is required by law) such formal directives shall have the effect of qualifying the terms of this grant award and shall be binding upon the Grantee and the Agency as if written herein.
- 17.3.2 Such Agency directives shall not alter the terms of this grant award to relieve the Agency of any obligation specified in this grant award to reimburse the Grantee for costs properly incurred prior to the effective date of such formal directives.
- 17.4 Except as specifically provided by Sections 17.1, 17.2, and 17.3 of these GTCs, any additions, alterations, deletions, or extensions, to the terms of this grant award shall be by amendment hereto in writing and executed by all parties to this grant award. Any other attempted changes, including oral modifications, written notices that have not been signed by all parties, or other modifications of any type, shall be invalid.
- 17.5 The Agency reserves the sole option to renew or extend this grant award after the initial period. Such renewal will be based upon a compliance review and the Agency's continuing need for the services. The Grantee may submit a written request that the Agency considers a renewal or extension. Such written request must be received by the Agency no later than thirty (30) days prior to the expiration of this grant award.

SECTION 18 - Termination

- 18.1 This grant award may be terminated, in whole or in part, by the Agency whenever it determines that such termination is in its best interests.
- 18.2 When justified, either party may terminate this grant award for cause, pending completion of any reports or audits required by the Agency. Such termination shall be effective upon receipt of written notification of termination, provided no less than sixty (60) days in advance.

SECTION 19 - Certifications

The Grantee certifies compliance with the federal, state and Agency requirements set forth in Section 3, Offeror's Certifications of the Proposal Packet

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Texas Workforce Commission – Member of the Texas Workforce Network

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Attachment B, Financial Requirements

Jobs and Education for Texans Grant Program

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FINANCIAL REQUIREMENTS

SECTION 1 - Expenditure Limitations

- 1.1 The Agency is liable to the Grantee in an amount equal to, but not in excess of, the lesser of the amount of the grant or the actual allowable costs incurred by the Grantee in rendering the performance specified in the Statements of Work and any attachments subject to the following provisions:
 - 1.1.1 The limitations established within the program budget documents.
 - 1.1.2 The Agency receives a verified statement, prepared in accordance with the requirements set forth by the Agency, of current and/or programmed expenditures incurred under this grant according to the instructions specified by the Agency.
 - 1.1.3 The Agency shall not be liable for expenditures made in violation of the legal authorities cited in this grant, or any other law or regulation applicable to a specific service performed under this grant.
 - 1.1.4 The Agency shall not be liable to the Grantee for costs incurred or performances rendered by the Grantee or its Subcontractors before commencement of this grant or after termination of this grant which have not been billed to the Agency within sixty (60) days following termination or expiration of this grant.
- 1.2 Notwithstanding any other provisions of this grant, the parties hereto understand and agree that the Agency's obligations for costs incurred or performances rendered by the Grantee under this grant are contingent upon receipt of adequate funds from federal and state sources to meet the Agency's liabilities hereunder. This grant is subject to revision upon actual receipt of funds from federal or state sources.
- 1.3 The Grantee understands and agrees that it shall repay to the Agency any funds determined to be expended in violation of the terms and conditions of this grant subject to the following:

- 1.3.1 The Grantee shall be liable for such funds and shall repay such funds even if a Grantee's Subcontractor made the improper expenditure
- 1.3.2 All repayments made by the Grantee must be from non-federal funds.
- 1.3.3 Failure to repay such funds within thirty (30) days after demand may result in legal actions to recover such funds and/or additional costs, including allowable interest.
- 1.4 This grant represents no more than ninety-five percent (95%) of the funds to administer this Program. The Grantee shall provide cash matching funds, which shall be at least five percent (5%) of the total Program cost.

SECTION 2 - Obligation and Deobligation of Funds

The following provisions apply to the obligation and deobligation of funds under this grant:

- 2.1 The Agency shall not be liable to the Grantee for any excess or erroneous funding obligations, and retains the right to unilaterally deobligate such funds.
- 2.2 The Agency may obligate additional funds under this grant or deobligate funds previously obligated under this grant at the sole discretion of the Agency.
- 2.3 The Agency may deobligate funds if performance and/or expenditures as described in Section 5 Deliverables of this RFP are not met.

SECTION 3 - Financial Reporting

- 3.1 The Grantee shall request reimbursement of allowable expenditures in the format prescribed by the Agency, as follows:
 - 3.1.1 Ninety percent (90%) of the Agency share of the cost of items approved under this grant, is available for reimbursement after purchase and installation of such items is complete.

-
- 3.1.2 The remaining ten percent (10%) of the Agency share of the cost of items approved under this grant is available for reimbursement after all deliverables are verified and approved by the Agency.
 - 3.1.3 If Successful Offeror purchases products and/or materials produced in Texas, then ninety-five percent (95%) of the funding is available after purchase of the approved items, on a reimbursement basis to the institution. The final five percent (5%) will be available after all deliverables are verified and approved by the Agency, including the documented injection of all matching funds.
- 3.2 The Grantee shall submit a financial contract closeout package to the Agency in the format and according to the instructions prescribed by the Agency, no later than the 60th day from the grant end date.

