

# Facilities Steering Committee Agenda



**Date Scheduled:** Thursday, February 8, 2018

**Time:** 6:00pm – 9:00pm

**Facilitator(s):** Scott Leopold, Cooperative Strategies

**Location:** Board Room-FBISD Administration Building, 16431 Lexington Blvd., Sugar Land

**AGENDA:**

Topics	Presenter	Notes and Action Needed
Introduction/Welcome	Scott Leopold	
Process and Timeline	Scott Leopold	
Present Draft Questionnaire for Community Meeting #1	Scott Leopold	
Group Activity	All	
Report Out	All	
Logistics and Instructions for Community Meeting #1	Scott Leopold	
Question and Answers		
Adjourn		

**Upcoming Steering Committee Dates and Locations:**

Date	Time	Location
February 8	6:00-9:00 p.m.	Board Room of Administration Building, 16431 Lexington Blvd., Sugar Land
March 1	6:00-9:00 p.m.	Board Room of Administration Building, 16431 Lexington Blvd., Sugar Land
April 18	6:00-9:00 p.m.	Board Room of Administration Building, 16431 Lexington Blvd., Sugar Land
April 26	6:00-9:00 p.m.	Board Room of Administration Building, 16431 Lexington Blvd., Sugar Land

**COMMUNITY MEETINGS**

Date	Time	Location
Feb. 20 & 22	7:00-9:00 p.m.	Feb. 20 Ridge Point High School, 500 Waters Lake Blvd., Missouri City
		Feb. 22 Travis High School, 11111 Harlem Road, Richmond
April 3, 4, 10, & 11	7:00-9:00 p.m.	April 3 Travis High School, 11111 Harlem Road, Richmond
		April 4 Marshall High School, 1220 Buffalo Run, Missouri City
		April 10 Elkins High School, 7007 Knights Court, Missouri City
		April 11 Austin High School, 3434 Pheasant Creek Drive, Sugar Land

## Facilities Steering Committee Meetings

### Fort Bend ISD

Fort Bend ISD is once again engaging with the community as it works to update the District’s Facilities Master Plan and ensure that the District is providing the innovative learning environments, valuable opportunities, and access to programs in accordance with the Board-adopted Profile of a Graduate. During the spring of 2018, a Facilities Steering Committee made up of a broad cross-section of community members and District staff will meet to discuss facilities assessment data, student enrollment projections, and community feedback to develop options and recommendations regarding utilization of District facilities, continuing the Facilities Master Planning process that first began in 2013. Ultimately, the updated Facilities Master Plan will inform the development of the District Capital Plan.

#### Meeting 1: Thursday, January 25

*Introduce committee members and provide an overview of the roles and responsibilities of the facilities steering committee.*

Topics	Notes and Actions
<b>Introduction/Welcome</b>	<ul style="list-style-type: none"> <li>• FBISD superintendent, Dr. Dupre, welcomed members of the committee.</li> <li>• Dr. Dupre charged the committee with focusing on the organizational needs of the district rather than specific campuses/areas of the district. In addition, he encouraged members to picture the face of a child when engaging in the work on the committee.</li> <li>• Tracy Richter of Cooperative strategies provided a high-level overview of work and introductions of self, team, and allowed members to introduce themselves and their roles.</li> <li>• Committee members introduced themselves and shared information as it relates to serving on this committee. Passion of the members of the committee was evident as each member expressed why he/she chooses to serve on the committee.</li> </ul>
<b>Process and Timeline</b>	<ul style="list-style-type: none"> <li>• Community voice is essential in this process. To that end, there are multiple venues for community input and these committee meetings are open meetings that the public can attend to observe the process.</li> <li>• Richter shared, “Equity is about giving students what they need in order to succeed.” The work of this committee will focus on ensuring that we remained focused on what is necessary organizationally to ensure that we equip all students to attain the attributes of the Profile of a Graduate.</li> <li>• The next meeting will focus on educational framework.</li> </ul>
<b>Output from Educational Futures Conference</b>	<ul style="list-style-type: none"> <li>• Tracy Richter of Cooperative strategies shared output from the Educational Futures Conference and encouraged the committee to view the video recording on the FBISD website and to provide feedback online if they were unable to attend the meeting.</li> <li>• Community feedback is encouraged throughout this process-whether or not the community member is on the committee.</li> </ul>
<b>Review Past Master Plan Actions</b>	<ul style="list-style-type: none"> <li>• In a review of the Facilities Master Plan completed in 2013 and updated in 2015, Richter reviewed the campuses impacted over the past few years with regard to renovations and enhancements.</li> </ul>
<b>Background Data</b>	<ul style="list-style-type: none"> <li>• The facilities planning process, guided by <a href="#">Policy FC (LOCAL)</a>, defines capacity and utilization.</li> <li>• In order to begin helping the committee members to understand what current utilization of buildings is in the District; Richter presented high-level data regarding current utilization of all schools.</li> </ul>
<b>Introduction to Educational Framework</b>	<ul style="list-style-type: none"> <li>• The next community meetings are scheduled on February 20 and 22 to discuss Educational Framework.</li> <li>• This will be a high-level discussion that the committee will use to define the parameters that we will operate within for planning.</li> </ul>
<b>Group Activity</b>	<ul style="list-style-type: none"> <li>• Committee members engaged in a brainstorming session around the work of the committee moving forward.</li> </ul>
<b>Adjourn</b>	<b>Next Steering Committee Meeting:</b> February 8, 2018 FBISD Board Room 6pm-9pm

## **A Fort Bend ISD Graduate has a rigorous academic foundation, strong character, and is...**

### **...equipped with skills for life.**

Fort Bend ISD graduates exhibit grit and determination in all aspects of life; respect self and others; engage in healthy life choices; are literate and articulate; proficient with technology; and meaningfully and practically apply knowledge in productive ways.

### **...a servant leader.**

Fort Bend ISD graduates demonstrate confidence while maintaining a humble and kind demeanor; prioritizing the needs of others while accepting responsibility for themselves and are accountable for their own actions; are optimistic; and strive to bring out the best in others.

### **...an effective communicator.**

Fort Bend ISD graduates communicate clearly both orally and in writing; respectfully and actively listen to others; appropriately engage in courageous conversations; and appropriately adapt their communication style to the audience.

### **...a critical thinker.**

Fort Bend ISD graduates are visionary and solutions-oriented problem solvers; are inquisitive and innovative; and have the courage to actively challenge conventional methods in order to improve themselves and the world around them.

### **...a compassionate citizen.**

Fort Bend ISD graduates are empathetic to their fellow citizens, exhibiting care and concern for others; are inclusive and embrace differences; are culturally aware; actively engage in improving our diverse community; exercise their right to vote; and are dependable, respectful, trustworthy, and self-disciplined.

### **...a collaborative team member.**

Fort Bend ISD graduates work effectively with others to achieve group goals; take actions that respect the needs and contributions of others; yield their own objectives to the goals of the team; and positively facilitate and contribute to teamwork.

### **...a life-long learner.**

Fort Bend ISD graduates approach life with wonder and curiosity; seek opportunities to be creative; possess a thirst for knowledge and the ability to adapt to change; and are academically prepared to pursue and attain futures beyond what they can imagine!

## Term Glossary

**Boundary Scenarios:** Options for how school attendance boundaries may be adjusted.

**Capacity:** The number of students a school building can hold.

**Collaboration Space/Extended Learning Area:** Extends the classroom learning beyond the traditional classroom space. A gathering place for small and large groups for informal instruction as well as individual learning.

**Comprehensive School:** A high school which serves the needs of all of its students, offering curriculum such as language arts, social studies, sciences, math, and elective offerings including music, visual & performing arts, and physical education.

**Enrollment:** The number of students attending a particular school or division.

**Ethnicity:** A socially defined category of people who identify with each other based on a perceived shared social experience or ancestry. Membership of an ethnic group tends to be associated with and ideologies of shared cultural heritage, ancestry, history, homeland, language or dialect, and with symbolic systems such as religion, mythology and ritual, cuisine, dressing style, physical appearance, etc.

**Facility Capacity Assessment:** A tour conducted to determine the maximum number of students a school building can accommodate based on school programs and/or building design.

**Family Census Data:** A family includes a householder and one or more people living in the same household who are related to the householder by birth, marriage, or adoption.

**General Classrooms:** Those classrooms primarily used for core curriculum and instruction such as language arts, social studies, and math that do not require specific facility considerations such as specialized electricity or water systems.

**Geographic Information Systems (GIS):** GIS integrates software, hardware, data, and people to create, store, analyze, display, report, and manage geographic information

**Grade Configuration:** The arrangement of students into grade groupings. A common grade grouping would be K-5, 6-8, 9-12 grades. Other examples include PK-3, PK-6, K-3, K-8, 4-6, 7-9, 9-12, and 10-12.

**Historical Enrollment:** The number of students attending a particular school or division in the past. For example, if we say the historical enrollment of Washington Elementary School in 2010-2011 was 543 students, we are indicating that the number of students attending that school in that year in the past was 543 students.

