

Notice of Special Called Meeting
The Board of Trustees
Fort Bend Independent School District

Monday, September 11, 2023

This is Notice that the Fort Bend Independent School District Board of Trustees will hold a Special Called Meeting on Monday, September 11, 2023, beginning at 6:00 PM in the Board Room of the Fort Bend ISD Administration Building, 16431 Lexington Blvd., Sugar Land, TX 77479.

The agenda packet for the meeting is available at <https://meetings.boardbook.org/Public/Organization/649>.

Members of the public may view the live stream of the meeting at the following address:

<https://www.fortbendisd.com/Page/124962>

1. Call to order
2. National Anthem - Ridge Point High School Choir - Chelsea Berner & Stewart Gaitan, Directors
3. Moment of Silence
4. Board Committee Reports
 - A. Governance Committee
 - B. Student Achievement Committee
 - C. Audit Committee
5. Public Comment
6. Convene in closed session under Texas Open Meetings Act, Texas Government Code, Chapter 551 under the following sections: 551.071 - For the purpose of a private consultation with the Board's attorney on any or all subjects or matters authorized by law; Section 551.072 - Consider purchase, exchange, lease, or value of real property, Section 551.074 - Personnel matters, Section 551.076 - Security matters, Section 551.082 - Student discipline matter or complaint, or Section 551.0821 - Personally identifiable information about public school student
 - A. Deliberate Executive Director Elementary recommendation
 - B. Cybersecurity Info
7. Reconvene in Open Session
8. Consider Action on Closed Session Items
9. Information
 - A. Sugar Land 95 Update 5
 - B. Accountability Update 19
 - C. Student Engagement Survey Data 33
10. Review
 - A. **Fort Bend ISD Board of Trustees Meeting Minutes:** Consideration and approval of the minutes of Fort Bend ISD Board of Trustees meetings and/or public hearings on 161

the following dates:

1. May 22, 2023 Special Called Meeting	162
2. June 5, 2023 Public Budget Hearing	165
3. June 5, 2023 Called Meeting and Agenda Review	167
4. June 26, 2023 Special Called Meeting	177
5. June 26, 2023 Regular Business Meeting	178
B. Student International Travel: Consideration and approval of international travel during December 2023 by Clements High School students to participate in the 2023 Kakehasi Project, Japan's Friendship Ties Programs.	191
C. T-TESS Appraisers: Consideration and approval of certified campus-based T-TESS Appraisers in administrative positions to serve as teacher appraisers for the 2023-24 school year.	192
D. Class Size Exception Waiver: Consideration and approval of a Texas Education Agency (TEA) Exception for Class Size Waiver in grades PreK-4 for elementary schools that exceed a teacher to student ratio of 22 students per classroom teacher (22:1).	195
E. Certified Teacher Waiver: Consideration and approval of Texas Education Agency Waivers for non-certified campus-based Instructional Apprentice in teaching positions for the 2023-24 school year.	198
F. CenterPoint Energy Blanket Easement - Middle School 16: Consideration and approval of a blanket (short form) easement with CenterPoint Energy for the electrical services to the new Middle School 16 and authorization for the FBISD Board President and/or designee to negotiate and execute this easement, as well as the CenterPoint Energy long form easement to be provided near the conclusion of the project.	199
G. House Bill 3 Resolution: Consideration and adoption of a resolution regarding armed security personnel.	208
H. Real Estate Broker Consulting Services: Consideration and approval for purchase of Real Estate Broker Consulting Services and authorization for the Superintendent to negotiate and execute the agreements through September 2028.	213
I. Fiscal and Budgetary Strategy: Consideration and approval of the District's Fiscal and Budgetary Strategy.	217
J. Approval of Underwriters: Consideration and approval of underwriters to be utilized by the District in connection with future bond debt issued.	271
K. Investment Strategy Resolution: Consideration and approval of a resolution for the District's investment strategy and authorization of investment brokers for the District.	273

L. 2023 Tax Year Tax Roll Resolution: Consideration and approval of a resolution approving the 2023 tax year tax roll, based on the certified 2023 values from the Fort Bend County Central Appraisal District.	292
M. Review for approval of proposed expenses that exceed \$50,000: Specifically for:	
1. Construction Services for Exterior LED Lighting Upgrades Additional Scope PKG052: Consideration and approval of a construction services agreement with Eco Engineering to perform stadium and pedestrian lighting scope at Austin HS, Bush HS, Dulles HS, Elkins HS and Hall Stadium (PKG052) for a contract amount of \$1,875,050.00, and authorization for the Superintendent to negotiate and terminate the agreement.	298
2. Phase 2 - Professional Services for 2023 firms Bond and Non-Bond Projects: Consideration and approval to provide both Bond 2023 services for a not-to-exceed amount of \$15,000,000.00 on non-bond services for a not-to-exceed amount of \$3,000,000, and authorization for the Superintendent to negotiate and execute the contracts with the identified firms.	304
3. Staff Augmentation Services - Information Technology Service (Increase): Consideration and approval to increase the existing contract awarded under 20-106LJ Staff Augmentation Services Information Technology Services by \$480,000 for a total not to exceed amount of \$1,980,000 to continue purchasing Staff Augmentation Services for Information Technology Services through August 2024.	310
4. Fine Arts Consultants and Clinicians (Supplemental): Consideration and approval for the continued purchase of Fine Arts consultant and clinician services from multiple vendors and authorization for the Superintendent to negotiate and execute the contracts through January 2028.	312
5. School Bus Purchase: Consideration and approval for the purchase of school buses in an amount not to exceed \$4,670,000 and authorization for the Superintendent to negotiate and execute the agreement through September 2028.	323
6. Fine Arts Concert Uniforms and Related Items: Consideration and approval for the purchase of Fine Arts Concert Uniforms and Related items in an amount not to exceed \$375,000 and authorization for the Superintendent to negotiate and execute the agreements through September 2028.	327
7. Awards, School Spirit Products (Non-Apparel), and Related Items: Consideration and approval for the purchase of Awards, Spirit Products (Non-Apparel), and Related Items from multiple vendors in an amount not to exceed \$1,500,000 and authorization for the Superintendent to negotiate and execute the agreements through September 2028.	332
8. Performing and Visual Arts Organization and Related Services: Consideration and approval for the purchase of Performing and Visual Arts Organizations and Related Services in an amount not to exceed \$800,000, and authorization for the Superintendent to negotiate and execute the agreements	339

through September 2028.

9. Demographer: Consideration and approval for the purchase of Demographic Services from Population and Survey Analysts in an amount not to exceed \$954,000 and authorization for the Superintendent to negotiate and execute the agreement through September 2028. **344**

10. Long-Range Boundary Planning: Consideration and approval for the purchase of Long-Range Planning Services from HPM in an amount not to exceed \$809,000 and authorization for the Superintendent to negotiate and execute the agreement through September 2008. **348**

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

A. Consider participation in litigation regarding the Texas public-school accountability system (Kingsville ISD v. Morath), and further authorize the Superintendent to engage the law firm of O'Hanlon, Demerath & Castillo to represent the school district in the litigation.

B. Consider proposed conciliation agreement in EEOC matter number 460-2022-00934 between Jozett Austin and Fort Bend Independent School District.

12. Reconvene in Open Session

13. Consider action on Closed Session Items

14. Adjournment

If, during the meeting, discussion of any item on the agenda should be held in a closed meeting, the Board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Government Code, Chapter 551, Subchapters D and E or Texas Government Code section 418.183(f). Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in an open meeting. [See BEC (LEGAL)]

The following Fort Bend ISD Goals may be referenced in agenda items included in this document:

- Goal 1: Fort Bend ISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students.
- Goal 2: Fort Bend ISD will provide a positive culture and climate that provides a safe and supportive environment for learning and working.
- Goal 3: Fort Bend ISD will recruit, develop, and retain high quality teachers and staff.
- Goal 4: Fort Bend ISD will engage students, parents, staff, and the community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community.
- Goal 5: Fort Bend ISD will utilize financial, material, and human capital resources to maximize district outcomes and student achievement.

For: Fort Bend ISD Board of Trustees
Date: September 11, 2023
**Action: Information: Sugar Land 95 Memorial
Project Update**
Department: Communications

Summary

Staff will provide an update on the status and progress of the Sugar Land 95 Memorialization Project. This will include an overview of actions and key milestones for the project, as well as a presentation of the final design of the Sugar Land 95 Outdoor Learning Area and Memorial Cemetery, as submitted by MASS Design Group.

Recommended by:

Christie Whitbeck
Superintendent of Schools

Submitted by:

Kimberly Smith
Chief Communications Officer



Sugar Land 95 Video Embedded



Sugar Land 95 Memorialization Project

Design Presentation

COMMUNITY ENGAGEMENT FEEDBACK

TARGETED EXPERIENCES & THEMES FOR THE SITE



1

A SACRED PLACE TO BE
WITH
ANCESTORS

2

ACTIVE STEWARDSHIP
&
ABILITY TO EVOLVE

3

COMMUNITY EXPERIENCES
&
CULTURAL CELEBRATIONS

4

COMMEMORATIVE RITUALS
&
ACTS OF MEMORIALIZATION

5

SPACE OF REFLECTION
&
CONTEMPLATION

6

BEAUTIFUL LANDSCAPE
&
LEARNING ENVIRONMENT

SITE PLAN

SITE DESIGN



EDUCATIONAL PROGRAM AREAS

COMMITMENT AREA
580 SF
10-15 People

PAVILION
3,100 SF
60-100 People

CALL FOR ACTION
280 SF
5-7 People

CONVERSATION PODS (x2)
150 SF
5-10 People

GRIOT GROVE
1600 SF
30 People

ENTRANCE PLAZA
280 SF
7-9 People



SCHOOL

SITE DESIGN

PROGRAM AREA

NARRATIVE PASSAGE



PROGRAM AREA

GROVE CONVERSATION PODS



PROGRAM AREA

BURIAL GROUND



SITE DESIGN

PROGRAM AREA

PAVILION



MASS.

PROJECT COSTS

FUNDRAISING & SPONSORSHIP

The total median design target budget is **\$4 MM.**

Construction Cost Snapshot (CD Estimate)

PROJECT TYPE	AREA	COST/SF	TOTAL EST.
Site Work	37,329 SF	\$119.08	\$4,445,103

A largescale capital campaign will support the construction of the site, as well as the ongoing maintenance.



Next Steps

Community Partnerships

Site Interpretation

**Fundraising Campaign &
Sponsorships**

Community Engagement

Questions?

SL
95

fortbendisd.com/sugarland95
sugarland95@fortbendisd.com



For: Fort Bend ISD Board of Trustees
Date: September 11, 2023
Information: Accountability Update
References: Board Policy AIA (Legal) and AIB (Legal)
Department: Accountability, Assessment, & Compliance

Summary

The Texas Education Agency (TEA) will release the 2023 Accountability ratings on September 28, 2023. In preparation for the release of Accountability, the Administration will provide an update regarding the changes to the accountability system.

Recommended by:

Christie Whitbeck
Superintendent of Schools

Submitted by:

Kimberly Lawson
Chief Academic Officer



FBISD
INSPIRE • EQUIP • IMAGINE

2023 Assessment & Accountability
September 11, 2023

2023 A-F Refresh in the News



Texas AFT
A Union of Professionals

Texas AFT
<https://www.texasaft.org> > government > tea > staar-sc... ⋮

A-F Accountability Ratings to be Released in September

Aug 4, 2023 — For some school districts, the new A-F ratings, which will be released to the public on September 28, 2023, will show that they are doing a ...

The Texan
<https://thetexan.news> > Issues > Education ⋮

Texas Education Agency Proposes Updates to School ...

Jun 19, 2023 — The Texas Education Agency (TEA) has made an overhaul to its accountability ratings for public schools this year amid statewide concerns ...



KXAN Austin
<https://www.kxan.com> > news > tea-refreshing-a-f-acc... ⋮

TEA refreshing 'A-F' accountability rating system - Austin

May 31, 2023 — Austin ISD is anticipating it's secondary campus and district 'A-F' letter grades will decline by one to two letters under new TEA rules.



Texas Public Radio
<https://www.tpr.org> > education > 2023-08-25 > texas-... ⋮

Texas school districts sue state education commissioner ...