Texas Workforce Commission – Member of the Texas Workforce Network
Jobs and Education for Texans Grant Program
Request for Proposals 320-17-04

Texas Workforce Commission – Member of the Texas Workforce Network
Request for Proposals Solicitation

Part II Proposal Packet

Jobs and Education for Texans Grant Program

Request for Proposals 320-17-04

Contract Services Department

Texas Workforce Commission

101 E. 15th Street, Room 350T

Austin, Texas 78778-0001

Email: rfpgroup@twc.state.tx.us

SCHEDULE OF MAJOR EVENTS	DATE
RFP Published	October 12, 2016
Written Questions Submission Deadline by 4:00 P.M., Central Time	October 21, 2016
Question and Answer (Q&A) Document Published	November 4, 2016
Note: Proposal Submission Deadline by 4:00 P.M., Central Time	November 18, 2016
Evaluation/Best and Final Offer Process Complete	January 2017
Anticipated Grant Begin Date	March 2017

Offeror's Name:

1. General Information

Section 1.1: Eligible Offeror

Type of Educational Institution

☐ Public Junior College or Technical Institute

X ISD

Name of Public Junior College, Technical Institute or ISD

Little Elm ISD

Mailing Address

City

State

Zip Code

300 Lobo Lane

Little Elm

TX

75068

County Name

THECB Region

Total Amount Requested

Denton

\$

If Eligible Offeror is an ISD collaborating with other ISDs, please list collaborating ISDs:

Section 1.2: Chief Executive Officer

First Name

Initial

Last Name

Title

Lowell

Strike

Superintendent

Telephone

Extension

Fax

Email Address

972-947-9340

Lstrike!littleelmsd.net

Section 1.3: If Eligible Offeror is an Independent School District, Signature of Partnering Public Junior College or Public Technical Institute Representative

Name of Partnering Public Junior College, or Public Technical Institute

First Name

First Name

First Name

End of Section

2. Additional General Information

Section 2.1: Eligible Offeror Primary Contact

First Name	Initial	Last Name	Title
Tony		Tipton	Director CTE
Telephone	Extension	Fax	Email Address
903-239-3475		972-292-3368	tтиpton@littleelmsd.net

Section 2.2: Fiscal Agent or Finance Contact

First Name	Initial	Last Name	Title		
Grant		Anderson	Asst. Super for Finance and Operation Services		
Mailing Address			City	State	Zip Code
300 Lobo Lane			Little Elm	TX	75068
Telephone	Extension	Fax	Email Address		
972-947-9340		972-294-1107	ganderson@littleelmsd.net		

Section 2.3: Program Contact

First Name	Initial	Last Name	Title		
Tony		Tipton	Director CTE		
Mailing Address			City	State	Zip Code
300 Lobo Lane			Little Elm	TX	75068
Telephone	Extension	Fax	Email Address		
903-239-3475		972-292-3368	tтиpton@littleelmsd.net		

End of Section

Section 2.4: Anticipated Primary Location for Requested Items

Campus

Street Address	City	State	Zip Code
1900 Walker Lane	Little Elm	TX	75068
Building Name	Room Number	County	
Little Elm High School	3121	Denton	
Name of Local Workforce Development Board (http://www.twc.state.tx.us/partners/workforce-development-boards-websites)			
Workforce Solutions of Greater Dallas			

Section 2.5: List of Current Grants with the Texas Workforce Commission

TWC Contract Number	Brief Description of the Grant	Grant Amount
NA	NA	NA

End of Section

3. Offeror's Certifications

Failure to complete each subsection and certify at the end of this Section 3, will result in disqualification of this proposal prior to it being evaluated.

3.1 The Offeror certifies that pursuant to Part I, Section 3.1 of the RFP:

- 3.1.1 the Offeror is a public junior college or public technical institute defined by Texas Education Code § 61.003(2), and (7);
- 3.1.2 the Offeror is a Texas public independent school district that has entered into a partnership with a public junior college or public technical institute; or
- 3.1.3 a Texas ISD that has entered into a partnership with a public junior college or public technical institute in collaboration with other Texas ISDs; and,
- 3.1.4 the Offeror has submitted a signed copy of the High Demand Occupation – Local Workforce Development Board Confirmation form (Part IV of the RFP).

3.2 General Terms and Conditions (GTC)

The Offeror has read and agrees to comply with the General Terms and Conditions.

Any proposed exceptions to the General Terms and Conditions have been included in a Microsoft Word document submitted in this proposal.

The Agency reserves the right to consider exceptions, reservations, or limitations to the General Terms and Conditions of this RFP, in evaluating and awarding funds under this RFP.

The Agency will not consider an Offeror's request to further modify the General Terms and Conditions outside of what has been submitted with this RFP Proposal Packet.

It is understood that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement. Any alterations, additions, or deletions to the terms of this award required by changes in federal or state law or by regulations

are automatically incorporated into this award without written amendment hereto, and shall become effective on the date designated by such law or regulation.

3.3 Lobbying

This Certification is required by the Federal Regulations, implementing the Program Fraud and Civil Remedies Act, 31 U.S.C. § 1352, for the Department of Agriculture (2 C.F.R. Part 418), Department of Labor (29 C.F.R. Part 93), Department of Education (34 C.F.R. Part 82), and the Department of Health and Human Services (45 C.F.R. Part 93).

The undersigned certifies that:

- 3.3.1 No federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any federal grant, the making of any federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal grant award, grant, loan or cooperative agreement.
- 3.3.2 If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any Agency, a Member of Congress, and officer or employee of Congress, or an employee of a Member of Congress in connection with this federal grant award, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.
- 3.3.3 The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrant awards, subgrants, and grant awards under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

3.4 Debarment, Suspension, and Other Responsibility Matters

This certification is required by the Federal Regulations, implementing Executive Order 12549, Government-wide Debarment and Suspension, for the Department of Agriculture (2 C.F.R. Part 417), Department of Labor (2 C.F.R. Part 2998), Department of Education (2 C.F.R. Part 3485), and the Department of Health and Human Services (2 C.F.R. Part 376).

The undersigned certifies that neither it nor its principals:

- 3.4.1 Are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or Agency;
- 3.4.2 Have, within a three-year period preceding this grant award, been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state or local) transaction or grant award under a public transaction, violation of federal or state antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
- 3.4.3 Are presently indicted for or otherwise criminally or civilly charged by a governmental entity with commission of any of the offenses enumerated in Subsection 3.4.2 of this Certification; and,
- 3.4.4 Have had, within a three-year period preceding this grant award, one or more public transactions terminated for cause or default.