**Household Census Data:** A household includes all the people who occupy a housing unit as their usual place of residence

**International Baccalaureate:** A non-profit, certified program for students aged 3 to 19 that seeks to "develop the intellectual, personal, emotional and social skills to live, learn and work in a rapidly globalizing world."

**Load Factor:** Also known as "utilization factor". It is very difficult to schedule every teaching station every period of the day. There may be a specialized space such as a lab for which there is insufficient enrollment to conduct classes each period. At times it is not possible to maintain an average enrollment of 25 students and there needs to be some room to adjust. It is recommended that the average load factor be 85% for the secondary level, representing an approximate utilization of a space 6 out of 7 periods during a school day.

## Term Glossary

**Magnet/Thematic Schools:** A comprehensive school that provide an interdisciplinary themed instructional delivery model (e.g. Science & Technology, the Arts, "Back to Basics", Spanish Immersion, STEM, etc.).

**Maximum Capacity:** The maximum number of students a school building can accommodate or hold.

**Program/Functional Capacity:** The number of students a school building can hold based on the current program or curriculum being delivered.

**Program Requirements:** What the facility needs to effectively deliver the curriculum.

**Programs:** The curriculum that is taught / delivered.

**Projected Enrollment:** Student attendance forecast.

**Pull-Out Rooms:** Primarily used by the special education population, but also used for one to one instruction and tutoring.

**Recommended Capacity:** Suggested number of students that a school building could accommodate.

**Redistricting:** The process of adjusting attendance boundaries using certain criteria such as major thoroughfares as boundaries for the purpose of balancing enrollment

**Resource Rooms:** Similar to pull-out rooms, primarily used by the special education population, but also used for one to one instruction and tutoring.

**School Attendance Boundary/Zone:** The imaginary "lines" that define an area assigned to a school for enrollment purposes.

**School Within a School:** A building layout that allows more than one school to function on shared land and/or in shared building space, often by using the same common areas (cafeterias, gyms, etc.).

**Socioeconomic Status:** An economic and sociological combined total measure of a person's work experience and of an individual's or family's economic and social position in relation to others, based on income, education, and occupation.

**Specialty Class:** A program or class in a school facility designed for a certain group of students. Also known as Electives. (e.g., Photography, Gym, Band)

**Student Density:** A measure of student population within a given area.

**Survival Ratio:** The percentage of students that enroll in the division/grade in a school year compared to the number of students enrolled in the previous division/grade in the previous year.

**Teaching Spaces:** Also referred to as Teaching Stations, are those spaces to which students are assigned per the master schedule of a building for core curriculum and elective courses. Examples of teaching spaces are: general classrooms, science classrooms, and at the secondary level, art, music, and gymnasiums.

**Utilization:** Enrollment divided by capacity.

**Fort Bend Independent School District**

# Facilities Master Plan Update

Approved April 21, 2014  
Approved September 21, 2015

## **EXECUTIVE SUMMARY**

In January 2013, the Board approved Jacobs Engineering to assess the condition and capacity of all FBISD facilities with the end goal of using the data to develop a five-year capital improvement plan. Jacobs Engineering assessment teams visited campuses through July 2013 to gather data and delivered a draft *State of the Schools Report* in December 2013.

In September 2013, the Board approved Population and Survey Analysts (PASA) as the district's demographer to provide refreshed projections to verify the facility recommendations developed through the work of the Steering Committee. PASA delivered the projections in February 2014. Of the 20 recommendations, eight required modifications based on PASA's projections; however, none of the recommendations changed direction significantly as shared during the March 2014 Board Workshop.

In September 2013, FBISD engaged the community in building consensus to do what is best for our students. The community partnered in the planning process through public meetings, the formation and work of a community-based Steering Committee, online video of all community meetings, online questionnaires for community input, and regular status updates to the Board. The demographic and school facility planning firm DeJONG-RICHTER facilitated the planning process and developed draft recommendations for each of the three geographic planning areas. The recommendations consolidate the facility data, cost estimates, capacity estimates, and enrollment projections.

The FBISD administration recommends the adoption of the FBISD Facilities Master Plan to serve as a guide for facilities planning. By adopting the Facilities Master Plan, the Board is neither approving a particular project nor assigning project priorities. Rather, the adoption of the Facilities Master Plan sets in motion the next steps in the planning process which include, but are not limited to the following:

1. Prioritize current facility deficiency, educational adequacy needs, and life cycle investment
2. Identify funding sources required to complete the plan
3. Analyze the timing and sequencing of the construction projects and actions
4. Revise local policy regarding facility utilization
5. Develop procedure to support the execution of FBISD local policy

The Facilities Master Plan serves as a guide for the District's current and future planning based on the continuous review of student enrollment projection data, campus capacity, and facility condition. Recommendations are subject to change if the data indicate the need for revision to a particular recommendation. The recommendation to consider and adopt the FBISD Facilities Master Plan will be made to the FBISD Board during the April 21, 2014 Board Meeting.

### **Executive Summary Update as of September 21, 2015**

*This update includes information as of August 31, 2015. Updates to the original plan are denoted by a text box stating the section name and date of the update with the updated information indicated in bold and italicized font.*

*The Facilities Master Plan was adopted by the Board of Trustees on April 21, 2014. By adopting the plan, the Board did not approve any particular project or action. Rather, the adoption of the Facilities Master Plan set the framework for future planning. Following the adoption of the plan current facility deficiency, educational adequacy, and life-cycle investments were prioritized, a District-wide Feeder Pattern and Boundary Study was conducted, funding sources were identified, timing and sequencing of*

*the projects and actions were analyzed, and Policy FC (LOCAL) regarding school attendance areas was adopted. Technology and Safety and Security Master Plans were also developed during this time and used to inform the Capital Improvement Plan as addressed in Policy CT (LOCAL).*

*In accordance with Policy FC (LOCAL), administration will review enrollment projections and actual student enrollment to ensure the District is operating as many schools as possible to desired capacity. District staff will work with the principal of each school to determine whether the school can remain at status quo or whether an alternative student enrollment option should be initiated should the campus utilization fall below 80% or above 120%. Based on this review, if administration determines that alternative student enrollment options are necessary for a school the Superintendent will determine which of the following options should be initiated the following school year:*

- *Limit student transfers*
- *Move programs to or from a school*
- *Move temporary classrooms on or off of a campus*
- *Cap enrollment*

*Should administration determine additional alternative student enrollment options are necessary for a school, the Superintendent will determine which of the following options should be recommended to the Board.*

- *Initiate attendance boundary changes consistent with Policy FC (LOCAL)*
- *Consolidate or close a school*
- *Construct an addition to the school*
- *Construct a new school*

*It is the goal of District administration to make a recommendation to the Board by January should one of the above alternatives be deemed appropriate for implementation the following school year. In order to meet this timeline, administration reviews actual student enrollment and enrollment projections throughout the fall semester.*

*The administration will propose updates to the Facilities Master Plan annually. Updates will include changes resulting from the review of the annual demographic update, actual student enrollment, and/or development issues unique to the District. Administration will recommend the updated Facilities Master Plan to the Board each September.*

## **COMMUNITY ENGAGEMENT PROCESS**

Community engagement is critical to the success of the planning process. To ensure the highest level of participation, information about the process and community meetings was sent via School Messenger and through campus based communication methods. Additionally, the District provided information about meetings and explained how to participate virtually in the process to the news media, linked to the District's website, and through multiple email distribution lists.

### **Educational Futures Conference**

In September 2013, an Educational Futures Conference was held with more than 1,000 community members attending one of two sessions or watching a video of the conference and providing feedback to



an online questionnaire. During the Educational Futures Conferences, members of the community learned about the Board's Core Beliefs and Commitments and discussed the alignment of FBISD's current and future needs to the Core Beliefs and Commitments. Community members were invited to be a part of the planning process by joining the Steering Committee.

### **FBISD Steering Committee**

The Steering Committee is made up of approximately 100 community members, from the District's three geographic planning areas. From September 2013 through April 2014, seven Steering Committee meetings were held with an approximate 40 to 50 Steering Committee members in attendance representing each of the three planning areas. Steering Committee members reviewed demographic data, feedback from the community, and worked with District leadership to ensure recommendations are accurate, reflective of the desires of the community, and aligned with FBISD's mission: FBISD exists to inspire and equip all students to pursue futures beyond what they can imagine.

### **Community Dialogue Meetings**

The Steering Committee members facilitated two Community Dialogue Meetings. Members of the committee received written and oral feedback from participants, on an individual level and through reaching group consensus to build an Education Framework which guided the planning process during the first Community Dialogue Meetings.

The draft options were presented to the community during the second round of Community Dialogue Meetings. The committee members gathered input from the community about the draft options. The feedback received during this meeting and through the online questionnaire was used to guide the Steering Committee members and district administrators in the process of drafting recommendations for the Board's consideration.

The draft recommendations were presented to the community during the third round of Community Dialogue Meetings. Close to 800 community members attended the information sessions to learn about the recommendations, by planning area, and provide feedback by using a written form or by submitting online through Survey Monkey.

### **Draft Options and Draft Recommendations Work Sessions**

Two Steering Committee members from each planning area were randomly selected through a drawing to participate with district administrators in the draft options and draft recommendations process. During these planning sessions, feedback from the community was reviewed and used as a framework as the team created draft recommendations using enrollment projections, building capacity, historical data, and facility condition for each campus.