Aug 25, 2023 — Maddox said changes the Texas Education Agency is making to its accountability system are going to negatively affect districts' grades. 21



ABC13 Houston
<https://abc13.com> > texas-news-education-agency-sch... ⋮

More than 200 school districts ask TEA to reconsider ...

Mar 9, 2023 — Houston-area school districts, among hundreds asking Texas Education Agency to reconsider accountability rating refresh.



San Antonio Report
<https://sanantonioreport.org> > school-districts-low-state... ⋮

School districts brace for low grades amid accountability ...

Jun 18, 2023 — Some say the changes made in the TEA's accountability scoring system are unfair and have left them in the dark about their final scores.



Texas State Teachers Association
<https://www.tsta.org> ⋮

Texas State Teachers Association – Affiliated with the National ...

... ISD has joined a coalition of school districts in Texas suing the Texas Education Association (TEA) over changes to its accountability ratings system.

KHOU
<https://www.khou.com> > sprng-branch-isd-tea-lawsuit ⋮

Spring Branch ISD could join lawsuit against Texas over ...

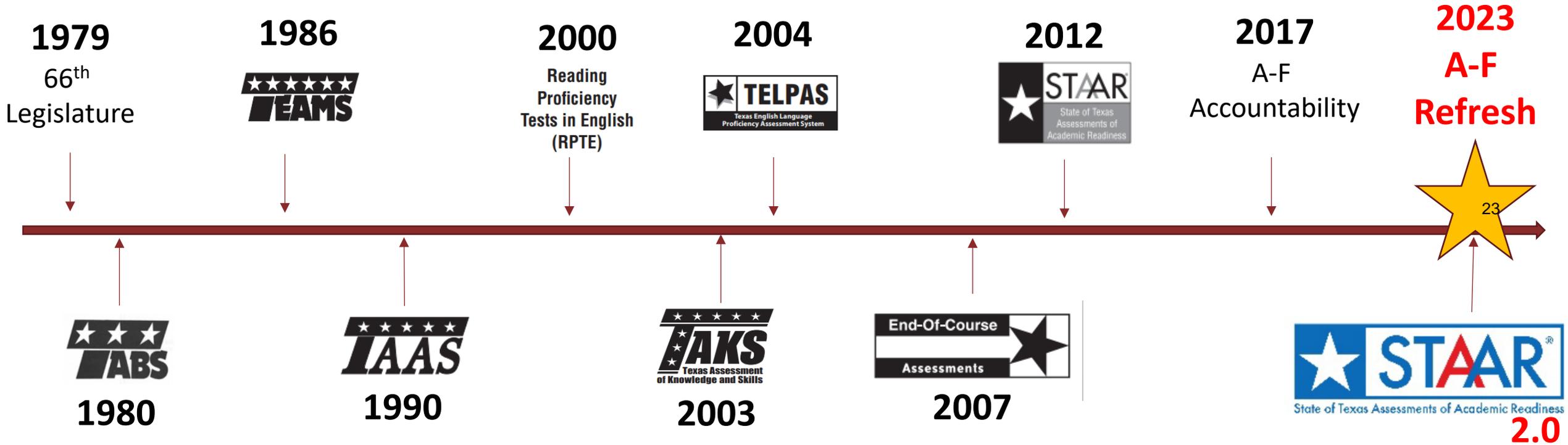
2 days ago — This lawsuit is over the TEA's grading system. The TEA issues a letter grade "A" to "F" every year to rate public schools' academic performance.



STAAR 2.0

Assessment Changes

Texas Assessment Timeline



First time in Texas Assessment & Accountability history that the test and the rules for accountability have been changed so dramatically at the same time.

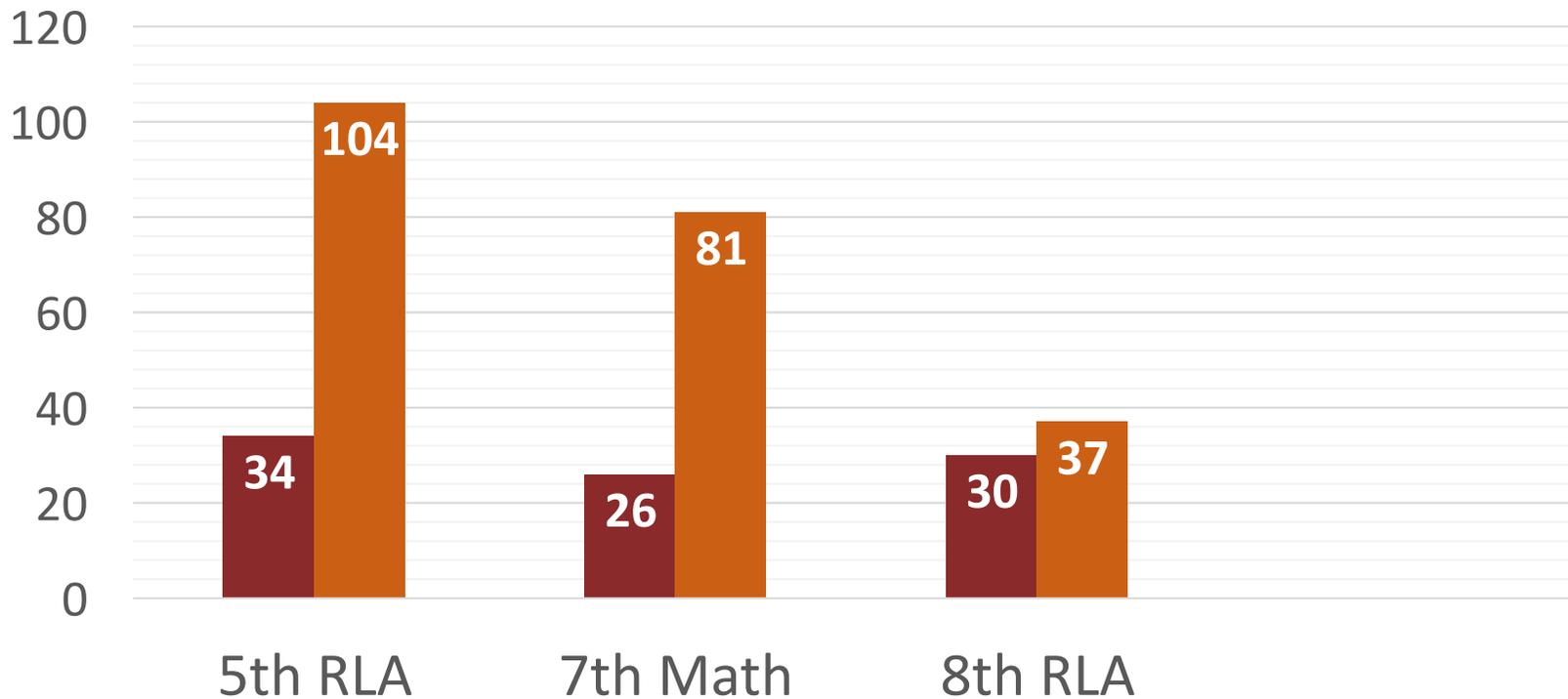
2023 STAAR Assessment Changes

- Online testing instead of paper
- Writing added to 3rd-8th grade instead of only at 4th & 7th
- New question types- at least 25% not multiple choice
- Longer test (untimed in 2023)
- Not all questions are worth same amount of points (up to 10 points each)
- ***Performance Levels Reset:*** Names stayed the same, but the scores needed for levels changed
- Harder to get (or keep) Meets & Masters levels

Changing the Measurement Tool: *STAAR Performance Levels Reset*

2022 Progress Measure vs 2023 Transition Table
Growth
Scale Points Needed

■ 2022 Progress ■ 2023 Transition Table



- **Harder to get credit for growing from 2022 to 2023**
- **Harder to keep Meets and/or Masters level** ²⁵



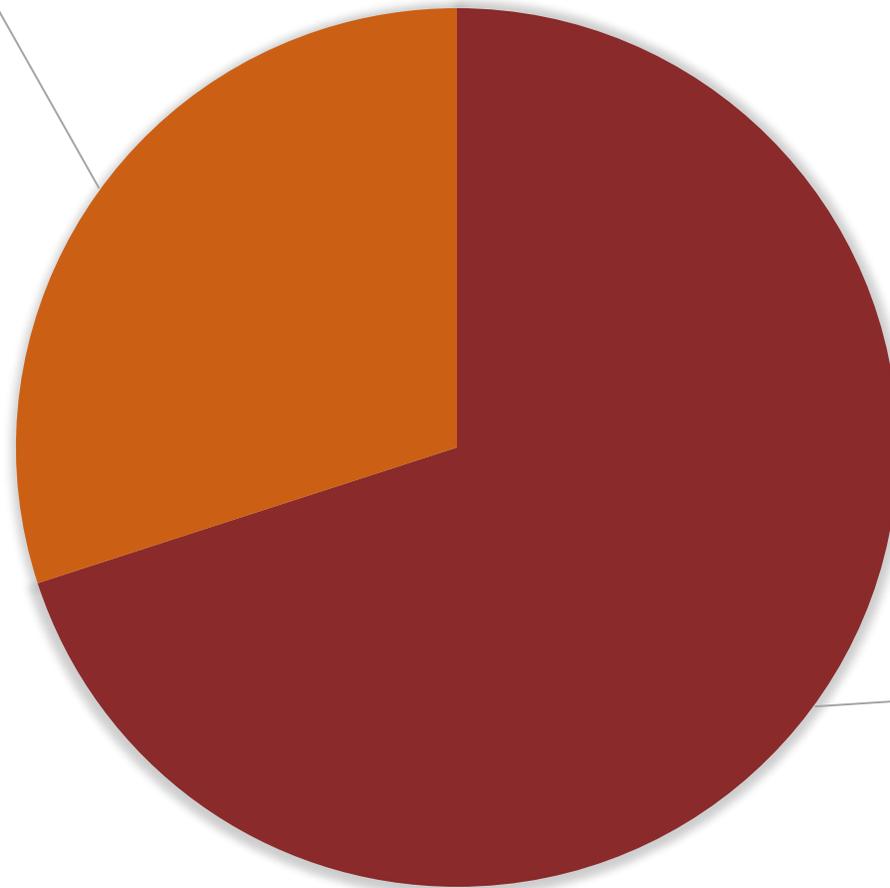
**Scale points for 2023 determined by subtracting highest possible Low Approaches for previous grade from lowest possible High Approaches.

Important 2023 Accountability System Changes

A-F Overall Grade

A-F COMPONENTS

**Closing the Gaps
(D3)
30%**



**Best of
Achievement or
School Progress²⁷
(D1, 2A, or 2B)
70%**

2023 Accountability Changes

- **Higher targets** for over 75% of elementary, 46% middle school, and 43% high school student targets in Closing the Gaps
- Domain 3 focuses on the **lowest performing** student groups for 3 out of the 4 groups

Level	# of 2023 Targets SAME AS 2022	# of 2023 Targets LOWER than 2022	# of 2023 Targets HIGHER than 2022
High School**	17	32	43
Middle School	14	31	20
Elementary	14	9	44

2023 Closing the Gaps Performance Targets: High Schools, K-12s, and AEs

Targets	2023 Closing the Gaps Performance Targets: High Schools, K-12s, and AEs														
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	EB/EL ¹ (Current & Monitored)	Eco Dis	SpEd (Current)	SpEd (Former)	Cont Enrolled	
Ac. Ach.: RLA	2023 Target	44%	32%	58%	62%	43%	74%	45%	58%	32%	20%	33%	13%	60%	46%
Next Interim Target (2027-28 through 2031-32)	53%	43%	47%	68%	53%	78%	54%	65%	43%	33%	44%	28%	42%	55%	
Long Term Target (2037-38)	72%	66%	68%	81%	72%	87%	73%	79%	66%	60%	67%	57%	65%	73%	
Ac. Ach.: Math	2023 Target	58%	46%	65%	48%	57%	72%	41%	44%	31%	31%	32%	15%	33%	40%
Next Interim Target (2027-28 through 2031-32)	48%	38%	46%	57%	48%	77%	51%	53%	43%	43%	43%	29%	44%	50%	
Long Term Target (2037-38)	69%	63%	68%	74%	69%	86%	71%	72%	66%	66%	66%	58%	67%	70%	
Growth: RLA (only if no Grad Rate)	2023 Target	70%	66%	68%	73%	69%	81%	72%	72%	66%	62%	67%	48%	65%	71%
Next Interim Target (2027-28 through 2031-32)	78%	76%	77%	80%	78%	86%	80%	80%	76%	72%	76%	58%	75%	79%	
Long Term Target (2037-38)	95%	95%	95%	95%	95%	95%	95%	95%	95%	92%	95%	78%	95%	95%	
Growth: Math (only if no Grad Rate)	2023 Target	74%	73%	76%	72%	72%	86%	75%	72%	73%	77%	74%	62%	71%	76%
Next Interim Target (2027-28 through 2031-32)	81%	80%	82%	80%	80%	89%	82%	80%	80%	83%	81%	72%	79%	82%	
Long Term Target (2037-38)	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	92%	95%	95%	
EL Proficiency	2023 Target										34%				
Next Interim Target (2027-28 through 2031-32)											36%				
Long Term Target (2037-38)											40%				

¹ English Language Proficiency Status evaluates current EB students/ELs only.