3.5 Drug-Free Workplace

This certification is required by the Federal Regulations, implementing the Drug-Free Workplace Act §§ 5151-5160 (41 U.S.C. § 701 et seq., as amended); for the Department of Agriculture (2 C.F.R. Part 421), Department of Labor (29 C.F.R. Part 94), Department of Education (34 C.F.R. Part 86), and the Department of Health and Human Services (2 C.F.R. Part 382).

The undersigned certifies that it shall provide a drug-free workplace by:

- 3.5.1 Publishing a policy statement notifying employees that the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited in the workplace and specifying the consequences of any such action by an employee;
- 3.5.2 Establishing an ongoing drug-free awareness program to inform employees of the dangers of drug abuse in the workplace, the organization's policy of maintaining a drug-free workplace, the availability of counseling, rehabilitation and employee assistance programs, and the penalties that may be imposed on employees for drug abuse violations in the workplace;
- 3.5.3 Providing each employee with a copy of the policy statement;
- 3.5.4 Notifying the employees in the policy statement that as a condition of employment under this grant award, employees shall abide by the terms of the policy statement and notifying the employer in writing within five (5) days after any conviction for a violation by the employee of a criminal drug statute in the workplace;
- 3.5.5 Notifying the Agency within ten (10) days of receipt of a notice of a conviction of an employee; and,
- 3.5.6 Taking appropriate personnel action against an employee convicted of violating a criminal drug statute or requiring such employee to participate in a drug abuse assistance or rehabilitation program.

3.6 Levies, Liens and Unresolved Audit Exceptions

The undersigned certifies that the business entity in this Proposal has no outstanding debts that will result in liens or levies being placed on payments received from the Agency and that it owes no funds to the Agency, including unresolved audit exceptions. An unresolved audit exception is an exception for which the business entity has exhausted all administrative and judicial remedies and also refuses to comply with resulting written demands for payment from the Agency.

3.7 State Assessment Certification

The Offeror certifies that both of the following statements are true and correct and that the Offeror understands making a false statement is a material breach of contract and is grounds for cancellation of this grant award:

- 3.7.1 It is current in Unemployment Insurance taxes, Payday and Child Labor law monetary obligations, and Proprietary School fees and assessments payable to the State of Texas.
- 3.7.2 It has no outstanding Unemployment Insurance overpayment balance payable to the State of Texas.

3.8 Prohibition on Certain Bids and Contracts

Pursuant to Texas Government Code § 2155.006, a state Agency may not accept a bid or award a contract that includes proposed financial participation by a person who, during the five-year period preceding the date of the bid or award, has been either, convicted of violating federal law or assessed a penalty in a federal civil or administrative enforcement action, in connection with a contract awarded by the federal government for relief efforts as a result of Hurricane Rita, Hurricane Katrina or any other disaster occurring after September 24, 2005 or in connection with a contract awarded by the federal government for relief, recovery, or reconstruction efforts.

Under Texas Government Code § 2155.006, the Offeror certifies that the individual or business entity named in this bid or contract is not ineligible to receive the specified contract and acknowledges that this contract may be terminated and payment withheld if this certification is inaccurate.

3.9 Unfair Business Practices

The undersigned certifies that the business entity in this Proposal has not been found guilty of unfair business practices in a judicial or state Agency administrative proceeding during the preceding year. The undersigned further affirms that no officer of the business entity in this Proposal has served as an officer of any company found guilty of unfair business practices in a judicial or state Agency administrative proceeding during the preceding year.

3.10 Texas Family Code

The undersigned certifies that the business entity in this Proposal is not ineligible, pursuant to Texas Family Code § 231.006, to receive the award funds and acknowledges that any grant award resulting from this RFP may be terminated and payment may be withheld if this certification is inaccurate. If a board member, corporate officer, individual, or controlling officer of the awardees Fiscal Agent, (as applicable) is more than thirty (30) days in arrears in the payment of an obligation to pay child support, the awardee acknowledges that payments under the grant award resulting from this RFP may be suspended and/or the contract canceled.

3.11 Restrictions on the Use of Certain Public Subsidies

Pursuant to Texas Government Code § 2264.051, a business that applies to receive a public subsidy from a state Agency shall certify that the business, or a branch, division, or department of the business does not and will not knowingly employ an undocumented worker as defined in Texas Government Code § 2264.001(4).

The Offeror certifies that it does not knowingly employ an undocumented worker, as defined by Texas Government Code § 2264.051. The Offeror further certifies that it shall establish and implement reasonable internal program management procedures sufficient to ensure its compliance with Texas Government Code § 2264.051. The Offeror certifies that it will enter into a written agreement with its subrecipient's Subcontractors, working on or having an interest in the programs provided by this grant award regarding the unlawful employment of undocumented workers and advising the subrecipient's Subcontractors of the penalties that the Subcontractors will incur if convicted of the unlawful employment of undocumented workers.

Texas Government Code § 2264.052 mandates that a business convicted of a violation under 8 U.S.C. § 1324a(f) (unlawful employment of undocumented workers), shall repay the amount of the public subsidy with interest not later than the 120th day after the entity is notified of the violation. In accordance with Texas Government Code § 2264.053, the Agency has determined

that if an entity is convicted of such a violation, the interest rate to be applied to the public subsidy is fifteen percent (15%).

3.12 Acceptance of the Grant-Specific Requirements

The Offeror has read the Grant-Specific Requirements specified in Part I of the RFP and is in full acceptance of the sections referenced. By signing the Offeror's Certification in Section 3.21, the Offeror agrees to meet all requirements and deliverables as specified during the grant period.

3.13 Certification Concerning Dealings with Public Servants: Offeror represents and warrants that it has not given, nor intends to give at any time hereafter, any economic opportunity, future employment, gift, loan, gratuity, special discount, trip, favor or service to a public servant in connection with the submitted Proposal.

3.14 Offeror represents and warrants that Offeror has no actual or potential conflicts of interest in providing services to the State of Texas under this RFP and Offeror's provision of services under this RFP would not reasonably create an appearance of impropriety. Offeror must disclose any existing or potential conflict of interest it may have in contracting with the Agency.