### **DISTRICT-WIDE RECOMMENDATIONS**

The Recommendations include new construction, classroom additions, facility deficiencies and life cycle investment, a District-wide Boundary Study and a Feeder Pattern Optimization Study. The recommendations included in the plan will provide relief for over-utilized campuses and allow for future growth.

**Deficiency and Life Cycle Investment**

Jacobs Engineering conducted a comprehensive facility assessment that included both current deficiencies and building system life cycles. The Facilities Master Plan includes deficiency and current life cycle investment for each campus based on identified needs. As stated in the Jacobs Engineering State of the Schools Facility Report, an example of a life cycle system replacement is a roof with a 20-year life that has been in place for 15 years and may be in need of replacement in five years. An example of a current deficiency is a broken lighting fixture or an inoperable roof top air conditioning unit.

The table below represents the current facility deficiencies and educational adequacy deficiencies, along with the 5-year life cycle renewal forecast projecting future costs by facility type as shared in the Jacobs Engineering *State of the Schools Report*. The amounts below (Table 1) exclude classroom additions and new construction for additional enrollment growth or program expansion. Those costs are contained in Tables 4 and 5.

Table 1: FBISD Facility Deficiencies and Educational Adequacy Deficiencies<sup>1</sup>

	Elementary	Middle	High	Alternative	Athletic	Admin	Total
<b>Current Deficiencies</b>	\$ 86,715,640	\$ 57,158,445	\$ 95,182,344	\$ 1,180,623	\$ 6,644,538	\$ 8,116,602	\$254,998,191
<b>Educational Adequacy</b>	\$ 27,057,216	\$ 16,299,155	\$ 20,465,695	\$ 2,332,458	-	-	\$ 66,154,524
<b>5 year life cycle</b>	\$ 51,451,847	\$ 30,474,668	\$ 36,404,516	\$ 1,246,966	\$ 3,148,307	\$ 4,913,676	\$127,639,980
<b>Total</b>	<b>\$165,224,703</b>	<b>\$103,932,268</b>	<b>\$152,052,555</b>	<b>\$ 4,760,046</b>	<b>\$ 9,792,845</b>	<b>\$13,030,278</b>	<b>\$448,792,695</b>

The current deficiencies and educational adequacies from Table 1 are listed by the following priorities in the table below and do not directly align with the deficiency and life cycle investments in the draft recommendation documents as the information in this proposal is comprehensive based on the Jacob’s report.

**Priority 1: Mission Critical Concerns** - Deficiencies or conditions that may directly affect the schools’ ability to remain open or deliver the educational curriculum.

**Priority 2: Indirect Impact to Educational Mission** - Items that may progress to a Priority 1 if not addressed in the near term.

**Priority 3: Short-Term Conditions** - Repairs that are necessary to the mission of the school, but may not require immediate attention. These items should be considered necessary improvements requiring incorporation in order to maximize efficiency and usefulness of the facility.

**Priority 4: Long-Term Requirements** - Items or systems which are likely to require attention within the next five years or would be considered an improvement to the instructional environment. The improvements may be aesthetic or may provide greater functionality.

**Priority 5: Enhancements** - These items are deficiencies that are aesthetic in nature or are considered enhancements.

<sup>1</sup> Totals that appear to differ from the sum of associated columns or rows are the result of rounding.

Table 2: FBISD Building System Deficiencies by Priority Level<sup>2</sup>

Building System	Priority 1	Priority 2	Priority 3	Priority 4	Priority 5	Total
Site	\$ 340,155	\$ 549,639	\$ 6,419,322	\$ 3,471,576	\$ 4,121,922	\$ 14,902,615
Roofing	\$ 23,943,401	\$ 3,000,647	\$ 6,135,059	\$ 376,953	\$ 21,246	\$ 33,477,305
Exterior	\$ 10,067	\$ 3,988,403	\$ 2,211,675	\$ 491,540	\$ 1,475,468	\$ 8,177,152
Structure	\$ -	\$ -	\$ 2,630,769	\$ -	\$ -	\$ 2,630,769
Interior	\$ 35,023	\$ 2,058,861	\$ 43,430,444	\$ 2,201,401	\$ 13,133,753	\$ 60,859,481
HVAC	\$ -	\$ 75,570,932	\$ 23,479,258	\$ 3,527,591	\$ 1,350,292	\$103,928,073
Plumbing	\$ 827,128	\$ 124,610	\$ 14,676,576	\$ 4,442,590	\$ 7,605,224	\$ 27,676,177
Electrical	\$ 1,658,968	\$ 8,515,538	\$ 3,912,249	\$ 1,735,053	\$ 6,795,680	\$ 22,617,488
Technology	\$ -	\$ 5,397,378	\$ -	\$ 28,780	\$ 6,376,519	\$ 11,802,677
Fire and Life Safety	\$ 1,178,519	\$ 1,339,650	\$ -	\$ -	\$ -	\$ 2,518,169
Conveyances	\$ 40,096	\$ 248,577	\$ 2,207,872	\$ 56,323	\$ 856	\$ 2,553,724
Specialties	\$ 1,217,062	\$ 2,149,125	\$ 11,168,614	\$ 4,497,589	\$ 10,976,696	\$ 30,009,085
<b>Total</b>	<b>\$ 29,250,469</b>	<b>\$ 102,943,359</b>	<b>\$ 116,271,838</b>	<b>\$ 20,829,397</b>	<b>\$ 51,857,654</b>	<b>\$ 321,152,715</b>

The life cycle data obtained during the facility condition assessment categorized by building system is shown in the table below in order of the year needed and do not directly align with the deficiency and life cycle investments in the draft recommendation documents as the information in this proposal is comprehensive based on the Jacob's report.

Table 3: FBISD 5-year Life Cycle Forecast by Building System<sup>3</sup>

Building System	Year 1 2014	Year 2 2015	Year 3 2016	Year 4 2017	Year 5 2018	Total
Site	\$ -	\$ -	\$ 43,875	\$ 1,377,900	\$ 530,190	\$ 1,951,965
Roofing	\$ 1,613,242	\$ 101,098	\$ 3,457,500	\$ 127,209	\$16,345,369	\$ 21,644,419
Exterior	\$ 573,697	\$ 200,994	\$ 1,347,239	\$ 260,319	\$ 1,194,125	\$ 3,576,374
Interior	\$ 53,917	\$ 13,251,681	\$ 5,848,841	\$ 39,540,201	\$ 4,156,878	\$ 62,851,518
HVAC	\$ 1,977,939	\$ 6,996,014	\$ 3,153,401	\$ 5,502,414	\$ 7,601,914	\$ 25,231,682
Electrical	\$ 25,840	\$ 439,080	\$ 198,120	\$ 974,225	\$ 5,568,724	\$ 7,205,989
Plumbing	\$ -	\$ 29,475	\$ 86,211	\$ 1,260,331	\$ 19,896	\$ 1,395,913
Fire and Life Safety	\$ -	\$ 23,112	\$ 2,196,884	\$ -	\$ -	\$ 2,219,996
Technology	\$ -	\$ 8,392	\$ 2,592	\$ 801,157	\$ 7,704	\$ 819,845
Conveyances	\$ -	\$ -	\$ 90,000	\$ -	\$ -	\$ 90,000
Specialties	\$ 135,000	\$ -	\$ -	\$ -	\$ 517,280	\$ 652,280
<b>Total</b>	<b>\$ 4,379,635</b>	<b>\$ 21,049,847</b>	<b>\$ 16,424,663</b>	<b>\$ 49,843,755</b>	<b>\$35,942,081</b>	<b>\$127,639,981</b>

**Deficiency and Life Cycle Investment Update as of September 21, 2015**

*Information from the 2014 Facilities Master Plan was used to develop the Capital Improvement Plan. The 2014 Bond reflects Educational Adequacy Deficiencies and Current Facility Deficiencies from Priorities 1 and 2 on Table 2 and Facility Life-Cycle Needs covering Year 1 and 2 indicated on Table 3.*

*The total 2014 Bond amounts for these categories differ due to items that were purposely removed by staff during the data validation process and the addition of selected year three items. For example, during the Facilities Study, Jacobs Engineering indicated the need for roofing replacement at various campuses. Staff reviewed and determined the square footage used for the estimate was reflective of the*

<sup>2</sup> & <sup>3</sup> Totals that appear to differ from the sum of associated columns or rows are the result of rounding.

*square footage of the entire facility and not just the area of the roof. In this example, roof estimates for two story buildings were adjusted accordingly. Additionally, items that were completed by maintenance staff were removed from the total.*

*The Capital Improvement Plan includes the 2014 Bond and non-Bond funding for Deficiency and Life Cycle Deficiency costs as indicated in the table below.*

Projects	Approved 2014 Bond	Other Capital Funds	General Funds (Items <\$5K)	Phase 1 Total
Current Facility Deficiencies	\$113,869,021		\$277,545	\$114,146,566
Educational Adequacy Deficiencies	\$3,826,189		\$72,139	\$3,898,328
Facility Life-Cycle Needs	\$25,336,856		\$98,582	\$25,435,438

### New Construction

Based on the work of the Steering Committee, the construction of nine elementary schools and two middle schools is recommended. Although the construction of a new high school is not included in this proposal because the need is outside of the current planning period, it is anticipated to be required soon after. Therefore, the District recommends a study for land acquisition. The recommended new construction is listed below in order of the year needed and is based on projected student enrollment data and the current permanent capacity of existing buildings.