- **GREEN Lower** Target than in 2022
- **RED Higher** Target than in 2022

** 42 of the indicators represented in the High School row are only applicable for HS with no CCMR and/or no Grad rate.



Redefining A-F

- Harder to get credit for **student growth** (2A,3)
- Harder to get an A, B, or C for **CCMR** (1,2B,3)
- **CCMR changed criteria** starting with class of 2022 (1,2B,3)
- Harder to get an A, B, or C for **Graduation Rate** (1,2B,3)
- District rating proportional by domain so that **district ratings** will be **forced numerically lower** than they were under the old system (1,2A,2B,3)

A-F Accountability System “Refresh”



2023 Ratings Will Be Different

It is highly possible many campuses may **improve** percent of students meeting achievement targets in 2023 and yet **receive a lower rating** for 2023.

Questions



F O R T B E N D I S D

16431 Lexington Blvd.
Sugar Land, TX 77479
281-634-1000

www.fortbendisd.com

For: Fort Bend ISD Board of Trustees
Date: September 11, 2023
Action: Information: Student Engagement
Survey Update
References: GK (Local)
Department: Deputy Superintendent

Summary

Staff is providing an update on the administration and results of the Student Engagement Survey. This survey was administered in Spring 2023 and both the District and Campus Improvement Planning process uses data from this survey as part of the annual comprehensive needs assessment.

The Student Engagement Survey was administered to students in grades 3 – 12. This survey measured student behavioral, cognitive, and emotional engagement.

Staff will provide an overview of stakeholder perceptions including areas of strength and focus for improvement.

A copy of the results for each survey are provided for your review.

Submitted by:

Christie Whitbeck
Superintendent of Schools

Recommended by:

Beth Martinez
Deputy Superintendent



Background

Student Engagement Survey

2022 – 23

Year 3 Administration Secondary (6 – 12)

Year 2 Administration Elementary (3 – 5)

Overview Student Engagement Survey

Key Findings and Trends

- Where are we?

Next Steps

- What must we address?
- How can we get there?

Student Engagement Survey



Behavioral Engagement

Student participation in activities



Emotional Engagement

Student interactions with adults and peers



Cognitive Engagement

The degree students are invested in and own their learning

37



Measuring Student Engagement

Secondary Student Participation

44,790

Total Secondary Students in FBISD

24,319

Secondary Students Participated in Survey

69%

Percent of Eligible Students Participated

Student Group	Secondary FBISD Students	Surveyed Students
African American	29%	24%
Asian	27%	34% ³⁸
Hispanic	26%	24%
White	14%	15%
ED	50%	44%
SPED	12%	8%
GT	8%	11%
EL	15%	15%

Student Engagement Dimensions

Secondary

Behavioral
Engagement

Overall mean score **2.78**
↓ 5.8% from 2022

Emotional
Engagement

Overall mean score **2.82**
↓ 1.9% from 2022

Cognitive
Engagement

Overall mean score **2.87**
↓ 1.1% from 2022

Engagement Score Scale	
Very Low	1.0-1.75
Low	1.76-2.50
Moderate	2.51-3.25
High	3.26-4.0

39

Behavioral Engagement – Key Findings

Secondary

Behavioral Engagement



STUDENTS
GRADES 6-12

Areas of Strength

- Teachers increased as the positive motivation to attend

Areas of Concern

- Decreases in time spent participating school activities
- Contribution of schools in learning to treat others with respect

Emotional Engagement Factors – Key Findings

Secondary

Emotional Engagement



STUDENTS
GRADES 6-12

Areas of Strength

- High desire for good grades and success in world outside of school

Areas of Concern

- Positive Relationships with School Staff & Other Students
- Feelings of Safety, Acceptance
- Decreases in Availability of Support from Staff
- Application of Rules and Discipline

Cognitive Engagement Factors – Key Findings

Secondary

Cognitive Engagement



STUDENTS
GRADES 6-12

Areas of Strength

- Increase in Level of Effort in Academic Pursuits
- Increase in Engagement with Academic Goals, Future plans, and Aspirations⁴²

Areas of Concern

- Relevance and Interest in Learning
- Decrease in attitude toward learning
- Degree of Academic Challenge

Elementary Student Participation

16,941

Total Elementary Students
Grades 3 – 5 in FBISD

11,207

Elementary Grades
3 – 5 Students
Participated

88%

Percent of All Eligible
Grades 3 – 5 Students
Participated

Student Group	Elementary FBISD Students	Surveyed Students
African American	26%	23%
Asian	28%	32% ⁴³
Hispanic	26%	24%
White	14%	16%
ED	50%	44%
SPED	17%	13%
GT	8%	10%
EL	26%	25%

Overall Dimensions

Elementary

Behavioral
Engagement

Overall mean score **2.41**
↓ 0.3% from 2022

Emotional
Engagement

Overall mean score **3.29**
↓ 0.3% from 2022

Cognitive
Engagement

Overall mean score **3.58**
↑ 5.3% from 2022

Engagement Score Scale	
Very Low	1.0-1.75
Low	1.76-2.50
Moderate	2.51-3.25
High	3.26-4.0

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Behavioral Engagement – Key Findings

Elementary

Behavioral Engagement



STUDENTS
GRADES 3-5

Areas of Strength

- Students Prepared for Learning

45

Areas of Concern

- Level of participation in clubs or school activities

Emotional Engagement Factors – Key Findings

Elementary

Emotional Engagement



STUDENTS
GRADES 3-5

Areas of Strength

- Increases in Family, Peer, Teacher Support of Learning

Areas of Concern

- Positive Relationships with School Staff & Other Students
- Feelings of Safety
- Perceptions of Fairness
- Perceptions of Respect and Personal Student Support

Cognitive Engagement Factors – Key Findings

Elementary

Cognitive Engagement



STUDENTS
GRADES 3-5

Areas of Strength

- Student Motivation for Learning
- Connection to College, Career, and Future Goals

Survey Triangulation

*Comparing Climate
& Culture Survey
Parents and Staff with
Student Engagement
Survey*



STUDENTS
GRADES 3-12



FAMILIES



**DISTRICT & SCHOOL-
BASED STAFF**

Survey Triangulation

*Comparing Climate &
Culture Survey Parents
and Staff with Student
Engagement Survey*

ACADEMIC SUPPORT

- **Relevance of Lessons & Academic Challenge**
 - *Parents and Students felt that lessons were less relevant to life outside school than **staff***
 - *Fewer Students believed that classes challenged them to their full potential **compared to parents and staff***
- *Parents and Staff felt that student academic progress was adequately shared **which differed from secondary student perspectives***

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SCHOOL LEADERSHIP

- *Most groups agreed that school leaders were available to support students with school problems*

Survey Triangulation

*Comparing Climate
& Culture Survey
Parents and Staff with
Student Engagement
Survey*

STUDENT SUPPORT

- *Secondary students reported feeling **less supported by staff** compared to **other groups***
- ***Fewer parents and students** felt there was an adult students could go to for support with personal problems **than staff members***
- ***Students** were significantly less excited about their class **than the perceptions of staff and parents.***

50

FAMILY INVOLVEMENT

- *Disconnect between **all three groups** about their value in the community*

Survey Triangulation

*Comparing
Climate & Culture
Survey Parents and
Staff
with Student Engagem
ent Survey*

SAFETY AND BEHAVIOR

- *Parents and staff agree students are safe at school whereas beliefs about safety **declined in secondary students***
- *Perceptions on handling and fairness of discipline varied between groups indicating the importance of consistency in discipline practices*
- *Parents and Staff held strong beliefs that bullying is not tolerated **but a large number of students reported being bullied or picked on***
- *While a high percentage of staff feel that bullying is investigated and addressed, **parents and students feel it is not adequately addressed***

Next Steps

Identified Focus Areas

- Improve Safety & Address Behavior Consistently
- Improve Student Emotional Engagement (relationships, participation, etc.)
- Build Student Understanding of/Access to Supports
- Improve Student Cognitive Engagement –Learner Experience

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Survey Results

- District Summary
- Individual Campus Results

Reflection and Analysis

- District Leaders & Staff
- Campus Leaders & Staff

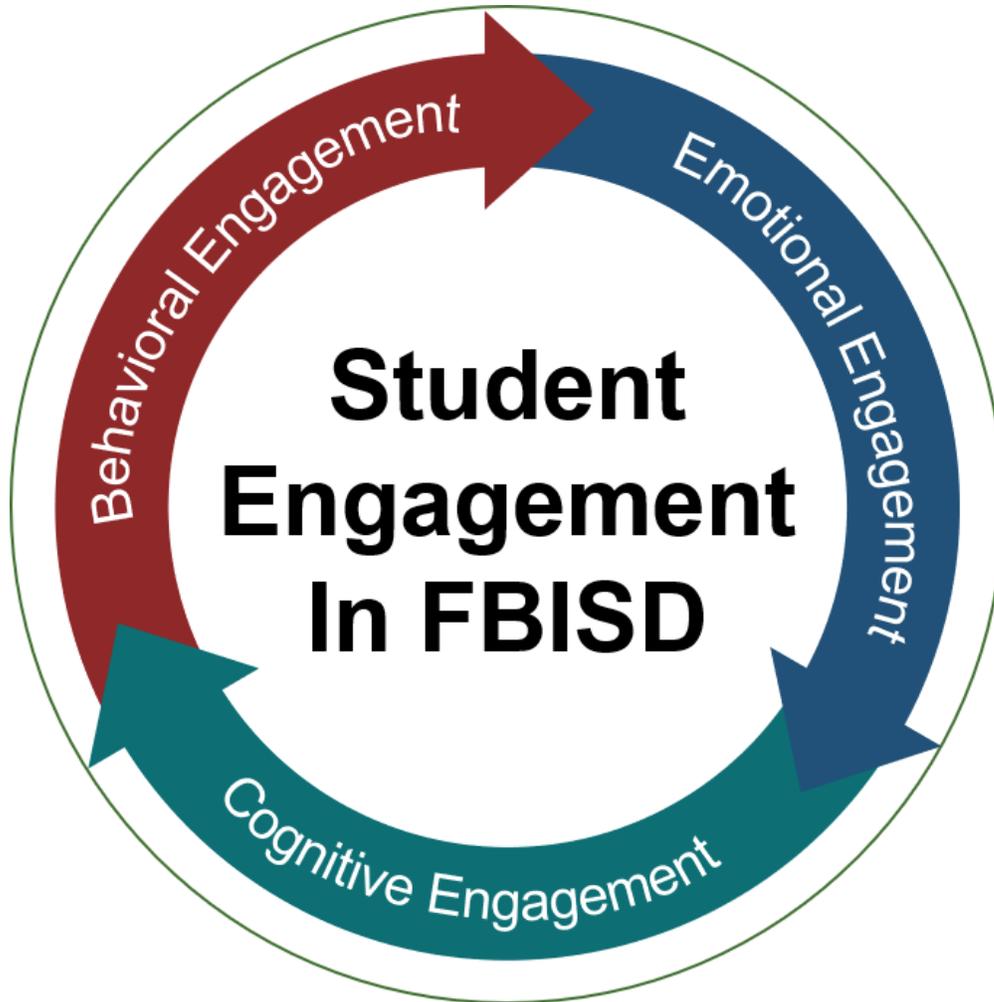
Improvement and Action Planning

- Development of District and Campus Improvement Plan Performance Objectives
- Strategy Development

F O R T B E N D I S D

16431 Lexington Blvd.
Sugar Land, TX 77479
281-634-1000

www.fortbendisd.com



**Elementary Student Engagement Survey
Report & Findings:**

DISTRICT

Administered April 2023

About This Report

Student engagement indicators are summarized in this report based on the student responses in the Elementary Student Engagement Survey (an adapted form of the Student Engagement Instrument- Elementary SEI-E survey) that included three dimensions, six factors, and individual student responses for 35 items. The dimensions and factors used in this report are shown in the chart to the right. The combination of these dimension and factors scores, coupled with individual student responses, provides insight into student perspectives of engagement in FBISD.