3.15 Franchise Tax Certification: Offeror certifies that it is exempt or not delinquent in the payment of any franchise taxes owed the State of Texas under Chapter 171 of the Texas Tax Code.

3.16 Compliance with Antitrust Laws: Pursuant to Texas Government Code § 2155.005, Offeror certifies that neither Offeror nor any firm, corporation, partnership, or institution represented by Offeror, or anyone acting for such a firm, corporation or institution has (1) violated the antitrust laws of the State of Texas under Texas Business & Commerce Code, Chapter 15, or the federal antitrust laws; or (2) communicated directly or indirectly the Proposal to any competitor or any other person engaged in such line of business during the procurement process.

3.17 Offeror certifies that it is in compliance with Section 669.003 of the Texas Government Code, relating to contracting with executive head of a state agency.

Enter the name of any current or former executive head of a Texas State Agency that is currently employed by Offeror below:

Name of Former Executive:

Name of State Agency:

Date of Separation from State Agency:

Position with Offeror:

Date of Employment with Offeror:

All such disclosures will be subject to administrative review and approval prior to the Agency entering into any contract with Offeror. Offeror acknowledges that the Contract may be terminated at any time, and payments withheld, if this information is false.

3.18 Certification Concerning Financial Participation: Under Texas Government Code § 2155.004(a), Offeror certifies that neither it nor any person or entity which will participate financially in the Agreement has received compensation for participation in the preparation of specifications for this RFP. Further, under Texas Government Code § 2155.004(b) of the Texas Government Code, Offeror certifies that the individual or business entity named in this Proposal is not ineligible to receive the specified contract and acknowledges that the contract may be terminated and payment withheld if this certification is inaccurate.

3.19 Certification Concerning Restricted Employment for Former State Officers or Employees Under Texas Government Code § 572.069: Offeror certifies that it has not employed and will not employ a former TWC or state officer who participated in a procurement or contract negotiation for TWC involving Offeror within two years after the state officer or employee left state agency employment or service.

This certification only applies to former state officers or employees whose state service or employment ceased on or after September 1, 2015.

- 3.20** Offeror represents and warrants that the Agency's payments to Offeror and Offeror's receipt of appropriated or other funds under the Agreement are not prohibited by Sections 556.0055 or 556.008 of the Texas Government Code.

3.21 Offeror's Certification Signature

These certifications are a material representation of fact upon which reliance will be placed when this procurement transaction is made or entered into. Submission of this certification is a prerequisite for a proposal to be evaluated and scored.

The Offeror certifies that:

- 3.21.1 all of the information in this proposal, including all assurances herein, is, to the best of my knowledge, complete, and accurate;
- 3.21.2 the authorized representative hereby warrants that he or she has been fully authorized by the Offeror to complete the certifications on behalf of the Offeror, and validly and legally bind the organization to all the terms and conditions, performances, and provisions of this RFP Solicitation and Proposal Packet;
- 3.21.3 if a grant is awarded, all program activity will be conducted in accordance with applicable Federal and State laws and regulations, Agency Certifications, and all other applicable Attachments; and
- 3.21.4 this offer is firm and good for ninety (90) days.

Signature of Authorized Representative

Date

Printed Name and Title of Authorized Representative

Do not sign this
yet

1. Technical Proposal

Program Plan

4.1 Provide responses to the complete the following items.

1. Eligible occupations are defined as those high-demand occupations identified by the Local Workforce Development Boards as a Board Area Target Occupation List. Please use Board Area Target Occupation List as of 08/31/2016 (<http://www.twc.state.tx.us/files/partners/statewide-targeted-occupations-board-area-twc.xlsx>). Please use the Local Workforce Development Board area as specified in Section 2.4 of this Part II.

In addition, high demand occupations listed on the Labor Market and Career Information HELP Wanted Online website (<http://www.texasindustryprofiles.com/apps/mHWOL/>) using LWDA, Jan 2013 – July 2016 (3 year), Top Occupations by Help Wanted Postings for LWDA are also eligible. Please use the Local Workforce Development Board as specified in Section 2.4 of this Part II.

Occupation _____ SOC code (**One 6-digit code**) _____

2. Using the Texas Wages web page (<http://texaswages.com/>), provide the entry level wage in your specified Local Workforce Development Board Area (LWDA) for workers in that occupation. If wages are not available for your identified occupation in your LWDA, use the Statewide wage \$ _____
3. What license, certificate or post-secondary degree does this program lead to? _____

4.2 Provide a brief plan overview of the goal and objectives.

Describe dual-credit or training program and how it will contribute to the job growth for the occupation listed in Section 4.1 of this Part II.

4.3 Provide the number of unduplicated students that will be enrolled in the Program during the period of the grant, if awarded and who will use the grant funded assets during the life of the grant. Enter the courses and anticipated enrollment for each semester that falls under the grant period:

Course number	Title	Summer 2017 Anticipated Unduplicated Enrollment	Fall 2017 Anticipated Unduplicated Enrollment	Spring 2018 Anticipated Unduplicated Enrollment

NOTE:
Enter the total number of unduplicated students that will be enrolled in the program during the period of the grant: _____
The numbers in the table must total and match the number of unduplicated students enrolled in the program during the life of the grant.

4.4 Describe when the Program or course(s) will be operational (in use by students)

Will approval by the Texas Higher Education Coordinating Board be required? _____

If so, what is the projected date of approval? _____

Date when the Program will receive budgetary approval _____

Number of days required to procure items _____

Number of day to receive delivery of items _____

Are there any additional approvals necessary to be fully authorized? _____

If so, explain, including the estimated date (month and year) of any necessary approvals.