Estimated cost of new construction includes, but is not limited to, construction, project contingency, furniture, fixtures, and equipment (FFE), temporary housing and security, professional services and a 24 month construction inflation factor. The cost of land acquisition is not included in the estimated cost and final cost will be determined as each project is developed.

Table 4: FBISD Recommended New Construction

School	Location	Estimated Year Needed	Planning Area	Comments	Estimated Cost
Elementary 46	Aliana	2015-16	A	To address over-utilization at Oakland	\$ 25,330,510
Elementary 47	Riverstone	2015-16	B	To address over-utilization at Commonwealth	\$ 35,760,720
Elementary 48	TBD	2015-16	C	To address growth in Schiff area	\$ 25,330,510
Elementary 49	TBD	2016-17	A	To address growth in area west and south of Aliana	\$ 25,330,510
Middle School 15	TBD	2017-18	C	To address over-utilization at Baines	\$ 44,923,200
Elementary 50	TBD	2017-18	A	To address growth in Grand Mission/Vista area	\$ 25,330,510
Elementary 51	TBD	2019-20	C	To address growth in area south of Aliana	\$ 25,330,510
Elementary 52	TBD	2019-20	A	To address growth in Sienna Plantation area	\$ 25,330,510
Elementary 53	TBD	2020-21	A	To address growth in Grand Mission/Vista area	\$ 25,330,510
Elementary 54	TBD	2020-21	C	To address growth in Fort Bend Toll Way Corridor	\$ 25,330,510
Middle School 16	TBD	TBD	C	To address growth after construction of MS 15	\$ 44,923,200
<b>TOTAL</b>					<b>\$328,251,200</b>

**New Construction Update as of September 21, 2015**

*The table below provides updates to Table 4 based on the results of the District-wide Feeder Pattern and Boundary Study and updated projected enrollment provided by PASA in April 2015. Changes from Table 4 are noted in bold and italics in the following table.*

*Updated Table 4: FBISD Recommended New Construction*

School	Location	Estimated Year Needed	Planning Area	Comments	Estimated Cost
Elementary 47	Riverstone	<b>2016-17</b>	B	To address over-utilization at Commonwealth	\$ 35,760,720
Elementary 48	<i>Sienna Plantation</i>	<b>2017-18</b>	C	To address growth in <i>Sienna Plantation</i>	\$ 25,330,510
Elementary 49	<i>Harvest Green</i>	<b>2017-18</b>	A	To address growth in area west and south of Aliana <i>including over-utilization at Oakland</i>	\$ 25,330,510
Middle School 15	<i>Sienna Plantation</i>	<b>2017-18</b>	C	To address over-utilization at Baines <i>and First Colony MS</i>	\$ 44,923,200
Elementary 50	<i>Grand Vista</i>	<b>2017-18</b>	A	To address growth in Grand Mission/Vista area	\$ 25,330,510
Elementary 51	<i>South Aliana</i>	<b>2019-20</b>	C	To address growth in area south of Aliana	\$ 25,330,510
Elementary 52	<i>Sienna Plantation</i>	<b>2023-24</b>	A	To address growth in Sienna Plantation area	\$ 25,330,510
Elementary 53	<i>Northwest</i>	<b>2023-24</b>	A	To address growth in Grand Mission/Vista area	\$ 25,330,510
Elementary 54	<i>Fort Bend Toll Way Corridor</i>	<b>2024-25</b>	C	To address growth in Fort Bend Toll Way Corridor	\$ 25,330,510
TOTAL					\$ 257,997,490

*The 2014 Bond budget is based on the Facilities Master Plan adopted by the Board in April 2014 and provides for 850 seat elementary schools and 1,200 seat middle schools. However, during the Feeder Pattern/Boundary planning process, it was discussed that future elementary schools should be built with a capacity of 1,000 students and future middle schools should accommodate 1,400 students.*

*The Board approved the attendance boundaries and feeder patterns based on the moderate growth scenario; however, the decline in oil prices gave staff cause to consider the campus utilization rates at the low growth scenario. Using the low growth scenario, ES 48, 49 and 50 will suffice for the next five years if built for 850 student capacity, and MS 15 will be adequate if built for 1,200 students.*

*Staff believes that it would be prudent to design schools that are comfortably expandable and able to support future growth. The core elements of the school, such as the cafeteria, library, administration, and parking areas, could be designed and built for 1,000 elementary school students and 1,400 middle school students. The footprint of the additional classrooms would be designated on the plan so that no utilities or other site features would be located in that future-use area.*

*Based on the low growth scenario provided by PASA, the following table shows the utilization rates for the 850 student elementary campuses and the 1,200 student middle school campus through the year 2021 based on theoretical boundaries. Theoretical boundaries represent possible boundaries noted in the District-wide Feeder Pattern and Boundary Plan as possible attendance boundaries for future*

*consideration provided that enrollment projections and actual student enrollment continue in the expected direction. It is important to note that any future boundary recommendation will require community engagement and approval by the FBISD Board of Trustees.*

*Campus Capacities Based on Low Growth Scenario*

School	Location	Student Capacity	Utilization 2017-18	Utilization 2018-19	Utilization 2019-20	Utilization 2020-21
ES 48	Sienna Plantation	850	53%	63%	70%	81%
ES 49	Harvest Green	850	70%	82%	93%	102%
ES 50	Grand Vista	850	39%	45%	50%	55%
MS 15	Sienna Plantation	1200	54%	58%	62%	68%

*The tables below contain PASA’s utilization rates at neighboring campuses if the recommended opening dates are not met. The utilization rate is underlined and in bold font for ES 48, 49, and 50 in the year that administration recommends opening each campus. These tables reflect the Low Growth Scenario. The alternate boundaries for ES 50, suggested by PASA, are noted in the table below and explained on the following page.*

	School	2017-18	2018-19	2019-20	2020-21
<b>Schools Impacted by ES 48 under Theoretical Boundaries</b>	Heritage Rose	86%	87%	89%	91%
	Scanlan Oaks	100%	101%	102%	104%
	Schiff	108%	109%	110%	109%
	Sienna Crossing	92%	94%	96%	98%
	ES 48 (cap = 850)	<b>53%</b>	63%	70%	81%
<b>If ES 48 IS NOT opened</b>	Heritage Rose	127%	139%	150%	163%
	Scanlan Oaks	97%	96%	96%	95%
	Schiff	122%	125%	129%	130%
	Sienna Crossing	86%	85%	85%	84%

	School	2017-18	2018-19	2019-20	2020-21
<b>Schools Impacted by ES 49 under Theoretical Boundaries</b>	Oakland	89%	90%	91%	92%
	Pecan Grove	102%	101%	101%	100%
	ES 49 (cap = 850)	<b>70%</b>	82%	93%	102%
<b>If ES 49 IS NOT opened</b>	Oakland	161%	172%	183%	191%
	Pecan Grove	108%	111%	114%	117%

	School	2017-18	2018-19	2019-20	2020-21
<b>Schools Impacted by ES 50 under Theoretical Boundaries</b>	Seguin	92%	98%	103%	107%
	Jordan	133%	137%	140%	142%
	ES 50 (cap = 850)	39%	45%	50%	55%
<b>Schools Impacted by ES 50 under Alternate Boundaries</b>	Seguin	92%	98%	103%	107%
	Jordan	95%	94%	95%	95%
	ES 50 (cap = 850)	<b>75%</b>	86%	93%	100%
<b>If ES 50 IS NOT opened</b>	Seguin	143%	157%	169%	180%
	Jordan	133%	137%	140%	142%

	School	2017-18	2018-19	2019-20	2020-21
<b>Schools Impacted by MS 15 under Theoretical Boundaries</b>	Baines	97%	98%	99%	101%
	First Colony	81%	81%	82%	82%
	MS 15 (cap = 1200)	<b>54%</b>	58%	62%	68%
<b>If MS 15 IS NOT opened</b>	Baines	113%	117%	121%	127%
	First Colony	114%	115%	116%	116%

*Based on clarification provided by PASA, the district’s demographer, regarding the timing of ES 50 it is important to note that the theoretical boundaries for ES 50 pull students only from Seguin, but NOT from Jordan (despite the overcrowding at Jordan), and show ES 50 opening underutilized. It is PASA’s opinion that ES 50 is in fact needed in 2017, but should pull students from Seguin AND Jordan. Information is included in the preceding tables with the projections under both the ‘theoretical boundaries’ from the Feeder Pattern and Boundary Plan as well as ‘alternate boundaries’ which represent PASA’s suggested boundaries.*