DIMENSIONS	FACTORS
Behavioral Engagement	<ul style="list-style-type: none"> No individual factors
Emotional Engagement	<ul style="list-style-type: none"> <i>Teacher Student Relationships</i> <i>Peer Support for Learning</i> <i>Family Support for Learning</i> <i>Disaffection</i>
Cognitive Engagement	<ul style="list-style-type: none"> <i>Future Goals and Aspirations</i> <i>Intrinsic Motivation</i>

Interpreting Comparisons in this Report

The mean comparisons in this report illustrate the statistical significance and effect size of the relationship between the values. Effect size can help to illustrate the practical importance of the data, the larger the effect size, the stronger the relationship between the two variables. For this report, the individual item means for the elementary grades were compared to the district and each grade level and the change in the mean score for each item compared to the 2022 results. On the last table of the chart, student groups were compared to the district average for statistical significance and effect size. Effect size indicates what percent of the variation you can see in the mean that can be attributed to the variable you chose. So, for the individual item questions, an ▲ symbol, indicates that over 20% of the difference in the (grade level, student group, etc.) averages could be due to the grade level of the student.

Statistical significance is not the same thing as the practical significance of the average scores which will need to be interpreted by the user. A limitation of this view is that student responses may differ from each other and be statistically significant but may be controlled or influenced by factors other than those which were measured in this survey. This report should be used as a launching point to develop exploratory questions and inform next steps to increase student engagement in FBISD.

How Engagement Scores are Calculated

Each survey item is scored on a 4-point scale. To generate an average score, each response is given a numerical value (between 1 and 4) and is then averaged with the other items in that dimension or factor. Higher average scores indicate a higher level of engagement within that specific dimension and factor. An average score of 1.0 would indicate very low levels of engagement, where an average score of 4.0 would indicate very high levels of engagement. For the purposes of this report, use the chart to the right to help guide your interpretation of average scores.

Average Scores	Level of Engagement
1.00-1.75	Very Low Engagement
1.76-2.50	Low Engagement
2.51-3.25	Moderate Engagement
3.26-4.00	High Engagement

Student Demographic Data Reporting

Student demographic data was pulled from OnPoint and matched to student responses to accurately describe the different student populations and student groups. The exception here is the reporting for one category under Gender, “prefer not to answer”, student responses were included but may also be part of the male/female categories.

Report Sections

Overview of Report	p. 1-2	Displays how to use the document to explore and compare student responses between elementary grade students to the district average.
Introduction to Engagement	p. 3-9	Provides background information about how student engagement is defined in FBISD and other evidence that can be used to triangulate the responses from this survey.
Engagement Dimensions & Factors	p. 10-30	<p>Detailed views of the student engagement dimensions and factors are provided for students within the district and can offer insights into student perceptions of learning in FBISD. These views include:</p> <p>DESCRIPTIONS A description of the student engagement dimensions, factors and relative connections in FBISD are provided.</p> <p>SCORES The average scores for each dimension and factor are provided based on the 4-point scale. Student scores ranged from very low (1), to high (4) levels of engagement.</p> <p>MEAN COMPARISONS Comparisons of average scores are made between the overall district average and the grade level of students with tests for significance and effect size indicated as included. (see below)</p> <p>INDIVIDUAL ITEM BREAKDOWNS Responses to each item are included that shows the values and frequency distribution of student responses for each group.</p>
Learning Walk Components	p.31-35	Detailed views of student engagement survey responses that connect to the Learning Walk Team process are provided including individual item analysis and connections to the Learning Walk observational tool.
Comparison of Engagement Dimensions by Student Groups	p. 36-37	Comparisons with student average scores for each dimension and factor are included for various student groups with tests for significance and effect size included.
Health and Wellness *NEW 2023*	p. 38-40	Questions were added this year to explore student perceptions on health and wellness topics including physical activity, healthy habits, lunch, and mental well-being.
Other Student Academic Interests	p. 41-42	Some student items are not included in the dimension or factor scores but may be useful for informing other decisions.
Student Retention Perceptions	p. 43-47	Analysis of student responses to questions about if students have considered transferring to another school and why.

Introduction to Student Engagement in FBISD

Student engagement is defined as meaningful student involvement throughout the learning environment. It can be understood by analyzing the degree to which students interact within the school community, with adults, peers, the curriculum, and within instruction or the learner experience. (NAIS)

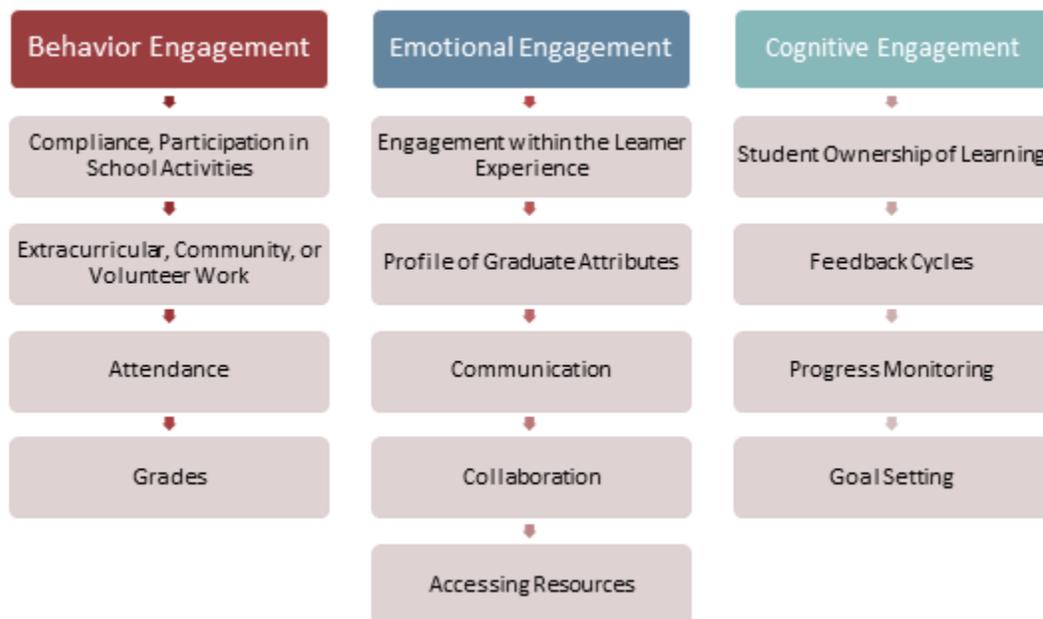
Multiple Components of Student Engagement

Student engagement is described on multiple levels by educational researchers. Schlechty defines engagement levels with the lowest being *rebellion* and the highest level being *authentic engagement*. (Schlechty) For individual students, student engagement is multidimensional and can be described in these ways:

- Behavioral engagement which focuses on participation in activities,
- Emotional engagement which focuses on the interaction of students with adults and their peers, and
- Cognitive engagement which shifts to focus on the degree to which students invest in and own their learning.

In addition to these individual levels of engagement, there are strategies that schools, leaders, and teachers can use to engage students within the school. These include relational strategies and opportunities to engage in support and/or enrichment activities.

In FBISD, we track each of the dimensions of student engagement through the opportunities students have to engage in learner experiences that include opportunities to collaborate, communicate, access and use resources for learning, engage in feedback cycles, monitor progress, and set goals. Each of these opportunities align to the dimensions of student engagement illustrated in the graphic and explained below.



Behavioral Engagement focuses on how students engage in the life of school. This includes the wide variety of ways that students can participate in activities that allow them to interact within the school community and outside of instructional time such as social, co-curricular, and extracurricular activities. In FBISD, other avenues that can be used to monitor student behavioral engagement includes student attendance at school and events, as well as grades.

Emotional Engagement emphasizes how a student's engagement in school impacts their feelings about their current school situation, the attitudes they have towards the people they interact with, their feelings about school structures, and affective reactions. To explore this dimension of engagement in FBISD, we can assess how students engage in a variety of learner experiences, opportunities to demonstrate the Profile of a Graduate Attributes, ways that students **communicate** and **collaborate** with a variety of audiences, and how students are able to access resources.

Cognitive Engagement places the emphasis on the engagement of the mind in school. This could include how much time, effort, or investment students put into learning, the types of strategies students enjoy, the ways they do their work, and how their levels of engagement connect to instructional time. In FBISD, these cognitive components can be illustrated through our instructional practices in Student Ownership of Learning, Feedback, Progress Monitoring, and Goal Setting.

Student Engagement Indicators: Overview

Student engagement indicators represent a summary of the item responses and questions that are organized based on the three dimensions: Behavioral Engagement, Emotional Engagement, and Cognitive Engagement. These indicators are broken down further into the factors within each dimension. The table below compares the average scores for students at elementary campuses.

FBISD Student Dimension and Factor Scores

Mean Comparisons		Statistical Comparison						
Engagement Category	Engagement Indicator	Statistical comparisons of means between the grade levels						
		District Mean	3rd Grade		4th Grade		5th Grade	
		Mean	Mean	Effect Size	Mean	Effect Size	Mean	Effect Size
Behavioral Engagement	Overall Behavioral Engagement Dimension	2.41	2.40 --		2.41 --		2.42 --	
	Overall Emotional Engagement Dimension	3.29	3.35 *** ▲		3.30 *** ▲		3.24 *** ▼	
Emotional Engagement	<i>Teacher Student Relationships</i>	3.25	3.34 *** ▲		3.26 *** ▲		3.15 *** ▼	
	<i>Peer Support for Learning</i>	3.17	3.21 * △		3.17 *** ▼		3.14 * ▼	
	<i>Family Support for Learning</i>	3.58	3.59 --		3.59 * △		3.57 --	
	<i>Disaffection</i>	3.06	3.09 --		3.07 --		3.02 *** ▼	
Cognitive Engagement	Overall Cognitive Engagement Dimension	3.58	3.59 --		3.59 --		3.57 * ▼	
	<i>Future Goals and Aspirations</i>	3.62	3.63 --		3.62 --		3.60 --	
	<i>Intrinsic Motivation</i>	3.50	3.48 --		3.60 --		3.49 --	

* $p < .05$, ** $p < .01$, *** $p < .001$; In this chart, statistical significance is compared to two groups with the least level of significance shown. For instance. Third grade Family Support of Learning was compared to 4th and 5th grade student groups. “*” indicates that the least significant relationship was $p < .05$ compared to either 4th or 5th grade.

An example of how to interpret the data in this chart:

“The emotional engagement of third grade students was statistically significantly higher than fourth grade students with a small effect size.”

About this Report: Explanation of Frequencies and Statistical Comparisons Pages

These pages in the report present individual items and the student responses that allow you to compare how students in the different groups responded. Items are grouped by dimension and factor. The key below will help you understand all the information presented on these pages.

- 1. Student Engagement Dimension/Section**
- 2. Question:** As it was displayed on the student surveys.
- 3. Item Wording:** Survey items are worded the same way they appeared on the instrument but may be out of order as they are grouped by dimension and/or factor.
- 4. Values and Response Options:** Number values used to calculate the mean scores. Response options indicate what value each student response held.
- 5. Counts and Percentages:** The “Counts” indicates the number of students who selected that response value. The “%” column represents the percentage of students who responded to that option out of the total number of students who responded to that question. **Note:** Students who did not respond were not included in the percentage calculation so total numbers of students may vary for each item.