Date when all approvals will be in place: _____

Date when students will begin using grant funded assets: _____

4.5 Program Evaluation	Possible Points
4.5.1 Number of unduplicated students that will be enrolled and who will use the grant funded assets during the life of the grant. The number of potential students is equal to those recorded in Part II, Section 4.3 of this RFP. If 50-75, score 5 points If 76-125, score 15 points If more than 125, score 25 points	25
4.5.2 If Eligible Offeror is a public junior college or technical institute - How many JET-funded grants has the Eligible Offeror received? _____ If five or more, score 2 points If four, score 4 points If three, score 6 points If two, score 8 points If one, score 10 points If none, score 15 points OR If Eligible Offeror is an independent school district - Has the Eligible Offeror received any JET-funded grants? _____ If yes, score 5 points If no, score 15 points	15

4.5 Program Evaluation	Possible Points
4.5.3 If Eligible Offeror is a public junior college or technical institute – points will be calculated utilizing the Texas Higher Education Coordinating Board’s certified spring 2016 enrollment numbers. Points are based on the indicated percentiles of the enrollment of eligible offeror's. If enrollment was greater than 9,373, score 0 If enrollment was at least 5,180 but not more than 9,373 (51st - 75th percentile), score 5 points If enrollment is greater than 3,818 but not more than 5,180 (26th - 50th percentile), score 10 points If enrollment is 3,818 students or less (25th percentile or below), score 15 points OR If Eligible Offeror is an independent school district – does your partnering public junior college or technical institute have a physical location in the same county as the anticipated primary location for requested items? _____ If no, score 15 points. If yes, score 10 points	15
4.5.4 Letters from employers within the Local Workforce Development Area formal letters of supporting the program to be developed. The formal letter of support by the employer must include the following information: 4.5.4.1 name and type of business; 4.5.4.2 statement of support for the program or course; 4.5.4.3 contact information for the employer; and, 4.5.4.4 signature by the authorized representative of the employer. Score five (5) points per letter, to a maximum of 25 points	25

4.5 Program Evaluation	Possible Points
4.5.5 Unemployment Use the <u>Texas LMCI Tracer web page</u> (http://www.tracer2.com/cgi/dataanalysis/AreaSelection.asp?tableName=Labforce) and the county listed in Section 2.4 of the Proposal Packet to answer the following question: and use the “August 2016 not seasonally adjusted” figure. The state unemployment rate, not seasonally adjusted is 5% as of August 2016. What is the unemployment rate for August 2016, not seasonally adjusted, for the county listed in Section 2.4 ? _____ If answer is greater than 5% score 5 points If answer greater than 6.25% score an additional 5 points	10

4.5 Program Evaluation	Possible Points
4.5.6 Poverty If Eligible Offeror is a public junior college or technical institute: Use the <u>QuickFacts United States Census</u> (http://quickfacts.census.gov/qfd/states/48000.html) row titled “Persons in poverty percent” to answer the following question: The state poverty rate is 15.9%. What is the poverty rate for the county listed in Section 2.4 of the Proposal packet? _____ If the answer is greater than 15.9% score 5 points If the answer is greater than 19.88 % score an additional 5 points OR If Eligible Offeror is an independent school district: Points will be calculated utilizing the Texas Education Agency’s Free/Reduced School Lunch percentages. Eligible Offerors will receive the same percentage of the maximum points as they have percentage of students receiving Free/Reduced School Lunch, rounded to the nearest whole point. For example, if 68% of the Eligible Offeror’s district receives Free/Reduced School Lunch, then the Eligible Offeror would receive 7 points (68% * 10 points = 6.8 points rounded to 7)	10
Maximum Possible Points	100

End of Section and Proposal Packet

Part III Program Funding Budget Form

The Program Funding Budget form is located on the ESBD webpage (<http://esbd.cpa.state.tx.us/>) as Package 3.

**Jobs and Education for Texans Grant Program
Request for Proposals 320-17-04**

Offeror's Name:

5. Program Funding Budget Form

5.1 List the items that will be purchased, to include equipment, or supplies/consumables, modifications, attachments, accessories, or auxiliary apparatus necessary to make it usable for the purpose for which it is required. For each item, include the quantity to be purchased and estimated unit cost, and any associated installation or freight cost. List the items in priority order with the highest priority item listed first. List the dollar amounts in whole numbers only.

Description of Purchase	Quantity to be Purchased	Estimated Unit Cost	Subtotal Cost	Estimated Installation	Freight Cost	Total Cost	Justification for Purchase (how item relates to program)
Lincoln Invertec V350 PRO Ready-Pak Multi-Process Welding Machine	6	\$ 5,671	\$ 34,026	\$ -	\$ -	\$ 34,026	Allows students to learn multiple welding processes needed to obtain industry certification and progress toward AAS Degree.
Lincoln Precision TIG 275 Welder Ready-Pak	12	\$ 4,536.00	\$ 54,432		\$ -	\$ 54,432	Allows students to learn TIG welding processes needed to obtain industry certification and progress toward AAS Degree.
Lincoln Mobiflex 400-MS Welding Fume Extraction Base Unit	6	\$ 5,805.00	\$ 34,830	\$ -	\$ -	\$ 34,830	Allows ISD to add six welding stations to current facility bringing us to the necessary available stations to carry out the purpose of the grant
Lincoln LFA 4,1 Extraction Arm for Weld Fume Control	6	\$ 951.05	\$ 5,706			\$ 5,706	Allows ISD to add six welding stations to current facility bringing us to the necessary available stations to carry out the purpose of the grant
Triangle Engineering Wrap Around Weld Test Bender Model #WTB-HRA/14	1	\$ 10,140.00	\$ 10,140			\$ 10,140	Allows ISD & NCTC to adequately test student welds to ensure they satisfactorily meet industry and certification standards
Baileigh Gear Driven Band Saw BS-260M 1.5 HP, 220V, 1 Phase	1	\$ 5,281.00	\$ 5,281			\$ 5,281	Allows students to fabricate extremely heavy metal plate to industry and AAS Degree standards
Baileigh Sheet Metal Shear SH-5210, 220V, 5HP, Single Phase	1	\$ 13,602.00	\$ 13,602			\$ 13,602	Allows students to fabricate extremely heavy metal plate to industry and AAS Degree standards
Square tubing 16 gauge; twelve, 24 foot sections	12	\$8.40	\$ 101			\$ 101	Allow students to build six new welding booths for the facility
Sheet metal 11 gauge, twelve, 4x8 sheets	12	\$76.04	\$ 912			\$ 912	Allow students to build six new welding booths for the facility
Square tubing 2 x 3/16 x 24	13.5	\$ 57.12	\$ 771			\$ 771	Allow students to build six new welding tables for the facility
Metal plate 3/8 x 48 x 98	12	\$ 211.79	\$ 2,541			\$ 2,541	Allow students to build six new welding tables for the facility
Parts and installation electricity		\$25,582	\$ -			\$ -	Install necessary electricity to power the new welding booths and other equipment
Subtotals	82.5		\$ 162,343	\$ -	\$ -	\$ 162,343	NA