*Based on the April 2015 student enrollment projections, actual student enrollment as of September 1, 2015, and the low growth scenario, staff recommends the following school opening dates and campus capacities for the respective new school construction projects. Consideration was given to scheduling MS 15 for a fall 2018 opening due to concerns about projected utilization if the school were to open in fall 2017. However, after extensive discussion with the Board at the September 14, 2015 Board Workshop, the recommendation is to open the school during the 2017-18 school year due to the historically volatile nature and unique development characteristics of the Sienna Plantation master planned community. Due to the timing of this decision and planned construction schedule, it is possible the school could open during the 2017-18 school year and not in August 2017.*

<b>Campus</b>	<b>Recommendation</b>
ES 48	Open August 2017, design building core for 1000 students; build classrooms for 850 students
ES 49	Open August 2017, design building core for 1000 students; build classrooms for 850 students
ES 50	Open August 2017, design building core for 1000 students; build classrooms for 850 students, consider filling the school with students from Seguin <u>and</u> Jordan ES
MS 15	Open 2017-18 school year, building core is already designed for 1450 students; build classrooms for 1200 students

**District-Wide Career and Technology Education (CTE) Center**

After the second Community Dialogue meeting and during the Recommendations work session, two Steering Committee members from each planning area met with district administrators and consultants from Jacobs Engineering and DeJONG-RICHTER. During this work session, the team discussed the continued growth of the district, the need for future additional space at the high school level, the strong desire of the community to have enhanced partnerships with local businesses, and career exploration opportunities for students. Based on these expressed need and discussion with the Steering Committee, a District-wide Career and Technical Education (CTE) Center is recommended to be constructed at a site to be determined. The estimated cost to construct the District-wide CTE Center is \$ 46,000,000. Due to implementation of *House Bill 5 (HB5)* and the needs expressed during the community engagement process, the District may consider the addition of a second CTE Center. This could include repurposing Lake Olympia Middle School by moving the Tech Ed Center, presently located on the Dulles High School Campus, to the Lake Olympia site.

Lake Olympia Middle School currently serves students from several different neighborhoods making it difficult for students and parents to become a part of the school culture. A broader community discussion around the possibility of repurposing the school will engage the community about how to best serve the middle school students while increasing participation and programming in CTE courses.

**District-Wide Career and Technology Education (CTE) Center Update as of September 21, 2015**

*In the fall of 2014, all high school campus CTE spaces were reviewed by district staff to determine facility utilization in order to determine available space for growth in the CTE programming. Through the Spring and Summer of 2015, District administration conducted the following actions as part of the CTE review process:*

- *Commissioned Region IV Educational Service Center (ESC) to complete an asset inventory and facility review in order to provide feedback and recommendations to the District.*
- *Established an internal task force comprised of representatives from campus administration, College Career Readiness (CCR), facilities, CTE teachers, curriculum and instruction, and the Deputy Superintendent*
- *Conducted multiple task force meetings during the spring of 2015 to review workforce needs and projections, TEA TEKS updates, and student interests in order to make recommendations for CTE program delivery options in Fort Bend ISD*
- *Convened the CTE Business Advisory Committee to offer suggestions and recommendations for consideration.*

*Beginning in September 2015, administration will present several options for the Board’s discussion with the intention to bring a recommended educational plan and related facilities needs for consideration in December 2015.*

**Campus Additions**

Based on the work of the Steering Committee, 14 campus additions are recommended to relieve over-utilization or increase net capacity on existing campuses through 2018-2019. The recommended campus additions are listed below in order of the year needed and is based on projected student enrollment and the current permanent capacity of each campus.

Estimated cost of additions includes, but is not limited to, construction, project contingency, furniture, fixtures, and equipment (FFE), temporary housing and security, professional services and a 24 month construction inflation factor.

*Table 5: FBISD Recommended Additions*

School	Location	Year Needed	Planning Area	Comments	Estimated Cost
Holley ES	Current Site	2015-16	A	10 classrooms to relieve over-utilization	\$ 2,616,000
Oyster Creek ES	Current Site	2015-16	A	10 classrooms to relieve over-utilization	\$ 2,616,000
Cornerstone ES	Current Site	2015-16	A	12 classrooms to relieve over-utilization	\$ 3,139,200
Sugar Mill ES	Current Site	2015-16	B	4 classrooms to relieve over-utilization	\$ 1,046,400
First Colony MS	Current Site	2015-16	B	8 classrooms to relieve over-utilization	\$ 2,092,800
Scanlan Oaks ES	Current Site	2015-16	C	10 classrooms to relieve over-utilization	\$ 2,616,000
Schiff ES	Current Site	2015-16	C	10 classrooms to relieve over-utilization	\$ 2,616,000
Sienna Crossing ES	Current Site	2015-16	C	10 classrooms to relieve over-utilization	\$ 2,616,000
Palmer ES	Current Site	2016-17	B	10 classrooms to relieve over-utilization	\$ 2,616,000
Elkins HS	Current Site	2017-18	B	10 classrooms to relieve over-utilization	\$ 2,616,000
Austin HS	Current Site	2018-19	A	10 classrooms to relieve over-utilization	\$ 2,616,000
Travis HS	Current Site	2018-19	A	10 classrooms to relieve over-utilization	\$ 2,616,000
Townwest ES	Current Site	2018-19	B	6 classrooms to relieve over-utilization	\$ 1,569,600
Lakeview ES	Current Site	2018-19	B	Reno/Demo/New for net capacity of 700	\$ 10,800,000
<b>TOTAL</b>					<b>\$ 42,192,000</b>



**Campus Additions Update as of September 21, 2015**

*The 2014 Bond includes funding for nine building additions at Cornerstone, Holley, Oyster Creek, Scanlan Oaks, Palmer, Schiff, Sienna Crossing, Sugar Mill, and First Colony Middle School. Based on the April 2015 PASA projections and the District-wide Feeder Pattern and Attendance Boundary recommendations, the additions at Sugar Mill, Palmer, Townewest, and First Colony are not recommended in the next five years. The table on the next page contains updated information with changes from Table 5 denoted in bold and italicized font.*

*It is important to note that the need for classroom additions is eliminated in some instances and postponed in others due to the balance in enrollment created through the feeder pattern alignment process and approved attendance boundaries. Although the need for classroom additions was established for the 2015-16 school year the classroom additions will not be completed until the Spring of 2017 at Holley, Oyster Creek, Cornerstone, Scanlan Oaks, Schiff and Sienna Crossing per the 2014 Bond Master Schedule .*

*Updated Table 5: FBISD Recommended Additions*

School	Location	Year Needed	Planning Area	Comments	Estimated Cost
Holley ES	Current Site	2015-16	A	10 classrooms to relieve over-utilization	\$ 2,616,000
Oyster Creek ES	Current Site	2015-16	A	10 classrooms to relieve over-utilization	\$ 2,616,000
Cornerstone ES	Current Site	2015-16	A	12 classrooms to relieve over-utilization	\$ 3,139,200
Sugar Mill ES	Current Site	<i>Not recommended</i>	B	<i>Feeder pattern realignment eliminated the need for this addition</i>	\$ 1,046,400
First Colony MS	Current Site	<i>Not recommended</i>	B	<i>Feeder pattern realignment eliminated the need for this addition</i>	\$ 2,092,800
Scanlan Oaks ES	Current Site	2015-16	C	10 classrooms to relieve over-utilization	\$ 2,616,000
Schiff ES	Current Site	2015-16	C	10 classrooms to relieve over-utilization	\$ 2,616,000
Sienna Crossing ES	Current Site	2015-16	C	10 classrooms to relieve over-utilization	\$ 2,616,000
Palmer ES	Current Site	<i>Not recommended</i>	B	<i>Feeder pattern realignment eliminated the need for this addition</i>	\$ 2,616,000
Elkins HS	Current Site	<i>Date to be based on further study</i>	B	<i>Feeder pattern realignment postponed the need for this addition</i>	\$ 2,616,000
Austin HS	Current Site	<i>Date to be based on further study</i>	A	<i>Feeder pattern realignment postponed the need for this addition</i>	\$ 2,616,000
Travis HS	Current Site	<i>Date to be based on further study</i>	A	<i>Feeder pattern realignment postponed the need for this addition</i>	\$ 2,616,000
Townewest ES	Current Site	<i>Not recommended</i>	B	<i>Feeder pattern realignment eliminated the need for this addition</i>	\$ 1,569,600
Lakeview ES	Current Site	<i>Date to be based on further study</i>	B	<i>Reno/Demo/New for net capacity of 700; potential future bond project</i>	\$ 10,800,000
<b>Total</b>					<b>\$ 42,192,000</b>

## **DISTRICT POLICIES AND PROCEDURES**

District local policy and administrative procedures will be reviewed, revised, and created, as needed, to address student participation in instructional programs not located on their home campus, building use and capacity, attendance boundaries, and rezoning.

### **Instructional Programs**

Policy and supporting administrative procedures will be developed to address increasing or decreasing enrollment at a campus, or in a specific program. The process will include engagement with the appropriate District and campus staff and the community to determine whether the school or program can remain at status quo or if alternatives should be considered.