FBISD
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FBISD SSES 2023 Item Frequencies and Statistical Comparisons
Behavioral Engagement: Individual Item Breakdown

Behavioral Engagement		Frequency Distributions						Statistical Comparison of Mean Composite Scores					
		District		3rd Grade		4th Grade		5th Grade		District	3rd	4th	5th
Item wording or description	Values Response Options	Count	%	Count	%	Count	%	Count	%	Mean	Change from 2022	Mean	Mean
How often do you come to class and find you need to do classwork.	1 Usually	582	7%	349	10%	260	7%	173	4%	3.17	↓ 0.8%	3.09	3.17
	2 Often	1,018	9%	355	10%	347	9%	316	8%				
	3 1.75 About half the time	4,933	44%	1,339	38%	1,646	44%	1,948	50%				
	4 Never	3,643	33%	1,217	34%	1,216	33%	1,210	31%				
	Total	11,120	3,537	3,700	3,883								
Without reading materials.	1 Usually	582	5%	244	7%	192	5%	146	4%	3.39	↓ 0.4%	3.33	3.41
	2 Often	609	5%	232	7%	195	5%	182	5%				
	3 2.5 About half the time	852	8%	293	8%	271	7%	288	7%				
	4 3.25 Once in a while	3,153	28%	891	25%	1,000	27%	1,262	33%				
	Total	5,897	1,867	2,030	2,000	52%							
Without your homework done.	1 Usually	689	6%	216	6%	230	6%	243	6%	3.27	↓ 0.4%	3.27	3.28
	2 Often	706	6%	221	6%	241	7%	244	6%				
	3 2.5 About half the time	1,048	9%	358	10%	338	9%	352	9%				
	4 3.25 Once in a while	3,856	35%	1,181	34%	1,237	34%	1,438	37%				
	Total	4,752	1,534	1,633	1,585	41%							
										60			

- 6. Change from 2022.** This column illustrates the % change in the mean scores when compared to 2022. This was only calculated for the overall district average. Individual campus reports will reflect the change related to their campus.
- 7. Effect sizes (not pictured here):** Effect size is a way to see levels of practical significance. It measures the magnitude of the impact of the grouping on the student responses. See the key below to reference what each symbol indicates.

▲	Student average score was significantly higher than the compared average, with an effect size greater than 0.2
△	Student average score was significantly higher than the compared average, with an effect size less than 0.2
--	No significant difference between the groups
▽	Student average score was significantly lower than the compared average, with an effect size less than 0.2
▼	Student average score was significantly lower than the compared average, with effect size greater than 0.2

Instruments to Measure Student Engagement

A review of strategies to monitor student engagement also includes student voice. Schools across the nation access student voice via survey to identify how students feel about their learner experience as it relates to the behavioral, emotional, and cognitive dimensions. This is an important next step in evidence collection to ensure that the right next steps are identified to support student success. Evidence collected from survey data can then be compared to student and staff focus groups to emphasize connections, identify gaps, and dig deeper to understand a more complete view of student engagement.

Survey Evidence

Secondary HSSSE/MSSSE. The National Survey of Student Engagement (NSSE) was created by the Center for Evaluation Policy, Research (CEPR) at the University of Indiana and has been used by over 1600 public colleges and universities to measure engagement through the Cognitive, Emotional and Behavioral dimensions. Over 6 million college students have participated in the NSSE since 2000. The CEPR adapted the instruments to collect similar data in the form of the High School Survey of Student Engagement (HSSSE) and the Middle School Survey of Student Engagement (MSSSE) which have been used in over 40 states to collect evidence of student engagement. The HSSSE and MSSSE measure the three domains of student engagement (Cognitive, Emotional, and Behavioral) through Likert-based survey items which takes 15-20 minutes for the average student to complete.

The University of Indiana was contacted and permissioned our use of the HSSSE & MSSSE so that we could see the results of the student engagement survey in real time. These permissions included the adaptation and addition of some questions and language to collect information specifically aligned to our instructional practices (Learning Walks and Health & Wellness) without altering the reliability of the survey. By collecting and analyzing the data ourselves, we were able to understand the student responses and customize the result views to highlight connections to district priorities more deeply. As a result, with the survey administration finished by 4/15, we were able to prepare our preliminary results by 5/19 to be included in the district and campus improvement planning processes. This year represent the third consecutive year of administration at the secondary level enhancing our ability to view trends and patterns over time.

Elementary Student Engagement Instrument (SEI-E). At the elementary level, student engagement is measured through an emphasis on emotional or affective and cognitive engagement. Due to differences in the psychological development of students, the exact same instrument as the secondary level are not able to be used. After a review of several elementary engagement instruments, the SEI instrument was selected in 2022 as the instrument that is most closely aligned to the secondary survey instrument. The SEI was originally developed in 2006 as a 6-12 instrument to connect student engagement to intervention strategies through the University of Minnesota and Check & Connect. The survey was later refined to include elementary students in grades 3-5. This survey has been utilized in numerous research studies and several states as a way to explore student engagement in school and is available to use for free in schools. Given the differences between elementary and secondary school structures, behavioral engagement is not measured directly through the SEI survey elements. We will include some behavioral questions for elementary students to be able to anecdotally compare student results across all three engagement dimensions. Teachers read each item to all students to ensure that reading skill level is not a factor in student completion of the survey tool. This in the second year of administration at the elementary level, so district and campus leaders will be able to compare results to the prior year.

Learning Walk Team Evidence

In addition to student survey instruments, the Learning Walk process offers an opportunity to collect observational evidence on the engagement of students within the learner experience. Connecting these elements can help to draw a link between observed practices and student perception to help identify systemic learning and practices that are needed. The student engagement survey was used to collect some additional information regarding the instructional practices that are observed during Learning Walks from the student perspective. Additional questions with language aligning to the Learning Walk observational tool were added to the survey. Current evidence related to these levels of engagement from the Learning Walk process are included on the page results

and demonstrate how often teams observed students having opportunities within the learner experience. In the survey results, an overview of student perspectives of Learning Walk elements are also included. As a note for the 2022 – 2023 school year, campuses selected a level of engagement in the Learning Walk process that altered the number of learning walks. Campuses engaged in as few as two learning walks and as many as six depending on the level of support designated for that campus.

Triangulating Student Engagement Evidence

In addition to the quantitative evidence from the student engagement survey, Learning Walks, and instructional implementation, students have had an opportunity to voice their thoughts and feelings through open-ended response questions. As we review and calibrate this data, we will be able to construct a more holistic picture of student engagement in FBISD to inform future planning and campus/district level decision making.

Analysis of Evidence

Student responses are given a score value based on their responses, and a composite score was calculated for each of the three dimensions of student engagement: Cognitive, Behavioral, and Emotional Engagement. The responses are compared across grade levels, student groups, and campuses to identify trends and patterns within the district.

Specific question items in the survey instrument help us to answer questions based on self-reported evidence such as:

- How do students feel about being in FBISD schools?
- What types of activities are students doing that interest/engage them?
- What types of learner skills do students feel like we focus on?
- What role does their school play in developing them as a learner?
- How often do they complete specific tasks in school and the community?
- How do students feel about learning?
- What motivates students to go to school?

This evidence can be used to identify trends and patterns to provide insight for data-driven decisions at multiple levels of the organization including:

District Level:

- Identify district-wide professional learning around instructional practices that engage students and promote growth
- Inform Comprehensive District Needs Assessment for the planning and development of District Improvement Plan (DIP) and identify metrics and milestones for instructional priorities
- Determine districtwide support needed for social-emotional learning
- Identify gaps in the engagement of different student groups to target district level support

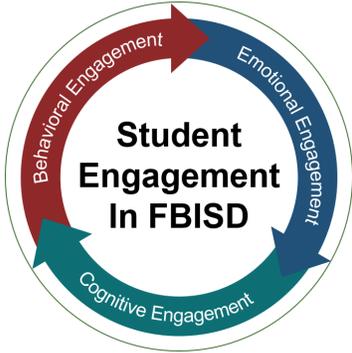
Campus Level:

- Inform Comprehensive Needs Assessment (CNA) to drive development of Campus Improvement Plan (CIP)
- Identify and develop campus specific professional learning needs around student engagement (instruction, social-emotional)
- Determine gaps in engagement in student groups, target campus level interventions/support,
- Use evidence to explore community partnerships to expand student engagement

Future Implications

The evidence collected on elementary student engagement through the combination of the survey instruments, trends over time, Learning Walks, and open-end responses will provide a more comprehensive window into what student engagement currently looks like in FBISD. This evidence can be used not only to monitor future student engagement levels but can be used to target supports for specific groups or campuses to help them reach their goals. Additionally, with this process expanded to collect student engagement evidence from elementary students over multiple years, we will now have a more complete picture of student engagement across all campus levels. Student responses will also be triangulated with parent and staff responses to the culture and climate survey to examine districtwide trends across stakeholder groups.

Overview of Survey Results



Student engagement is defined as meaningful student involvement throughout the learning environment. It can be understood by analyzing the degree to which students interact within the school community, with adults, peers, the curriculum, and within instruction or the learner experience.

Students Survey Participation

- 16,941** Total Elementary Students in FBISD
- 11,207** Elementary Students Participated in Survey
- 88%** Percent of Eligible Students Participated

Student Demographics shown below represents the 11,207 students who participated in the survey.

Asian	32.2%	White	16.1%
AA	22.8%	Nat. Am	0.4%
Hisp	23.9%	HI/Pac Isl.	0.2%

SPED	GT	EL	Eco Dis
12.7%	10.1%	24.8%	44.3%



Behavioral Engagement

Student participation in activities



Emotional Engagement

Student interactions with adults and peers



Cognitive Engagement

The degree students are invested in and own their learning



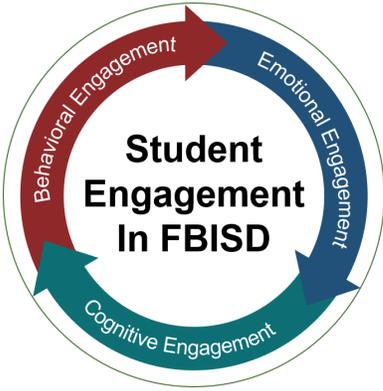
Student engagement is measured in the student survey results through three dimensions and six factors. These results will be reported in each section that corresponds to each dimension: Behavioral, Emotional, and Cognitive Engagement. In addition to these pieces, we will also share connections to the Learning Walk process and other student interests from information in the survey that was not connected to these dimensions directly.

Student Engagment Score Scale			
Very Low	Low	Mod	High
1.0 - 1.75	1.76 - 2.50	2.51 - 3.25	3.26 - 4.0

↑ 3.7%

Throughout the overview pages, you will see this icon with an up or down arrow next to individual items, this corresponds to the percent change compared to the 2023 results.

The Student Engagement Score Scale shown above will be helpful as you review items in each of the sections of this report. Average comparisons in this portion of the report were comparing 3rd, 4th, and 5th grade student response averages.



Behavioral Engagement focuses on how students engage in the life of school including the ways students participate in activities that allow them to interact with the school community and outside of instructional time such as social, co-curricular, and extra curricular activities.

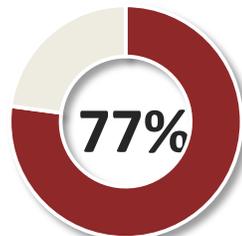
In FBISD, this looks like...

- Compliance, Participation in School/District Activities
- Extracurricular, Community, or Volunteer Work
- Attendance
- Grades

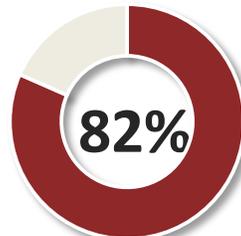
Student Engagement Score Scale			
Very Low 1.0 - 1.75	Low 1.76 - 2.50	Mod 2.51 - 3.25	High 3.26 - 4.0

Preparation for Learning

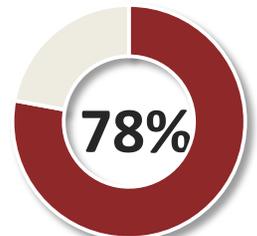
How often students were **never or once in a while** unprepared for various activities associated with learning like having supplies, homework, or reading which shows how prepared student feel for learning.



Without what you need to do classwork.
↓1.0%



Without reading materials.
↑0.0%



Without your homework done.
↓0.8%

Investment of Time Outside of School

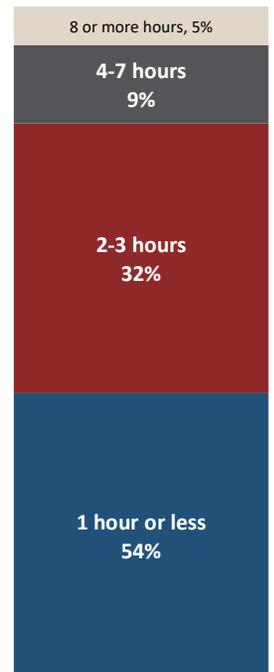
Students described how long outside of the school day that participated in various activities such as finishing homework, studying and participating in clubs or school activities during the course of one school week.



