

Attendance Boundaries

- 1. Are we losing Stratford Park? The neighborhood seems to think they are moving to Oyster Creek.**

There are no changes to the Lakeview Elementary attendance boundary. Stratford Park is remaining in the Lakeview Elementary attendance boundary.

- 2. Will Barbara Jordan Elementary feed into Crockett Middle School or Hodges Bend Middle School?**

Barbara Jordan Elementary will continue to feed into Crockett Middle School.

- 3. Why were the students that live in Aliana that went to Bowie this year being moved to Garcia next year?**

The decision to adjust attendance boundaries for students in Aliana was discussed and addressed in 2015 during the District-wide Feeder Pattern and Boundary Plan and was noted for future considerations at that time. During the 2016-17 attendance boundary planning, the committee reviewed the considerations from 2015 as a starting point, and then analyzed current building utilization data and evaluated the current enrollment and projected enrollment for the next several years. It was determined that the adjustment to the middle school boundary for this area was necessary and students from Aliana who attend Bowie Middle School would attend Garcia Middle School.

- 4. Do sixth graders being rezoned from Bowie Middle School to Garcia Middle School have the opportunity to remain at Bowie?**

In accordance with Board Policy FC (LOCAL), students entering eighth grade may opt to remain at their current campus if they provide their own transportation. Students entering sixth and seventh grade are to attend their newly-zoned campus. Students affected by boundary changes who have had to attend at least three or more years consecutively may remain at their current campus. Demographers and FBISD staff have worked to balance enrollment and best utilize current buildings. The building principal at Garcia Middle School is planning several informative meetings, tours and opportunities to learn about Garcia and all that it offers students. Parents are encouraged to contact Dr. Rizdan Quadri for information.

Facilities

- 1. When can we expect renovations to be complete at Lakeview Elementary?**

Lakeview Elementary is in Phase 3 of the 2014 Bond Program and construction is scheduled to start December 2017 and will be completed by October 2018. Lakeview ES will receive the following renovations: replacement of the HVAC and associated components, some aluminum window replacements, some site lighting replacement, roof replacement, retractable bleacher replacement, some interior and exterior door replacement and exterior door rekeying. Repairs to the parking lot are not included in the 2014 bond scope of work. However, the Facilities Department will inspect for damage and provide needed repairs.

Classroom Behavior/Procedures

1. What can be done to minimize cell phone distractions in the classroom?

If a teacher notices that a student has a cell phone out during class, they can request that the student surrender the phone. If the student does not comply, teachers are encouraged to contact an administrator so that they can assist.

2. Students are cheating in multiple ways. What is being done to address academic dishonesty?

If a teacher notices cheating or other forms of academic dishonesty, students can have their grades reduced. In these instances, teachers are asked to contact parents and explain the situation, as well as the resulting consequence.

Additionally, the Department of Student Leadership worked this year with student leaders to create an academic honesty policy. This policy will be finalized and ready for use in the 2017-18 school year and will allow all students to focus on the same value of academic honesty and integrity.

Technology

1. What is the plan for technology in the classroom? Our computers are getting very old and they have become unusable.

The 2014 Bond Program provided funding for FBISD to rebuild the District's technology infrastructure, including the upgrade of the District's wide area network, a refresh of the District's network backbone and the deployment of wireless access throughout the District. Wifi upgrades at the high school and middle school level are complete, and the District is currently working on upgrades at the elementary level.

The Educational Technology Master plan presented to the Board of Trustees in May 2016 provides the framework for the District to create projects to equip our classrooms with the latest classroom toolset. The first stage will be to implement a new learning management system. Following that, the District will work with teachers and the administration to determine and provide the appropriate device(s) that will support and complement the learning management system and assist teachers in their instructional efforts. The District estimates this effort will take about 24-36 months.

Athletics

1. Would it be possible to organize sports for Title One Schools? Can Title One funds be used for this?

Organized sports are provided at Title One and non-Title One schools in grades 7-12. This is aligned with UIL and organized by the Athletic Department. With regard to elementary schools, we do not provide organized sports (meaning with competitions among schools, uniforms, officials, etc.) but campuses can plan their own events such as hoop shooting, after school running clubs, etc. that support athletics and build future skills. Title One funds are primarily focused on academic achievement but can be used in other areas on a limited basis. The campus principal would be responsible for planning and executing these activities and would work to secure the proper funding.

2. Will FBISD dedicate more money toward athletic facilities?

FBISD has initiated several projects within the last two years dedicated to Athletic Facility improvements. Some of those include renovation to Mercer Stadium, campus scoreboard replacements for football, baseball and softball, tennis court resurfacing at WHS, AHS, HHS, MHS, LOMS and CMMS. The Don Cook Natatorium was extensively renovated and basketball goals were replaced at Wheeler Field House. FBISD is also partnering with municipal utility districts for track and field improvements at Baines MS and RPHS and hopes to expand this partnership to other feeder patterns in the future. Additionally, planning for the next bond is underway and includes athletic upgrades at all secondary campuses. All coaches should express their needs to Athletic Director, Rodney Chant.

Special Education

1. How is mastery being measured at the campus and District level for secondary students with Dyslexia? What tools have been given to the campus?

Fort Bend ISD has a continuum of services for students served under the Dyslexia program at the secondary level. Students may receive direct support in a daily reading

elective course in which the reading teacher works directly with the students implementing a specialized curriculum from the Neuhaus Center. The curriculum is based on an Orton-Gillingham approach; which research shows is the most effective methodology to remediate students identified with dyslexia. The curriculum addresses phonemic awareness, scientific spelling, fluency, six syllable types, comprehension and syntax. In addition to the Direct support model, students served under the Dyslexia program may not require direct support. In those cases, students receive instructional accommodations to address their needs. For students served in the direct support model, progress and mastery is determined through the use of mastery checks, fluency and spelling tests, and also formative testing. A parent is welcome to ask the reading elective teacher to provide a copy of these reports in an effort to learn more about their child's progress.

The secondary reading elective teachers receive training throughout the school year to equip them with tools to best serve students with dyslexia. Campuses have access to multiple tools which they can utilize to meet the needs of individual students. The Secondary Reading Specialist position is a District-level position that is designed to provide training and coaching to the reading elective teachers on a weekly basis. The Secondary Reading Specialists visit multiple campuses each week to assist in providing consistency across the district. In addition, Ronje Gonzales is the Dyslexia Coordinator at the District level and is responsible for monitoring of the Dyslexia services. If you would like more information please contact her at ronje.gonzales@fortbendisd.com.

Advanced Academics

1. What are the plans to continue any kind of GT education or classes?

FBISD services the high school gifted population in Pre-AP and AP classes that not only address the social/emotional needs of the student, but also validate the student's content-specific gift by challenging them to rigorous college-level study. In these courses, students are provided intellectual challenges that will not only promote a year's academic growth within that subject but will also prepare the gifted student for the possibility of accelerating post-secondary studies by passing the corresponding AP exam. These advanced courses are taught at an accelerated pace by teachers who have completed the state's requirement of professional development in gifted education. All AP teachers are also *College Board* approved providers of their content.

2. What entails being served at the high school level?

High school students in Advanced Placement courses can expect to experience a differentiated approach to intellectually challenging content that is commensurate with their needs. Services within the high school GT program are student specific ranging from project-based learning, college/career preparation and planning, lifelong learning,

and confidence managing collegiate content. Additionally, a wide variety of academic competitions and clubs exist to broaden student knowledge in areas of interest.