The criteria for determining status shall include, but not be limited to, the following:

- a) Welfare, health and safety of students and staff
- b) Impact on the overall facility
- c) Schedule for planned future renovations or replacement of facility
- d) Current classroom utilization and programs such as Head Start, academies, kindergarten and pre-kindergarten, programs for LEP students, and special education students at the school

#### **Instructional Programs Update as of September 21, 2015**

*The adoption of the Facilities Master Plan set in motion the next steps in the planning process, including the Board's development and adoption of FBISD Policy FC (LOCAL) in August 2014. The policy serves as the foundation for the feeder pattern and attendance boundary recommendations. The policy was approved to ensure that the Board upholds the District's primary responsibility to provide school facilities that address changing enrollment patterns and that sustain high quality education programs.*

*In Policy FC (LOCAL), the Board commits to distribute programs, design boundary and feeder patterns, and employ alternative student enrollment options in a manner that best utilizes District facilities and meets students' needs. The policy states that the purpose of establishing attendance areas shall be to:*

- *Maintain the neighborhood concept;*
- *prevent and eliminate overcrowding;*
- *allow for future growth;*
- *keep distances traveled by students as short as possible;*
- *minimize the need for student transportation; and*
- *allow campuses to house students safely and provide adequate services to all students.*

*The Global Studies Academy, previously located at Clements HS, and the International Business and Marketing Academy, previously located at Bush HS, were both relocated to Travis HS for the 2015-16 school year. In both instances, incoming 9<sup>th</sup> grade students entered the academy at Travis HS and incoming 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade academy students continue to attend the academy at the previous campus through graduation.*

## Future Boundary Study

Policy and supporting administrative procedures will be reviewed and revised to support a future Boundary Study, engaging the community, to begin in the fall of 2014. There are no rezoning or boundary changes for the 2014-2015 school year. Any new construction or added seats to a campus will necessitate boundary changes in addition to the possible boundary changes identified by the Steering Committee for future consideration to address fast growth or declining enrollment. The possible boundary changes, not related to new construction, are listed below for the Board’s review; however, review does not imply the approval of the possibilities that are listed.

Table 6: FBISD Possible Boundary Changes

School From/School To	Planning Area(s)	Comments
Walker Station to Brazos Bend	A	Rezone Walker Station West of Grand Parkway to Brazos Bend
Colony Meadows to Walker Station	B,A	Rezone Colony Meadows North of I69 (Hwy 59) to Walker Station
Kempner to Austin	B,A	Rezone Cornerstone to Austin High School, Cornerstone will continue to feed Sartartia MS
Colony Meadows to Colony Bend	B	Rezone Foundations Lexington at Austin Parkway
Colony Meadows to Commonwealth	B	Rezone Avalon @ Telfair
Lakeview to Colony Meadows	B	Rezone disconnected boundary (The Triangle)
Schiff to Heritage Rose	C	Rezone Schiff to Heritage Rose

### Future Boundary Study Update as of September 21, 2015

*The District conducted a District-wide Feeder Pattern and Attendance Boundary study during the 2014-15 school year resulting in the Board of Trustees’ adoption of new attendance boundaries and feeder pattern alignment in January 2015. The approved attendance boundaries include the boundaries for both Madden Elementary (ES 46) and Sullivan Elementary (ES 47). The future boundaries for ES 48, 49, 50, and MS 15 will require future study and community engagement before administration makes a recommendation to the Board.*

*Key boundary changes noted in Table 6 did occur along with other changes that are memorialized in the District-wide Feeder Pattern and Boundary Plan located on the District website under Planning for Our Future.*

*The Board approved a resolution that governed the implementation of the approved school boundaries and included the “grandfathering” of students at certain grade levels as well as the provision of district transportation during the implementation. This allowed incoming fifth and eighth grade students to remain at their current campus, provided the campus was not over 120% utilization. It also allowed incoming tenth, eleventh, and twelfth grade students to continue at their current high school campus through graduation with transportation provided. Incoming ninth grade students were rezoned to the new high school campus unless they have an older sibling in which case they could apply to attend the campus with their sibling through graduation. Students who chose to attend high school with an older sibling will be provided transportation until the older sibling is no longer attending the campus.*

*Administration will engage with the community, as directed in Policy FC (LOCAL), in the Fall of 2016 to establish attendance boundaries for the opening of new schools, review and analyze theoretical boundaries, and assess the need for boundary changes due to additions at identified elementary schools.*

### **Feeder Pattern Optimization Study**

During the recommendations work session, community feedback regarding the desire to improve feeder patterns was discussed. It became apparent, from the written and oral community feedback, that there is a desire to improve feeder pattern alignment district-wide. Policy and administrative procedures will be developed to govern the process for a district-wide feeder pattern optimization study which is recommended to take place with community engagement beginning in the fall of 2014.

### **Feeder Pattern Optimization Study Update as of September 21, 2015**

*As referenced in the Future Boundary Study Update section above, a feeder pattern optimization study was conducted resulting in the District-wide Feeder Pattern structure which was approved by the Board of Trustees in January 2015. The feeder pattern structure includes approved boundaries as well as future theoretical boundaries and can be found in the District-Wide Feeder Pattern and Boundary Plan located on the District website under Planning for Our Future.*

*The approved feeder pattern structure created aligned pathways from elementary through high school, to the greatest extent possible. The new feeder pattern structure resulted in a decrease in the number of feeder pattern splits for the 2015-16 school year. Administration anticipates the continued decrease in the number of feeder pattern splits as the district implements new boundaries associated with the opening of future schools beginning in the 2017-18 school year.*

### **FUTURE COMMUNITY ENGAGEMENT**

Community engagement is a vital part of planning and developing effective procedures and policy. The district will develop local policy and supporting procedures to govern the community engagement process. The engagement process will serve as the District model for reviewing high profile academic programs and support services to ensure maximum awareness and input from the public prior to changing and implementing a new policy, procedure, process or plan. The process may also be used where applicable to develop actions in support of the District Strategic Plan Goals and Objectives and the Master Facilities Plan.

### **Community Engagement Implementation**

The Superintendent is responsible for implementing a procedure that codifies the process that engages local community members, school staff and parents through participation in working groups assigned to review issues and develop options for further consideration. The Superintendent shall report progress to the Board on a regular basis as part of the Board’s responsibility for management oversight that ensures effective and efficient public service.

### **Community Engagement Process**

The purpose of the working group, such as the Steering Committee in the District’s Strategic Planning Process, is to focus on an issue in detail, review all data and other factors, and then develop and present

options for review in a larger community meeting. The working group will finalize a set of options to be presented to District leadership. Working groups will be formed with broad membership to represent all schools involved in any review or scenario which will capture the unique geographic and demographic factors that may exist. Membership is open to parents, school staff, members of the community and supporting organizations. Working groups will be provided training in this process and will meet on a regular basis in open public meetings.

This recommended process will support open, transparent communication with the public on critical and highly sensitive issues. Working as a team, the working group will review data, history and facts in developing options. The following are key aspects of the community engagement process:

1. The School District will be analyzed by region
2. Geographic planning areas will be established considering
  - a. Facilities master planning areas
  - b. Local government jurisdictions
  - c. Existing neighborhood integrity
  - d. Natural boundaries such as waterways and major thoroughfares
  - e. Other criteria related to the specific issue

For each program or project designated for review through this recommended process, each affected group or organization will establish a local working group (or District wide group) comprised of parents, school staff, students, school organizations, local community members, civic organizations, and business owners. Working groups will be supported by District staff that provides data and advice as needed. Consultant assistance may be provided by the District to maximize the value of the community process.

Working groups will use a repeatable decision making approach to develop and rank possible options in order of preference. All developed options will be provided to the Superintendent for consideration as possible recommendations to be submitted to the Board of Trustees. Leadership will provide updates on the community process in Board workshops, regular Board meetings and via the District website.

Ultimately, the Superintendent will present final recommendations to the Board of Trustees for review and discussion prior to a final decision.

**Community Engagement Update as of September 21, 2015**

*The engagement process guided by Policy FC (LOCAL) serves as the District model for reviewing future adjustments to the District-wide Feeder Patterns or attendance boundaries on a scheduled basis as outlined in policy. This continued review of feeder patterns and boundaries with community input is essential in order to manage student enrollment to ensure maximum awareness and input from the public prior to determining alternative student enrollment options such as initiating attendance boundary changes, consolidating or closing a school, constructing an addition to a school, or constructing a new school in the future.*

*Community engagement on attendance boundaries for new elementary or middle schools will be conducted during the fall prior to the scheduled opening of a campus. For new high schools, process will take place during the fall two years prior to the scheduled campus opening. When building additions or other construction designed to expand a school's capacity are planned, community*

*engagement will occur during the fall prior to the scheduled opening of the newly constructed learning spaces. Recommendations resulting from the community engagement and boundary change process will be presented to the Board in January for implementation the next school year. This timeline has been designed to allow parents and students ample time to receive communication and respond to any recommended changes.*

EDUCATIONAL PHILOSOPHY

AE  
(LOCAL)