FINISHING HOMEWORK.



STUDYING FOR TESTS AND QUIZZES.



PARTICIPATING IN CLUBS OR OTHER SCHOOL ACTIVITIES.

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Behavioral Engagement: Individual Item Breakdown

Behavioral Engagement

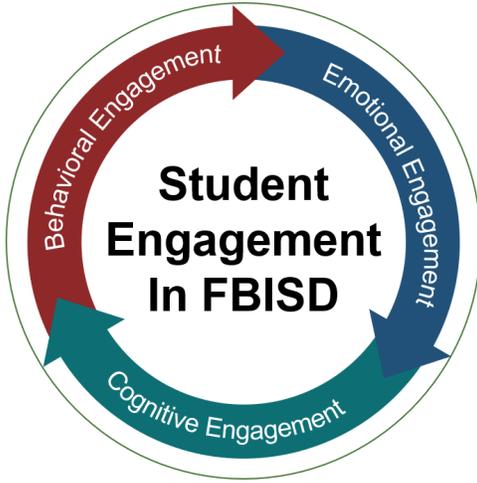
Item wording or description			Frequency Distributions								Statistical Comparison of Mean Composite Scores				
			District		3rd Grade		4th Grade		5th Grade		District	Change from 2022	3rd	4th	5th
			Count	%	Count	%	Count	%	Count	%	Mean		Mean	Mean	Mean
How often do you come to class and find yourself:															
Without what you need to do classwork.	1	Usually	782	7%	349	10%	260	7%	173	4%	3.17	↓0.8%	3.09	3.17	3.23
	1.75	Often	744	7%	277	8%	231	6%	236	6%					
	2.5	About half the time	1,018	9%	355	10%	347	9%	316	8%					
	3.25	Once in a while	4,933	44%	1,339	38%	1,646	44%	1,948	50%					
	4	Never	3,643	33%	1,217	34%	1,216	33%	1,210	31%					
	Total		11,120		3,537		3,700		3,883						
Without reading materials.	1	Usually	582	5%	244	7%	192	5%	146	4%	3.39	↓0.4%	3.33	3.41	3.43
	1.75	Often	609	5%	232	7%	195	5%	182	5%					
	2.5	About half the time	852	8%	293	8%	271	7%	288	7%					
	3.25	Once in a while	3,153	28%	891	25%	1,000	27%	1,262	33%					
	4	Never	5,897	53%	1,867	53%	2,030	55%	2,000	52%					
	Total		11,093		3,527		3,688		3,878						
Without your homework done.	1	Usually	689	6%	216	6%	230	6%	243	6%	3.27	↓0.4%	3.27	3.28	3.25
	1.75	Often	706	6%	221	6%	241	7%	244	6%					
	2.5	About half the time	1,048	9%	358	10%	338	9%	352	9%					
	3.25	Once in a while	3,856	35%	1,181	34%	1,237	34%	1,438	37%					
	4	Never	4,752	43%	1,534	44%	1,633	44%	1,585	41%					
	Total		11,051		3,510		3,679		3,862						

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Behavioral Engagement: Individual Item Breakdown

Behavioral Engagement

			Frequency Distributions								Statistical Comparison of Mean Composite Scores				
			District		3rd Grade		4th Grade		5th Grade		District		3rd	4th	5th
<i>Item wording or description</i>	<i>Values</i>	<i>Response Options</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Mean</i>	<i>Change from 2022</i>	<i>Mean</i>	<i>Mean</i>	<i>Mean</i>
How much time do you spend OUTSIDE of school:															
Finishing homework.	1	1 hour or less	8,212	74%	2,695	76%	2,815	76%	2,702	69%	1.36	↓0.6%	1.34	1.34	1.40
	2	2-3 hours	2,093	19%	571	16%	611	17%	911	23%					
	3	4-7 hours	539	5%	163	5%	177	5%	199	5%					
	4	8 or more hours	279	3%	105	3%	96	3%	78	2%					
	Total		11,123		3,534		3,699		3,890						
Studying for tests and quizzes.	1	1 hour or less	5,806	52%	1,765	50%	1,940	53%	2,101	54%	1.63	↓0.5%	1.69	1.62	1.59
	2	2-3 hours	3,999	36%	1,292	37%	1,329	36%	1,378	36%					
	3	4-7 hours	864	8%	281	8%	275	7%	308	8%					
	4	8 or more hours	420	4%	187	5%	141	4%	92	2%					
	Total		11,089		3,525		3,685		3,879						
Participating in clubs or other school activities.	1	1 hour or less	5,961	54%	1,877	54%	2,017	55%	2,067	54%	1.65	↑1.8%	1.67	1.63	1.64
	2	2-3 hours	3,544	32%	1,101	31%	1,147	31%	1,296	34%					
	3	4-7 hours	1,031	9%	348	10%	352	10%	331	9%					
	4	8 or more hours	508	5%	179	5%	161	4%	168	4%					
	Total		11,044		3,505		3,677		3,862						



Emotional Engagement emphasizes how a student's engagement in school impacts their feelings about their current school situation, the attitudes they have towards the people they interact with, their feelings about school structures, and affective reactions.

In FBIISD, this looks like...

- Engagement within the Learner Experience
- Profile of a Graduate Attributes
- Communication & Collaboration
- Accessing Resources

↓0.3%

Overall Emotional Engagement
3.29

Student Engagement Score Scale			
Very Low	Low	Mod	High
1.0 - 1.75	1.76 - 2.50	2.51 - 3.25	3.26 - 4.0

↓1.4%

Teacher Student Relationships
3.25

↑1.1%

Peer Support of Learning
3.17

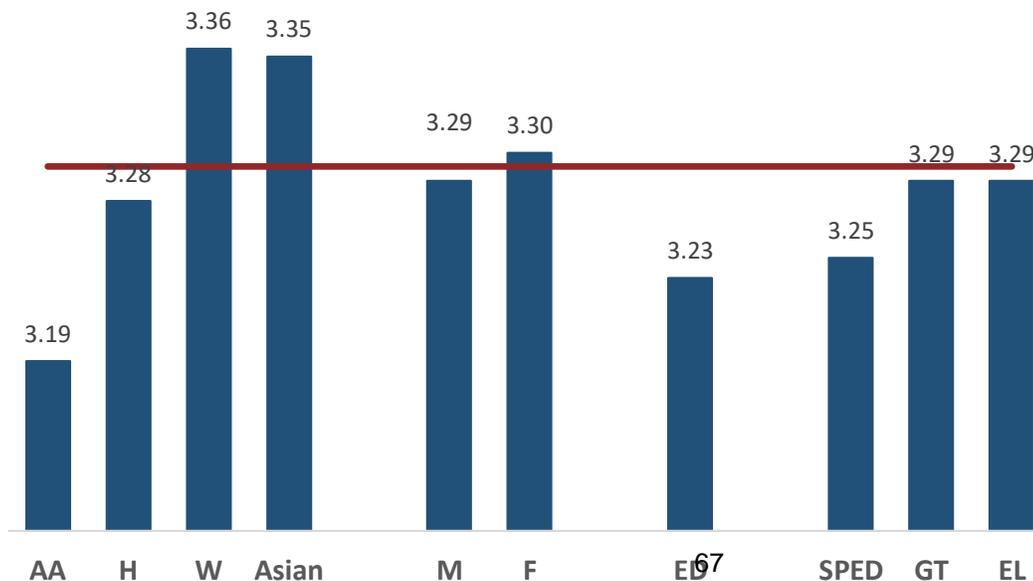
↑0.2%

Family Support of Learning
3.58

↓0.1%

Dissatisfaction
3.06

Emotional Engagement by Student Groups



Change in Mean from 2022	
AA	↓1.2%
Hispanic	↑0.3%
White	↑0.3%
Asian	↓0.3%
Male	↓0.1%
Female	↓0.4%
ED	↓0.4%
SPED	↑0.1%
GT	↓2.2%
EL	↑0.3%

* Red line represents the overall average score

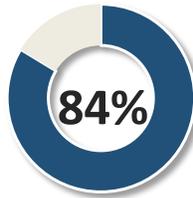
Teacher-Student Relationships

Questions in this dimension factor explore different elements of teacher-student relationships like how students are treated, support, perceptions of fairness and safety. These questions have similarities with the Emotional Engagement with School, and Positive Relationships with Adults category in the Secondary Student Engagement Survey.

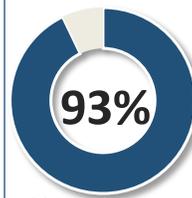
Questions in the blue box are further broken down to look at the percentage of students who specifically responded that they “strongly agree” with the question statement by grade level.

Treatment of Students

The degree to which students agreed or strongly agreed that the teachers and adults value and care about students.



Adults at my school listen to the students.
↓0.2%

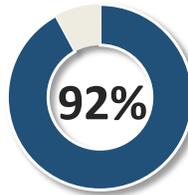


My teachers are honest with me.
↓0.8%

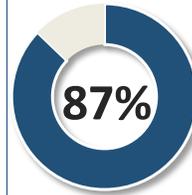
% of Students who Strongly Agree		
3rd	4th	5th
65%	56%	47%

Support from Teachers

The degree to which students agreed or strongly agreed that they feel teachers and other adults support the needs of students.



My teachers are there for me when I need them.
↓1.5%

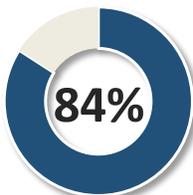


Most teachers care about me as a person, not just as a student.
↓0.8%

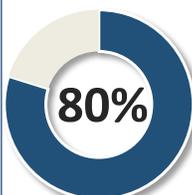
% of Students who Strongly Agree		
3rd	4th	5th
49%	43%	38%

Perceptions of Fairness and Safety

The degree to which students agreed or strongly agreed that they feel that teachers and adults at school treat students fairly and help them to feel safe at school.

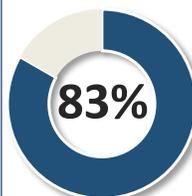


Adults at my school are fair towards students most of the time.
↓1.1%



The rules at my school are fair.
↓1.5%

% of Students who Strongly Agree		
3rd	4th	5th
45%	33%	22%



I feel safe at school.
↓3.1%

% of Students who Strongly Agree		
3rd	4th	5th
49%	41%	33%

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Emotional Engagement: Individual Item Breakdown

Teacher-Student Relationships

Item wording or description			Frequency Distributions								Statistical Comparison of Mean Composite Scores				
			District		3rd Grade		4th Grade		5th Grade		District	Change from 2022	3rd	4th	5th
			Count	%	Count	%	Count	%	Count	%	Mean		Mean	Mean	Mean
How much do you agree or disagree with the following statements															
My teachers are there for me when I need them	1	Strongly Disagree	229	2%	64	2%	76	2%	89	2%	3.37	↓1.0%	3.47	3.36	3.28
	2	Disagree	649	6%	130	4%	221	6%	298	8%					
	3	Agree	5,042	45%	1,435	41%	1,685	46%	1,922	49%					
	4	Strongly Agree	5,196	47%	1,910	54%	1,705	46%	1,581	41%					
	Total		11,116		3,539		3,687		3,890						
Adults at my school listen to the students	1	Strongly Disagree	593	5%	238	2%	171	2%	184	2%	3.14	↓0.3%	3.12	3.20	3.09
	2	Disagree	1,222	11%	398	4%	350	3%	474	4%					
	3	Agree	5,364	48%	1,609	14%	1,735	16%	2,020	18%					
	4	Strongly Agree	3,936	35%	1,300	12%	1,430	13%	1,206	11%					
	Total		11,115		3,545		3,686		3,884						
The rules at my school are fair	1	Strongly Disagree	688	6%	174	5%	224	6%	290	7%	3.07	↓1.6%	3.25	3.07	2.89
	2	Disagree	1,550	14%	362	10%	476	13%	712	18%					
	3	Agree	5,198	47%	1,411	40%	1,775	48%	2,012	52%					
	4	Strongly Agree	3,651	33%	1,582	45%	1,199	33%	870	22%					
	Total		11,087		3,529		3,674		3,884						
Most teachers care about me as a person, not just as a student	1	Strongly Disagree	381	3%	137	4%	110	3%	134	3%	3.27	↑0.3%	3.33	3.28	3.21
	2	Disagree	1,049	9%	293	8%	339	9%	417	11%					
	3	Agree	4,903	44%	1,398	39%	1,653	45%	1,852	48%					
	4	Strongly Agree	4,811	43%	1,725	49%	1,596	43%	1,490	38%					
	Total		11,144		3,553		3,698		3,893						