5.2. Total Funding

5.2.1. Total purchase (including equipment, or supplies/consumables, modifications, attachments, accessories, or auxiliary apparatus)	\$ 162,343		
5.2.2. Total installation	\$ 25,582		
5.2.3. Total shipping/freight cost	\$ 1,500		
5.2.4. Total project cost	\$ 189,425		
5.2.5. Total amount requested (must not exceed 95% of 5.2.4.)	\$ 179,954.00		
5.2.6. Total cash matching funds (must be at least 5% of 5.2.4.)	\$9,471		

End of Worksheet

Board Agenda Item

Little Elm Independent School District
300 Lobo Lane
Little Elm, Texas 75068

	Reports of the Superintendent	Action Item	Consent Agenda	Reports, Routine Monthly	Other
Board Mtg. Date 11/14/2016	☐	☐	☒	☐	☐
Subject:	BOARD GOALS				
Presenter or Contact Person:	Melissa Myers				
Policy/Code:	BG (LOCAL)				
Summary:	The Board shall plan and conduct, at least annually, a thorough self-evaluation. The yearly review shall include Board Goals.				
Financial Implications:	There is no financial impact to the budget.				
Attachments:	Board Goals				
Recommendation:	The Board recommends approval of Board Goals				
Motion:	I move the Board approve the Board Goals.				

Finance

The Board expects district financial integrity and transparency.

Academic

The Board expects that LEISD graduates are prepared to be college and career ready.

Facilities

The Board expects the district to provide equitable facilities and develop a financial plan that accurately reflects system-wide needs for both present and future growth.

Communication/Community

The Board expects the District to champion the ongoing development of groups and organizations that support the students of our district.

Staff Development/Human Resources

The Board expects the District to maintain an awareness of district employee satisfaction and organizational health.

Board Agenda Item

Little Elm Independent School District
300 Lobo Lane
Little Elm, Texas 75068

	Reports of the Superintendent	Action Item	Consent Agenda	Reports, Routine Monthly	Other
Board Mtg. Date 11-14-2016	☐	☐	☒	☐	☐
Subject:	BOARD POLICY DNA (LOCAL) - UPDATE				
Presenter or Contact Person:	Cleota Epps Executive Director for Human Resource Services				
Policy/Code:	DNA (LOCAL)				
Summary:	Update to our appraisal and evaluation policy DNA (LOCAL) to clarify the components of the Texas Teacher Evaluation and Support System (T-TESS).				
Financial Implications:	No fiscal implication.				
Attachments:	None				
Recommendation:	The administration recommends approval of DNA (LOCAL) as submitted.				
Motion:	I move the Board approve DNA (LOCAL) as submitted.				

PERFORMANCE APPRAISAL
EVALUATION OF TEACHERS

DNA
(LOCAL)

T-TESS	The District shall appraise teachers using the Texas Teacher Evaluation And Support System (T-TESS) in accordance with law and administrative regulations.
GENERAL REQUIREMENTS	Components of the appraisal process, such as classroom observations and walkthroughs, shall be conducted more frequently as necessary to ensure that teachers receive appropriate guidance.
ANNUAL APPRAISAL	District teachers shall be appraised annually.
EXCEPTION	Teachers who are eligible for less frequent evaluations in accordance with law [see DNA (LEGAL)] and the local criteria established in this policy shall be appraised in accordance with the provisions below: Be employed on an educator term [or continuing] contract; Hold SBEC certification; Be assigned in his or her certification area; Have been employed by the District for at least two (2) years; and Have served at the current campus for at least two (2) years.
FREQUENCY	Eligible teachers shall be appraised every three years. During any school year when a complete appraisal is not scheduled for an eligible teacher, either the teacher or the principal may require that an appraisal be conducted by providing written notice to the other party. A teacher's supervisor shall have the authority to return a teacher to the traditional appraisal cycle as a result of performance deficiencies documented in accordance with state rule.
ANNOUNCED OBSERVATION	Teachers will receive notification of an announced observation a minimum of seven (7) days prior to the observation.
ALTERNATE APPRAISERS	The list of qualified appraisers who may appraise a teacher in place of the teacher's supervisor shall be approved by the Board.

PERFORMANCE APPRAISAL
EVALUATION OF TEACHERS

DNA
(LOCAL)

SECOND
APPRAISAL

Upon a teacher's request for a second appraiser, the Superintendent or designee shall select the second appraiser from a pre-established roster of trained appraisers.

Advanced notice is not required for the second appraisal observation.

SCORES

The Board shall ensure that the Superintendent or designee establishes procedures regarding how domain scores from the first and second appraisals will be used.

GRIEVANCES

Complaints regarding teacher appraisal shall be addressed in accordance with DGBA (LOCAL).