PURPOSE	The purpose of this policy is to communicate the educational philosophy of the District. The District will honor the Mission, Vision, and Core Beliefs and Commitments while meeting District goals through scalable systems that operate with effective change management. System development shall occur with a commitment to continuous improvement.
MISSION STATEMENT	Fort Bend ISD exists to inspire and equip all students to pursue futures beyond what they can imagine.
VISION STATEMENT	Fort Bend ISD will graduate students who exhibit the attributes of the District's Profile of a Graduate.
FOUNDATIONAL OPERATIONAL PRINCIPLES	<p>The following concepts shall support the District's educational philosophy and shall be fundamental to the District's core business of teaching and learning:</p> <ol style="list-style-type: none"><li>1. Unbiased, aligned, written, taught, tested, and relevant curriculum.</li><li>2. Leadership development of students and staff.</li></ol>
CORE BELIEFS AND COMMITMENTS	<p>The Core Beliefs and Commitments shall serve as a framework to guide District planning.</p> <ol style="list-style-type: none"><li>1. Core belief: Students can reach their full potential. Commitment: Fort Bend ISD will provide an educational system that will enable all students to reach their full potential.</li><li>2. Core belief: We believe student success is best achieved through effective teachers that inspire learning. Commitment: Fort Bend ISD will recruit, develop, and retain effective teachers.</li><li>3. Core belief: We believe student success is best achieved in a supportive climate and safe environment. Commitment: Fort Bend ISD will provide a supportive climate and a safe learning and working environment.</li><li>4. Core belief: We believe student success is best achieved by empowered and effective leaders throughout the system. Commitment: Fort Bend ISD will provide and promote leadership development at all levels.</li><li>5. Core belief: We believe student success is best achieved in a well-functioning, high-performing community of learners. Commitment: Fort Bend ISD will be a collaborative, efficient, and effective learning community.</li></ol>

PROFILE OF A  
GRADUATE

The Profile of a Graduate shall serve as a framework to guide District planning.

Fort Bend ISD graduates have a rigorous academic foundation, strong character, and are:

1. Equipped with skills for life.

Fort Bend ISD graduates exhibit grit and determination in all aspects of life, respect self and others, engage in healthy life choices, are literate and articulate, are proficient with technology, and meaningfully and practically apply knowledge in productive ways.

2. Servant leaders.

Fort Bend ISD graduates demonstrate confidence while maintaining a humble and kind demeanor, prioritize the needs of others while accepting responsibility for themselves and are accountable for their own actions, are optimistic, and strive to bring out the best in others.

3. Effective communicators.

Fort Bend ISD graduates communicate clearly both orally and in writing, respectfully and actively listen to others, appropriately engage in courageous conversations, and appropriately adapt their communication style to the audience.

4. Critical thinkers.

Fort Bend ISD graduates are visionary and solutions-oriented problem solvers, are inquisitive and innovative, and have the courage to actively challenge conventional methods in order to improve themselves and the world around them.

5. Compassionate citizens.

Fort Bend ISD graduates are empathetic to their fellow citizens, exhibiting care and concern for others; are inclusive and embrace differences; are culturally aware; actively engage in improving our diverse community; exercise their right to vote; and are dependable, respectful, trustworthy, and self-disciplined.

6. Collaborative team members.

Fort Bend ISD graduates work effectively with others to achieve group goals, take actions that respect the needs and contributions of others, yield their own objectives to the goals of the team, and positively facilitate and contribute to teamwork.



EDUCATIONAL PHILOSOPHY

AE  
(LOCAL)

7. Lifelong learners.

Fort Bend ISD graduates approach life with wonder and curiosity, seek opportunities to be creative, possess a thirst for knowledge and the ability to adapt to change, and are academically prepared to pursue and attain futures beyond what they can imagine!

CONTINUOUS  
IMPROVEMENT

The principles of continuous improvement shall serve as a cornerstone for execution and development of the scalable systems and processes of the District. Furthermore, the ultimate purpose of continuous improvement will be to excel in teaching and learning in the District. The District shall maintain learning and working environments that foster continuous improvement for all students, staff, and the community.

SCALABLE SYSTEMS

The District shall establish and maintain scalable systems that support productive, reliable, and efficient District operations across all departments. District operations shall support the core business of teaching and learning. District operations will be monitored through the use of key performance indicators as defined in the District Strategic Plan. [See BQ(LOCAL)]

FACILITIES CONSTRUCTION

CV  
(LOCAL)

COMPLIANCE WITH LAW	<p>The Superintendent shall establish procedures that ensure that all school facilities within the District comply with applicable laws and local building codes.</p> <p>The District shall develop administrative procedures to be followed in the selection of sites for future school campuses.</p>
DELEGATION OF AUTHORITY FOR EMERGENCIES OR DISASTERS	<p>Annually, in conjunction with the adoption of the operating budget, the Board shall authorize the Superintendent to contract for the construction or repair of school equipment and facilities in the event of a catastrophe, emergency, or natural disaster affecting the District or individual facilities if the construction or repair is necessary for the health and safety of District students or the conduct of essential school activities. Such administrative action shall be ratified by the Board at its next regularly scheduled Board meeting.</p>
DISCLOSURE REQUIREMENTS	<p>Each Board member shall be required to disclose in writing, filed with the Board Secretary, any past or present business relationship between the Board member and any vendor or bidder, regardless of nature or amount, prior to any Board action taken on a procurement in which such vendor or bidder participates. [See also BBFA (LOCAL), CH(LOCAL), and DBD(LOCAL)]</p>
BOARD MEMBERS	
EMPLOYEES	<p>Every District employee shall be required to disclose in writing to his or her supervisor any past or present business relationship with any vendor or bidder, regardless of nature or amount, prior to any Board action taken on a procurement in which such vendor or bidder participates. [See also DBD(LOCAL)]</p>
VENDOR AND / OR BIDDER	<p>All vendors and bidders shall be required to disclose, as a condition of conducting business with the District, any business relationship they have or have had with a sitting Board member or District employee prior to any Board action taken on a procurement in which such vendor or bidder participates. Failure to disclose shall be grounds for termination of any contract entered into with such vendor or bidder.</p>
NOTICE TO BIDDERS	<p>Each request for proposal or invitation for bid issued by the District involving a procurement that may require Board action on a contract award shall contain express notice to bidders of this disclosure requirement and the consequences of its violation.</p>
TERMINATION CLAUSE	<p>Each contract awarded by the Board shall include a termination clause providing that the contract may be terminated by the District if it is determined that the contractor did not comply with this disclosure requirement.</p>
CONSTRUCTION CONTRACTS	<p>The project delivery/contract award method to be used for each construction project or construction services-related contract valued at or above \$50,000 shall be the competitive sealed proposal</p>

method as allowed under Texas Government Code Chapter 2269, Subchapter D, as determined and approved by the Board to be the best value.

If another method is deemed more appropriate for a particular construction project, the Superintendent or designee shall submit a recommendation for the Board to consider, determine, and approve, prior to advertising, such delivery method that provides the best value to the District. [See CV series]

For construction contracts valued at or above \$50,000, the Superintendent shall also submit the resulting contract to the Board for approval. Lesser expenditures for construction and construction-related materials or services shall be at the discretion of the Superintendent and consistent with law and policy. [See also CH]

PROJECT BUDGET

As used herein, the term “project budget” shall refer to the budget approved by the Board for an individual project, which shall include, among other budgetary categories, the amounts designated by the Board for design contingency and construction contingency.

DESIGN  
CONTINGENCY AND  
CONTRACT  
AMENDMENTS

As used herein, the term “design contingency” shall refer to funds designated for contingency that are not already included within the approved sum of a design or other professional services agreement. Amendments to agreements with architects, engineers, or other providers of construction-related professional services may be approved by the Superintendent or designee, provided the cumulative amount of all amendments for the particular project does not exceed the amount of design contingency approved by the Board as part of the project budget. Any amendment that will cause the aggregate amount of all amendments on a given project to exceed the design contingency shall be approved by the Board. All amendments must be approved prior to any changes being made in the plans or any additional services being performed. The Superintendent shall report all design contingency expenditures to the Board on a monthly basis.

CONSTRUCTION  
CONTINGENCY AND  
CHANGE ORDERS

As used herein, the term “construction contingency” shall refer to funds designated for contingency that are not already included within the total sum of an awarded construction contract.

Change orders may be approved by the Superintendent or designee, provided the cumulative amount of all change orders for the particular project does not exceed the amount of construction contingency approved by the Board as part of the project budget. Any change order that will cause the aggregate amount of all change orders on a given project to exceed the construction contingency shall be approved by the Board. All change orders must be approved prior to any changes being made in the approved plans or

FACILITIES CONSTRUCTION

CV  
(LOCAL)

the actual construction of the facility. The Superintendent shall report all contingency expenditures to the Board on a monthly basis.

PROJECT  
ADMINISTRATION

All construction projects shall be administered by the Superintendent or designee.

The Superintendent shall keep the Board informed concerning construction projects and also shall provide information to the general public.

FINAL PAYMENT

The District shall not make final payments for construction or the supervision of construction until the work has been completed and the Superintendent or designee has accepted the work.