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Emotional Engagement: Individual Item Breakdown

Teacher-Student Relationships

Item wording or description			Frequency Distributions								Statistical Comparison of Mean Composite Scores				
			District		3rd Grade		4th Grade		5th Grade		District	3rd	4th	5th	
			Count	%	Count	%	Count	%	Count	%	Mean	Change from 2022	Mean	Mean	Mean
How much do you agree or disagree with the following statements															
My teachers are honest with me	1	Strongly Disagree	236	2%	80	2%	64	2%	92	2%	3.46	↓0.5%	3.56	3.47	3.36
	2	Disagree	554	5%	136	4%	181	5%	237	6%					
	3	Agree	4,128	37%	1,022	29%	1,377	38%	1,729	45%					
	4	Strongly Agree	6,148	56%	2,280	65%	2,046	56%	1,822	47%					
	Total		11,066		3,518		3,668		3,880						
Adults at my school are fair towards students most of the time	1	Strongly Disagree	530	5%	165	5%	152	4%	213	5%	3.11	↓0.4%	3.20	3.13	3.01
	2	Disagree	1,237	11%	300	8%	405	11%	532	14%					
	3	Agree	5,833	52%	1,744	49%	1,937	52%	2,152	55%					
	4	Strongly Agree	3,516	32%	1,326	38%	1,198	32%	992	26%					
	Total		11,116		3,535		3,692		3,889						
I like talking to the teachers here	1	Strongly Disagree	387	3%	112	3%	120	3%	155	4%	3.18	↓6.1%	3.25	3.20	3.10
	2	Disagree	1,196	11%	323	9%	388	10%	485	12%					
	3	Agree	5,584	50%	1,690	48%	1,830	49%	2,064	53%					
	4	Strongly Agree	3,972	36%	1,417	40%	1,361	37%	1,194	31%					
	Total		11,139		3,542		3,699		3,898						
I feel safe at school	1	Strongly Disagree	648	6%	195	6%	220	6%	233	6%	3.18	↓1.9%	3.30	3.17	3.09
	2	Disagree	1,202	11%	298	8%	437	12%	467	12%					
	3	Agree	4,709	43%	1,306	37%	1,522	41%	1,881	49%					
	4	Strongly Agree	4,515	41%	1,733	49%	1,495	41%	1,287	33%					
	Total		11,074		3,532		3,674		3,868						

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Emotional Engagement: Individual Item Breakdown

Teacher-Student Relationships

Item wording or description			Frequency Distributions								Statistical Comparison of Mean Composite Scores				
			District		3rd Grade		4th Grade		5th Grade		District	3rd	4th	5th	
			Count	%	Count	%	Count	%	Count	%	Mean	Change from 2022	Mean	Mean	Mean
How much do you agree or disagree with the following statements															
Teachers at my school care about the students	1	Strongly Disagree	227	2%	57	2%	75	2%	95	2%	3.45	↓0.7%	3.58	3.46	3.34
	2	Disagree	508	5%	124	4%	160	4%	224	6%					
	3	Agree	4,370	39%	1,077	30%	1,440	39%	1,853	48%					
	4	Strongly Agree	6,016	54%	2,279	64%	2,018	55%	1,719	44%					
		Total	11,121		3,537		3,693		3,891						

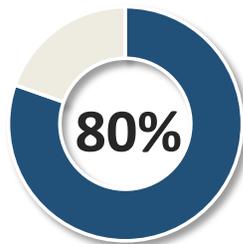
Peer Support of Learning

Questions in this dimension factor explore different elements of peer-to-peer relationships like how students treat, support, and interact with each other. These questions have similarities with the Positive Relationships with Other Students category in the Secondary Student Survey.

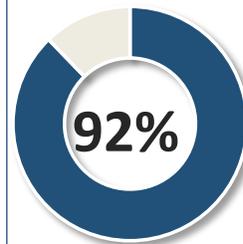
Questions in the blue box are further broken down to look at the percentage of students who specifically responded that they “**strongly agree**” with the question statement by grade level.

Peer Treatment

The degree to which students **agreed or strongly agreed** that they feel that other students value and care about them.



Other students here like me the way I am.
↓0.1%

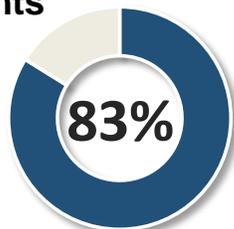


I enjoy talking to the students here.
↑4.5%

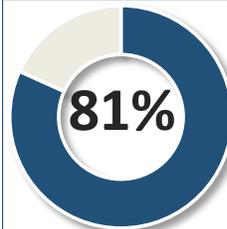
% of Students who Strongly Agree		
3rd	4th	5th
56%	56%	53%

Support from Students

The degree to which students **agreed or strongly agreed** that they feel their peers care and support them when needed.



Other students care about me.
↓0.6%

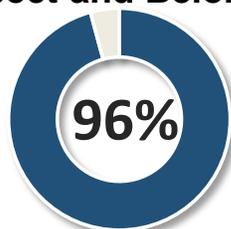


Students at my school are there for me when I need them.
↓0.8%

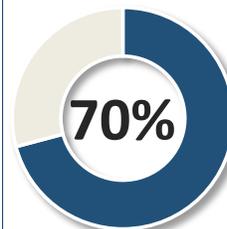
% of Students who Strongly Agree		
3rd	4th	5th
33%	30%	27%

Perceptions of Respect and Belonging

The degree to which students **agreed or strongly agreed** that they feel included in peer groups, respected by their peers, or connected to their peers.



I have friends at school.
↓0.2%



Students here respect what I have to say.
↓0.4%

% of Students who Strongly Agree		
3rd	4th	5th
23%	20%	16%

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Emotional Engagement: Individual Item Breakdown

Peer Support for Learning

Item wording or description			Frequency Distributions								Statistical Comparison of Mean Composite Scores				
			District		3rd Grade		4th Grade		5th Grade		District	Change from 2022	3rd	4th	5th
			Count	%	Count	%	Count	%	Count	%	Mean		Mean	Mean	Mean
How much do you agree or disagree with the following statements															
Other students here like me the way I am.	1	Strongly Disagree	673	6%	215	6%	243	7%	215	6%	3.02	↑0.0%	3.06	3.02	2.99
	2	Disagree	1,517	14%	488	14%	488	13%	541	14%					
	3	Agree	5,804	52%	1,722	49%	1,904	52%	2,178	56%					
	4	Strongly Agree	3,117	28%	1,115	31%	1,051	29%	951	24%					
	Total		11,111		3,540		3,686		3,885						
Other students care about me.	1	Strongly Disagree	521	5%	159	4%	176	5%	186	5%	3.05	↓0.1%	3.08	3.04	3.02
	2	Disagree	1,347	12%	429	12%	436	12%	482	12%					
	3	Agree	6,351	57%	1,916	54%	2,138	58%	2,297	59%					
	4	Strongly Agree	2,924	26%	1,042	29%	952	26%	930	24%					
	Total		11,143		3,546		3,702		3,895						
Students at my school are there for me when I need them.	1	Strongly Disagree	499	4%	156	4%	163	4%	180	5%	3.06	↓0.1%	3.10	3.06	3.02
	2	Disagree	1,626	15%	496	14%	529	14%	601	15%					
	3	Agree	5,727	51%	1,734	49%	1,915	52%	2,078	53%					
	4	Strongly Agree	3,293	30%	1,159	33%	1,039	30%	1,039	27%					
	Total		11,145		3,545		3,702		3,898						
Students here respect what I have to say.	1	Strongly Disagree	954	9%	295	8%	323	9%	336	9%	2.81	↑0.2%	2.88	2.82	2.75
	2	Disagree	2,329	21%	656	19%	762	21%	911	23%					
	3	Agree	5,656	51%	1,767	50%	1,869	51%	2,020	52%					
	4	Strongly Agree	2,169	20%	817	23%	736	20%	616	16%					
	Total		11,108		3,535		3,690		3,883						

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Emotional Engagement: Individual Item Breakdown

Peer Support for Learning

Item wording or description			Frequency Distributions									Statistical Comparison of Mean Composite Scores				
			District		3rd Grade		4th Grade		5th Grade		District	3rd	4th	5th		
			Count	%	Count	%	Count	%	Count	%	Mean	Change from 2022	Mean	Mean	Mean	
How much do you agree or disagree with the following statements																
I enjoy talking to the students here.	1	Strongly Disagree	283	3%	85	2%	92	2%	106	3%	3.45	↑6.1%	3.47	3.45	3.42	
	2	Disagree	580	5%	158	4%	201	5%	221	6%						
	3	Agree	4,161	37%	1,308	37%	1,350	36%	1,503	39%						
	4	Strongly Agree	6,120	55%	1,992	56%	2,057	56%	2,071	53%						
	Total		11,144		3,543		3,700		3,901							
I have friends at school.	1	Strongly Disagree	179	2%	58	2%	56	2%	65	2%	3.64	↑0.7%	3.68	3.64	3.61	
	2	Disagree	314	3%	93	3%	104	3%	117	3%						
	3	Agree	2,784	25%	766	22%	940	25%	1,078	28%						
	4	Strongly Agree	7,842	71%	2,613	74%	2,598	70%	2,631	68%						
	Total		11,119		3,530		3,698		3,891							

Family Support of Learning

Questions in this dimension factor explore the degree in which students feel supported at home from their parent(s) and/or guardian(s) about school issues and events.

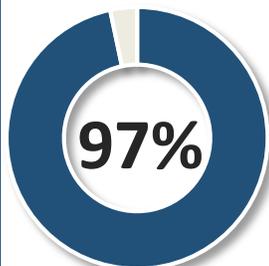
Questions in the table further break down individual questions to look at the percentage of students who specifically responded that they **“strongly agree”** or **“agree”** with the question statement.

Family Support of Learning

The degree to which students **agreed** or **strongly agreed** that they feel that their family supports them in their education.

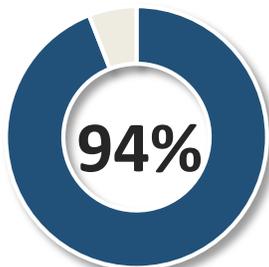


When I have problems at school, my family/guardian(s) are ready to help me.
↓0.0%

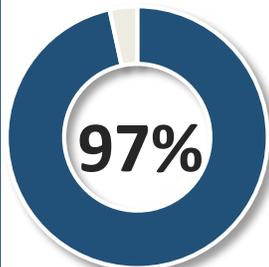


My family/guardian(s) are there for me when I need them.
↓0.1%

Agree	Strongly Agree
29%	67%



My family/guardian(s) want to know when something good happens at school.
↓0.3%



My family/guardian(s) want me to keep trying when things are tough at school.
↓0.2%

Agree	Strongly Agree
27%	70%

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Emotional Engagement: Individual Item Breakdown

Family Support for Learning

Item wording or description			Frequency Distributions								Statistical Comparison of Mean Composite Scores				
			District		3rd Grade		4th Grade		5th Grade		District	Change from 2022	3rd	4th	5th
			Count	%	Count	%	Count	%	Count	%	Mean		Mean	Mean	Mean
How much do you agree or disagree with the following statements															
My family/guardian(s) are there for me when I need them.	1	Strongly Disagree	91	1%	37	1%	25	1%	29	1%	3.63	↑0.3%	3.62	3.63	3.64
	2	Disagree	279	2%	99	3%	84	2%	96	2%					
	3	Agree	3,279	29%	1,049	29%	1,110	30%	1,120	29%					
	4	Strongly Agree	7,520	67%	2,371	67%	2,486	67%	2,663	68%					
	Total		11,169		3,556		3,705		3,908						
My family/guardian(s) want to know when something good happens at school.	1	Strongly Disagree	168	2%	64	2%	47	1%	57	1%	3.53	↑0.3%	3.55	3.53	3.50
	2	Disagree	492	4%	138	4%	156	4%	198	5%					
	3	Agree	3,771	34%	1,120	32%	1,267	34%	1,384	36%					
	4	Strongly Agree	6,716	60%	2,230	63%	2,227	60%	2,259	58%					
	Total		11,147		3,552		3,697		3,898						
When I have problems at school, my family/guardian(s) are ready to help me.	1	Strongly Disagree	237	2%	83	2%	69	2%	85	2%	3.52	↑0.5%	3.51	3.53	3.51
	2	Disagree	559	5%	192	5%	186	5%	181	5%					
	3	Agree	3,563	32%	1,114	31%	1,154	31%	1,295	33%					
	4	Strongly Agree	6,769	61%	2,149	61%	2,282	62%	2,338	60%					
	Total		11,128		3,538		3,691		3,899						
My family/guardian(s) want me to keep trying when things are tough at school.	1	Strongly Disagree	105	1%	38	1%	39	1%	28	1%	3.65	↓0.3%	3.67	3.64	3.64
	2	Disagree	276	2%	91	3%	86	2%	99	3%					
	3	Agree	3,008	27%	872	25%	1,027	28%	1,109	28%					
	4	Strongly Agree	7,768	70%	2,553	72%	2,554	69%	2,661	68%					
	Total		11,157		3,554		3,706		3,897						

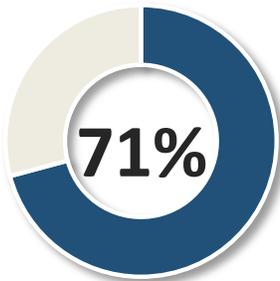
Disaffection

Questions in this dimension factor explore the degree in which students feel disconnected from the learning and feelings of success. These questions are framed in the negative and are scored using reversed values.