Board Agenda Item

Little Elm Independent School District
300 Lobo Lane
Little Elm, Texas 75068

	Reports of the Superintendent	Action Item	Consent Agenda	Reports, Routine Monthly	Other
Board Mtg. Date 11-14-2016	☐	☐	☒	☐	☐
Subject:	MAXIMUM CLASS SIZE EXEMPTION - CLASS SIZE WAIVERS				
Presenter or Contact Person:	Cleota Epps Executive Director for Human Resource Services				
Policy/Code:	BF (LEGAL)				
Summary:	In grades K-4, the class size maximum is 22. In LEISD we have seven additional areas at four campuses that have some sections of the grade level above 22 students. We are asking for a maximum class size exception at: Brent: 1st Grade Bilingual – 1 (Alvarez) Oak Point: Kindergarten – 2 (Cortez & Beal) Hackberry: 2nd Grade – 1 (Massai) 3rd Grade – 1 (Hatcher) 4th Grade – 1 (Rizvan) PSA: 1st Grade – 1 (Devlin) 4th Grade – 3 (Malcolm, Sosebee, and Ince)				
Financial Implications:	No fiscal implication.				
Attachments:	None				

Recommendation: | **The administration recommends approval of waivers for the Maximum Class Size Exception from the Commissioner of Education.**

Motion: | **I move the Board approve waivers for the Maximum Class Size Exception from the Commissioner of Education.**

Board Agenda Item

Little Elm Independent School District
300 Lobo Lane
Little Elm, Texas 75068

	Reports of the Superintendent	Action Item	Consent Agenda	Reports, Routine Monthly	Other
Board Mtg. Date 11-14-2016	☐	☐	☒	☐	☐
Subject:	STATE WAIVERS				
Presenter or Contact Person:	Cyndy Mika				
Policy/Code:	EB (LEGAL)				
Summary:	The district will be applying to the state for the following waivers (see attachment) • Teacher Data Portal of the Texas Assessment Management System • Early Release • Modified Schedule/State Assessment Testing Days • Staff Development General Approval of these waivers will allow the district to develop a calendar which allows for 6 PLC days (one per nine-weeks) for our teachers to focus on student needs. Additionally, the early release days will allow secondary students to have a half day for semester exams and elementary teachers to conduct parent conferences.				
Financial Implications:	There is no financial impact to the budget.				
Attachments:	Waiver descriptions				
Recommendation:	The Administration recommends the approval of the application for the state waivers as submitted.				
Motion:	I move the Board approve the application for the state waivers as submitted.				

Board Agenda Item
Attachment for State Waivers

- **Teacher Data Portal of the Texas Assessment Management System:** The assessment data portal of the Texas Assessment Management System became fully operational in October 2011 and complies with the requirements of Texas Education Code (TEC), §32.258, as enacted by House Bill 3, 81st Legislature. Districts that are interested in fulfilling the requirement of TEC, §32.258 to provide teacher access to student assessment data through a local student data system must apply for an expedited waiver from the Texas Education Agency (TEA). We currently utilize Eduphoria and will utilize School City in the future to meet this requirement.
- **Early Release:** This waiver allows the districts and charter schools to conduct school for less than seven hours for a total of six days of student instruction a year. These days may provide additional training in education methodologies or provide time to meet the needs of student and local communities. Districts and charter schools may shorten the student instructional day to release school for such reasons as conducting teacher collaboration or planning, conducting teacher parent conferences, or releasing school before a holiday, game playoff or local school related activities. Students must be in attendance for a minimum of four hours (240 minutes) of instruction. Waivers granted for early release are worth up to 180 minutes, depending on the time students were released from school. We will be applying for this waiver to begin the 2017-2018 school year.
- **Modified Schedule/State Assessment Testing Days:** This waiver allows the district or charter school to modify the schedule of classes for students who are not being tested to report to and attend school after the state assessment testing period has ended, therefore reducing the interruptions during testing period. Students who are not being tested must still meet the maximum 2-through-4 hour requirement for funding (see SAAH 3.6.6 Attendance Accounting during Testing Days).
- **Staff Development General:** This waiver allows the district and charter schools to train staff on various educational strategies designed to improve student performance in lieu of a maximum of **three** days (420 minutes per day) of student instruction. The commissioner of education reserves the right to modify or revoke approvals for the second or third year of the waiver, if such a change is required, districts will be notified in writing. We will be applying for this waiver to begin the 2017-2018 school year.

Board Agenda Item

Little Elm Independent School District

300 Lobo Lane

Little Elm, Texas 75068

Board Mtg. Date 11-14-2016	Reports of the Superintendent ☐	Business Item ☐	Consent Agenda ☒	Reports, Routine Monthly ☐	Other ☐
Subject:	OFF CAMPUS PE SITE APPROVAL				
Presenter or Contact Person:	Daniel Gallagher, Assistant Superintendent for Educational Services				
Policy/Code:	EIF (LOCAL)				
Summary:	Students may complete an application for off-site PE if they are involved in competitive sports. The sites are approved on a three year term by TEA. There are two levels of Off-Campus PE: • Category 1: students who practice 10 or more hours per week (a minimum of 4 days during the school week) receive PE credit and one (1) period off per day • Category 2: students who practice 5-10 hours per week (a minimum of 4 days during the school week) receive PE credit but do not receive any time off from school.				
Financial Implications:	N/A				
Attachments:	TEA waiver				
Recommendation:	The administration recommends approval of Off-Campus PE Sites as submitted.				
Motion:	I move the Board approve the Off-Campus PE Sites as submitted.				

Off-campus Physical Activity Programs Approval Request

revised January 2016

Part 1:

Date of submission: 11/15/2016

Name of applying district or charter school: Little Elm ISD

School year approval will become effective: 2016-2017

Contact person: Daniel Gallagher

Contact person's email address: dgallagher@littleelmsd.net

Contact person's phone number: 972-947-9340

Superintendent: Dr. Lowell Strike

Part 2:

Approval of the physical activity programs may be granted to school districts or charter schools by the commissioner of education under the following conditions.

The board of trustees of the local school district or charter school has approved a policy to use off-campus private or commercially-sponsored physical activity programs in either Category I, Category II, or both as a substitution for high school physical education courses in accordance with Texas Education Code (TEC), §28.025(b-10) and 19 Texas Administrative Code (TAC), Chapter 74, Subchapters B and F-G, Graduation Requirements.