SMALL BUSINESS  
ENTERPRISE  
PROGRAM

The Small Business Enterprise Program (SBEP) provides increased business opportunities for locally certified small businesses to participate in contracting and procurement with the District. The SBEP is a goal-oriented program, requiring contractors to whom the District awards prime contracts for architectural design services, engineering design services, or construction services valued at \$50,000 or greater to use, at a minimum, good faith efforts to utilize certified small business subconsultants, subcontractors, and suppliers. The SBEP is not applicable to contracts for sole-source items, federally funded contracts, contracts with other governmental entities, and those contracts that are otherwise prohibited by applicable law or expressly exempted by the District. All SBEP exemptions must be approved by the Superintendent or designee. The SBEP is a race- and gender-neutral program.

To be eligible as a small business under the SBEP, a business shall:

1. Demonstrate that the firm's gross revenues or number of employees averaged over the past three years, inclusive of any affiliates as defined by 13 C.F.R. 121.103, does not exceed the size standards as defined pursuant to Section 3 of the Small Business Act and 13 C.F.R. 121.201.
2. Have one of the following eligible small business certifications:
  - a. Port of Houston Authority SBE Certification;
  - b. Metropolitan Transit Authority of Harris County (METRO) SBE Certification;
  - c. City of Houston SBE Certification; or
  - d. Any other certification agency specified by the District in the procurement solicitation, as may be appropriate for

the particular procurement and determined by the Superintendent or designee.

In eligible procurements, the District may award additional scoring points to a bidder or proposer based on the bidder or proposer's SBEP participation, up to a maximum of five percent of the total available points. The District may likewise consider a bidder or proposer's failure to achieve SBEP participation commitments on previous District projects when scoring a subsequent bid or proposal. The weighted point values available to a bidder or proposer related to SBEP participation shall be published with all other weighted selection criteria in the procurement solicitation. Any exceptions must be approved by the Superintendent or designee.

Prior to any consideration of a bid or proposal by the Board for a contract award, the District shall review submitted bids and proposals for verification of SBEP participation and shall report the data to the Board in the bid or proposal tabulations provided with the agenda item.

SCHOOL ATTENDANCE AREAS

FC  
(LOCAL)

PURPOSE

By ensuring that the process described herein is followed, the Board upholds the District's primary responsibility to provide school facilities that address changing enrollment patterns and that sustain high quality educational programs. Accordingly, the Board commits to distribute programs, design boundary and feeder patterns, and employ alternative student enrollment options in a manner that best utilizes District facilities and meets students' needs.

ATTENDANCE AREAS

Individual school attendance areas shall be defined by the Board upon recommendation of the Superintendent. The Board is committed to a student-centered approach when defining school attendance areas. School attendance areas shall be kept as stable as possible. However, adjustments or changes shall be made whenever the District determines that there is a need to balance student loads or to distribute programs among schools for efficient use of facilities or when it is determined to be in the best interests of the students involved.

The purpose of establishing attendance areas shall be to:

1. Maintain the neighborhood concept;
2. Prevent and eliminate overcrowding;
3. Allow for future growth;
4. Keep distances traveled by students as short as possible;
5. Minimize the need for student transportation; and
6. Allow campuses to house students safely and provide adequate services to all students.

DEFINITIONS

For purposes of this policy:

- "Capacity" refers to the maximum capability of the school building for a particular school and student population, adjusted by a scheduling factor, taking into account the number of core seats in the building and not counting temporary buildings on site.
- "Scheduling factor" is a numeric multiplier that adjusts capacity according to whether the school serves elementary or secondary grade levels and considers the school's programmatic needs as well as other factors such as the unique needs of the student population which may not be reflected in the data alone.
- "Core seat" is an instructional space within the physical plant of the building in which students receive core and primary in-

SCHOOL ATTENDANCE AREAS

FC  
(LOCAL)

struction. Self-contained special education classrooms are also considered to be core seats.

At the elementary level, pull-out instruction and elective courses are not considered core seats and are not included in the count for capacity.

At the secondary level, elective courses are considered core seats and are included in the count for capacity.

DECISION PRINCIPLES The Board strives to set boundaries that will withstand time and to provide families choice when possible. To that end, the following principles shall be among the factors explicitly considered in making attendance area changes where feasible:

- Work toward common feeder patterns throughout the District.
- Attempt to assign entire neighborhoods to the same school(s).
- Consider students' proximity to a campus and promote safe and reasonable walking zones to encourage healthier students.
- Minimize the number of repeated attendance area changes over a particular time period for a particular school, student, neighborhood, or community.
- Attempt to ensure students zoned to campuses are not moved or negatively impacted when distributing programs among schools.
- Utilize natural (e.g., creeks, drainage ditches, and the like) and man-made elements as boundaries.
- Utilize projected student enrollment and capacity as principle measures of determining efficient use of educational facilities.
- Promote reasonable balancing of enrollment among schools to avoid overutilization or underutilization of facilities.
- Consider the unique needs of the student population at a given campus, which may not be reflected in the data alone.
- Minimize use of temporary classrooms that cause a school to operate at more than capacity.
- Consider fiscal impact and minimize future capital and operational budget costs.
- Attempt to maintain diverse populations.
- Utilize student transportation resources effectively.

SCHOOL ATTENDANCE AREAS

FC  
(LOCAL)

- Consider anticipated construction and residential growth within the community.

ANNUAL ENROLLMENT  
REVIEW

The administration shall annually review facilities and enrollment projection data, including updated five-year enrollment projections, and make recommendations to the Board.

The purpose of this review is to provide a uniform procedure for the District to utilize in attempting to operate as many schools as possible at a desired capacity. This shall allow each school to function effectively without straining core facilities and other school resources and prevent schools from becoming overcrowded or underutilized so that, to the greatest extent practical, the following are achieved:

- Equitable school system is maintained;
- Equitable educational opportunities are available for students throughout the District; and
- A mechanism for community input exists for making decisions regarding alternative student enrollment options.

CONSIDERATIONS

Appropriate District staff shall review the enrollment of each school, and working with the principal of each school, and utilizing the criteria listed below, shall determine whether the school can remain at status quo or whether alternative student enrollment options should be initiated.

A school shall be considered adequately utilized so long as its enrollment falls between 80 percent–120 percent of its capacity. The criteria utilized in making this determination shall include, but not be limited to, the following:

- Welfare, health and safety of students and staff;
- Enrollment levels;
- Current capacity of the affected schools;
- Current classroom utilization and programs such as Head Start, programs for LEP students, special education classes, and programs of choice at the school;
- Number of transfers into the school from outside the attendance area;
- Analysis of demographic data including current and future population growth or decline;
- Schedule for planned future renovations or replacement of facility;



SCHOOL ATTENDANCE AREAS

FC  
(LOCAL)

- Space for temporary classrooms;
- Feeder patterns;
- Impact of changes on the diversity of each school and the District;
- Financial considerations including operating costs; and
- Anticipated residential growth in the community.

ALTERNATIVE  
STUDENT  
ENROLLMENT  
OPTIONS

Based upon this review, the administration shall consider whether each school can remain at status quo or whether alternative student enrollment options and/or facility utilization options should be implemented.

Should the administration determine alternative student enrollment options are necessary for a school, the Superintendent shall determine which of the following options should be initiated the following school year:

1. Limiting transfers, which may include choice students, in or out of the school consistent with the Board's Student Transfer Policy.
2. Moving programs to or from the school.
3. Moving temporary classrooms on or off the campus.
4. Capping enrollment.

Should the administration determine additional alternative student enrollment options are necessary for a school, the Superintendent shall determine which of the following options should be recommended to the Board:

1. Initiating attendance boundary changes consistent with this policy.
2. Consolidating or closing a school.
3. Constructing an addition to the school.
4. Constructing a new school.

The administration shall engage the community to examine the data and recommendation with staff support.

The Superintendent shall present final recommendations to the Board at a regular Board meeting.

The Board's goal shall be to take action on the administration's recommendation at its regular Board meeting in January.

SCHOOL ATTENDANCE AREAS

FC  
(LOCAL)

ATTENDANCE  
BOUNDARY CHANGES

When the Board approves an attendance boundary change, the following provisions shall apply:

1. A student who is entering grades 10, 11, or 12 may remain at his or her current campus until the student graduates, but shall not be eligible for District-provided transportation.
2. A student who is entering kindergarten–grade 9 shall be reassigned to the new attendance boundary to attend the grade level he or she is entering; however, students entering grade 5 or 8 may remain at their current campus provided projected utilization for the school does not exceed 120 percent, but shall not be eligible for District-provided transportation.
3. Students affected by previous boundary changes who have had to attend different schools at least three or more years consecutively may remain at their existing campus, but shall not be eligible for District-provided transportation.
4. Students affected by a previous boundary change while attending the same level (elementary, middle, high) are eligible to apply for an intra-District transfer, but shall not be eligible for District-provided transportation.

HIGH SCHOOL  
ACADEMIC PROGRAM  
LOCATION CHANGES

When the location of an academic program changes, the following provisions shall apply: A student who is entering grade 9 of an academic program that is relocated shall be reassigned to the academic program's new location.

2. A student who is entering in grades 10, 11, or 12 of an academic program that is relocated shall remain at his or her current campus provided the student remains enrolled in the academic program.

COMMUNITY  
ENGAGEMENT  
PROCESS

The Superintendent shall implement a process that engages local community members, school staff and parents through participation in working groups assigned to review attendance boundaries, District-wide feeder patterns, as well as other alternative student enrollment options.