Our district or charter school is applying for Category I only ☐ Category II only ☐ Categories I and II ☒

Category I: Olympic-level participation and/or competition must meet all of the criteria below.

Please indicate your district or charter school's compliance with an "x" in the box.

Category I Substitutions	Yes	No
Students are supervised a minimum of 15 hours per week with highly intensive professional training.	☒	☐
The training facility, instructors, and the activities involved in the program are certified by the superintendent to be of exceptional quality.	☒	☐
Students qualifying and participating at this level are dismissed from school no more than one class period per day.	☒	☐
Students do not miss any class other than physical education.	☒	☐

Indicate in the table below the Category I programs approved in your district or charter school. You may add rows as needed.

Entity Providing Service	Off-campus Program	Accountability/Evaluation Procedures
Kurt Thomas Gymnastics Center	Competetive Gymnastics	Attendance and Monitoring

Category II: Private or commercially-sponsored physical activities that are not Olympic level but are certified by the superintendent to be of high quality must meet all of the criteria below.

Please indicate your district or charter school's compliance with an "x" in the box.

Category II Substitutions	Yes	No
Students are well supervised by appropriately trained instructors.	☒	☐
Students participate in the physical activity for at least five hours per week.	☒	☐
Students who participate at this level are not dismissed from any part of the school day.	☒	☐

Indicate in the table below the Category II programs approved in your district or charter school. You may add rows as needed.

Agency Providing Service	Off-campus Program	Accountability/Evaluation Procedures
Kurt Thomas Gymnastics Center	Competetive Gymnastics	Attendance and Monitoring

Board Agenda Item

Little Elm Independent School District
300 Lobo Lane
Little Elm, Texas 75068

	Reports of the Superintendent	Action Item	Consent Agenda	Reports, Routine Monthly	Other
Board Mtg. Date 11-14-2016	☐	☐	☒	☐	☐
Subject:	STUDENT HEALTH ADVISORY COUNCIL				
Presenter or Contact Person:	Ross Roberts, Assistant Superintendent for Student and Administrative Services				
Policy/Code:	BDF (LEGAL)				
Summary:	The administration will present the active SHAC members to the board for the consideration for approval for the 2016-2017 school year. In addition, a summary of the SHAC's report and activities will be submitted to the Board.				
Financial Implications:	There is no financial impact to the budget.				
Attachments:	1. SHAC members for consideration 2. Summary of SHAC's report and activities for 2016-2017				
Recommendation:	The Administration recommends approval of the Little Elm ISD School Health Advisory Council (SHAC) members and report for the 2016-2017 school year.				
Motion:	I move the Board approve the SHAC members and report for the 2016-2017 school year as presented by the Administration.				

Little Elm ISD SHAC Members 2016-2017

Ross Roberts	LEISD	Administration
Toni Nelson, RN	LEISD	Health Services
Linzy Evans	CIS	
Officer Cliff Hollifield	Community Member	SRO LEHS
Angela Paige-Smith	Parent	
Joe Freddy Fierro	Parent	
Bert Bubela	Parent	
Bill Vandiver	Parent	
Sandra Howell	LEISD	Athletic Director
Wendy McCoy	LEISD	Health Services
Brenda Wagner	Parent	
Gillian Forgue	Parent	
William Lundberg	Community Member	
Sara Mowery	Parent	
Christal Crow	Parent	
Angela Uren	Parent	
Mike Wooten	Community Member	
Carolyn Tarver	LEISD	Child Nutrition
Pamela Cline	LEISD	Child Nutrition
Tasha Vincent	LEISD	Child Nutrition
Gabi Needham	LEISD Student	
Karsen Nelson	LEISD Student	
Sadie Adams	LEISD Student	
Elias De Leon	LEISD Student	
Raymond Bergeron	LEISD Student	

Board Agenda Item

Little Elm Independent School District
300 Lobo Lane
Little Elm, Texas 75068

Board Mtg. Date	Reports of the Superintendent	Action Item	Consent Agenda	Reports, Routine Monthly	Discussion Item
11-14-2016	☐	☐	☒	☐	☐
Subject:	GIFTS AND DONATIONS				
Presenter or Contact Person:	Grant Anderson, Assistant Superintendent of Finance and Operations				
Policy/Code:	Other Revenues – Grants from Private Sources – CDC (LOCAL)				
Summary:	New gifts and donations received by the District will be presented.				
Financial Implications:	Increase of General Fund revenues and increase in appropriate budgets.				
Attachments:	Donation List				
Recommendation:	The Administration recommends the acceptance of gifts and donations.				
Motion:	I move the Board approve the acceptance of donation as submitted.				

**LITTLE ELM INDEPENDENT SCHOOL DISTRICT
NEW DONATIONS
November 2016**

Campus/Dept	Fund	Donation From	Description	Date	Monetary	Non-Monetary	Total
Athletics	461	Huffines Chrysler Jeep Dodge Lewisville	Volleyball pole pads	09/20/16	500.00		500.00
Lakeview	461	PTA Lakeview Elementary	Student spirit sticks	09/21/16	280.00		280.00
SPED	461	Anonymous Donor	Special Olympics travel and activities	09/28/16	40.00		40.00
Athletics	461	Softball Booster Club	Uniform jersey and pants	09/28/16	2,044.00		2,044.00
Athletics	461	Great Frozen Desserts	Various athletic department needs	10/03/16	898.00		898.00
Communications	461	Retractable Technologies	Freshman College Tours	10/19/16	2,500.00		2,500.00
Communications	499	AXA Foundation	Convocation	10/19/16	125.00		125.00
Athletics	461	Oralia Garza	Girls basketball program	10/20/16	100.00		100.00
Powell	461	Keep Little Elm Beautiful	School garden supplies	10/31/16	500.00		500.00
					6,987.00	-	6,987.00