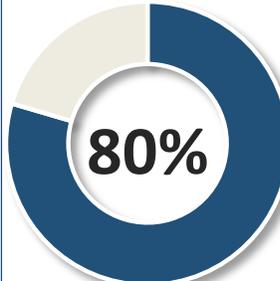
Questions in the blue box are further broken down to look at the percentage of students who specifically responded that they **“STRONGLY DISAGREE”** with the question statement by grade level.

Disaffection

The degree to which students **DISAGREED OR STRONGLY DISAGREED** that they feel unprepared or unskilled in their education. These questions are framed in the negative so for example 71% of **student DISAGREED OR STRONGLY DISAGREED** that they don't understand the grades they get means that 71% of students **DO** understand the grades they receive.



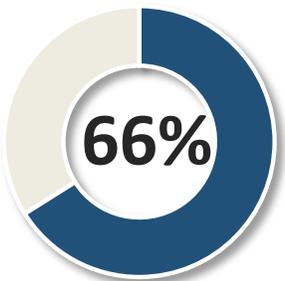
I don't understand why I get the grades I do.
↑0.1%



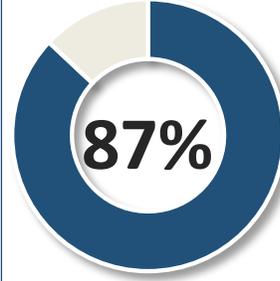
If I don't do well in school it's because I'm not smart.
↓1.0%

% of Students who Strongly DISAGREE

3rd	4th	5th
47%	41%	33%



I feel nervous when I'm at school.
↑0.5%



I don't pay attention during class.
↑0.1%

% of Students who Strongly DISAGREE

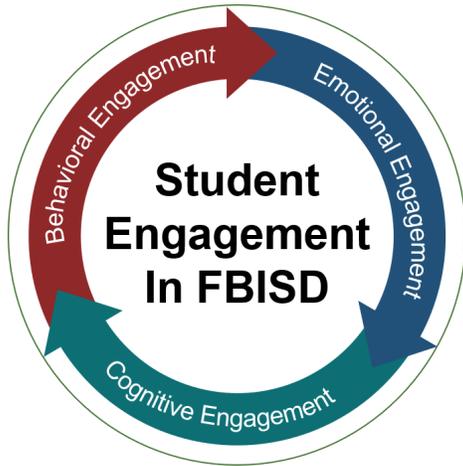
3rd	4th	5th
51%	48%	42%

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Emotional Engagement: Individual Item Breakdown

Disaffection

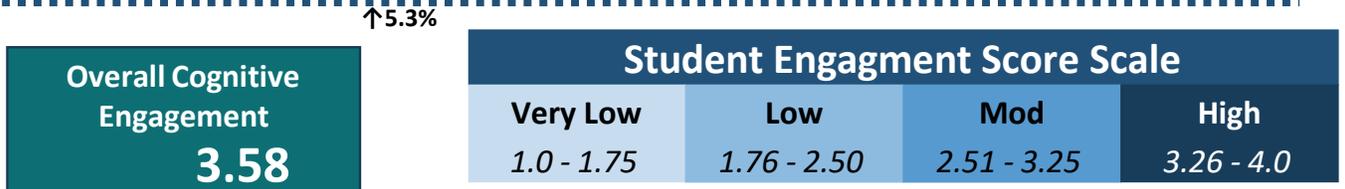
Item wording or description			Frequency Distributions								Statistical Comparison of Mean Composite Scores				
			District		3rd Grade		4th Grade		5th Grade		District		3rd	4th	5th
			Count	%	Count	%	Count	%	Count	%	Mean	Change from 2022	Mean	Mean	Mean
How much do you agree or disagree with the following statements															
If I don't do well in school it's because I'm not smart.	4	Strongly Disagree	4,473	40%	1,663	47%	1,509	41%	1,301	33%	3.14	↓0.8%	3.23	3.16	3.03
	3	Disagree	4,399	39%	1,253	35%	1,475	40%	1,671	43%					
	2	Agree	1,606	14%	423	12%	521	14%	662	17%					
	1	Strongly Agree	677	6%	210	6%	199	5%	268	7%					
	Total		11,155		3,549		3,704		3,902						
I don't pay attention during class.	4	Strongly Disagree	5,227	47%	1,803	51%	1,775	48%	1,649	42%	3.31	↑0.1%	3.33	3.33	3.27
	3	Disagree	4,448	40%	1,233	35%	1,454	39%	1,761	45%					
	2	Agree	1,131	10%	381	11%	361	10%	389	10%					
	1	Strongly Agree	318	3%	119	3%	103	3%	96	2%					
	Total		11,124		3,536		3,693		3,895						
I feel nervous when I'm at school.	4	Strongly Disagree	3,385	30%	1,185	34%	1,130	31%	1,070	27%	2.84	↑0.5%	2.89	2.84	2.80
	3	Disagree	3,964	36%	1,197	34%	1,308	35%	1,459	37%					
	2	Agree	2,428	22%	742	21%	795	22%	891	23%					
	1	Strongly Agree	1,346	12%	412	12%	461	12%	473	12%					
	Total		11,123		3,536		3,694		3,893						
I don't understand why I get the grades I do.	4	Strongly Disagree	3,957	36%	1,289	36%	1,323	35%	1,345	35%	2.95	↑0.1%	2.91	2.97	2.97
	3	Disagree	3,922	35%	1,102	31%	1,340	38%	1,480	38%					
	2	Agree	1,982	18%	691	20%	608	18%	683	18%					
	1	Strongly Agree	1,263	11%	457	13%	419	10%	387	10%					
	Total		11,124		3,539		3,690		3,895						



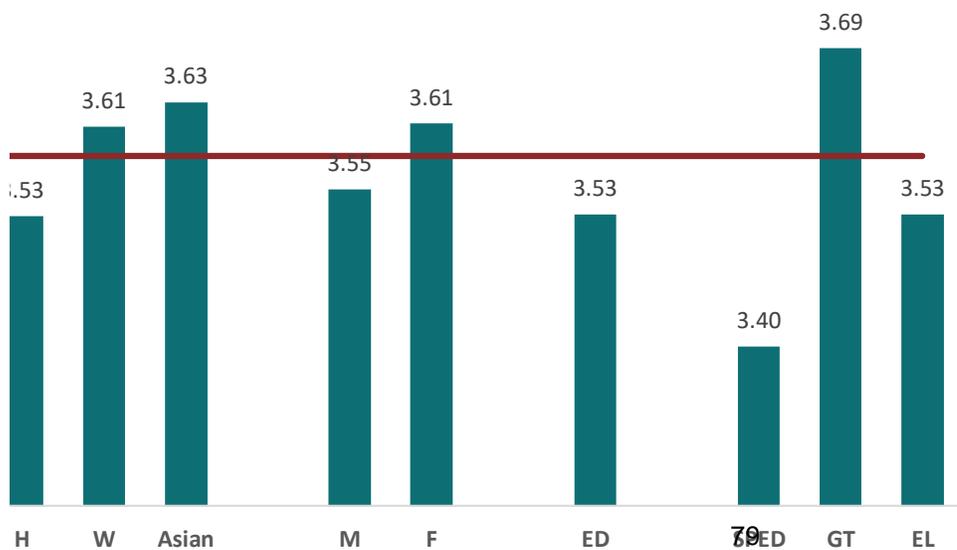
Cognitive Engagement places the emphasis on the engagement of the mind in school. This could include how much time, effort, or investment students put into learning, what types of strategies students enjoy engaging in, the types of and ways they do their work, and how their levels of engagement connect to instructional time.

In FBISD, this looks like...

- Student Ownership of Learning
- Feedback Cycles
- Progress Monitoring
- Goal Setting



Cognitive Engagement by Student Groups



Change in Mean from 2022	
AA	↑ 5.0%
Hispanic	↑ 7.2%
White	↑ 4.9%
Asian	↑ 4.9%
Male	↑ 4.5%
Female	↑ 6.4%
ED	↑ 6.2%
SPED	↑ 5.7%
GT	↑ 4.4%
EL	↑ 6.6%

Future Goals and Aspirations

Questions in this dimension factor explore the degree in which students feel that their education will help them move through education and into life.

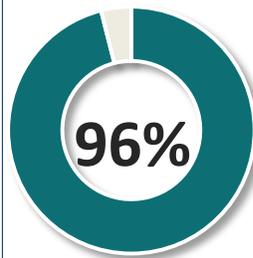
Questions in the blue box are further broken down to look at the percentage of students who specifically responded that they “strongly agree” with the question statement by grade level.

Post-High School Plans

The degree to which students **agreed or strongly agreed** that they feel that continuing education after high school is important



I plan to go to college after I graduate from high school.
↑0.1%



Continuing to learn after high school is important.
↓0.7%

% of Students who Strongly Agree		
3rd	4th	5th
71%	68%	66%

Future Goals

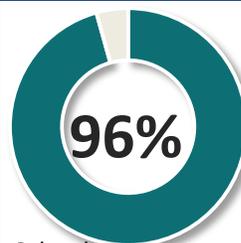
The degree to which students **agree or strongly agree** that they feel their education will help them to be successful in future goals.



My education will create many chances for me to reach my future goals.
↓0.6%



I am hopeful about my future.
↑0.2%



School is important for reaching my future goals.
↓0.9% ⁸⁰

% of Students who Strongly Agree		
3rd	4th	5th
69%	70%	72%

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Cognitive Engagement: Individual Item Breakdown

Future Goals and Aspirations

Item wording or description			Frequency Distributions								Statistical Comparison of Mean Composite Scores				
			District		3rd Grade		4th Grade		5th Grade		District	Change from 2022	3rd	4th	5th
			Count	%	Count	%	Count	%	Count	%	Mean		Mean	Mean	Mean
How much do you agree or disagree with the following statements															
My education will create many chances for me to reach my future goals.	1	Strongly Disagree	191	2%	75	2%	60	2%	56	1%	3.57	↓1.1%	3.59	3.57	3.55
	2	Disagree	465	4%	140	4%	155	4%	170	4%					
	3	Agree	3,295	30%	947	27%	1,090	30%	1,258	32%					
	4	Strongly Agree	7,185	65%	2,379	67%	2,389	65%	2,417	62%					
	Total		11,136		3,541		3,694		3,901						
Continuing to learn after high school is important.	1	Strongly Disagree	101	1%	42	1%	38	1%	21	1%	3.63	↓0.4%	3.66	3.62	3.62
	2	Disagree	340	3%	96	3%	116	3%	128	3%					
	3	Agree	3,087	28%	874	25%	1,045	28%	1,168	30%					
	4	Strongly Agree	7,607	68%	2,531	71%	2,494	68%	2,582	66%					
	Total		11,135		3,543		3,693		3,899						
I plan to go to college after I graduate from high school.	1	Strongly Disagree	203	2%	71	2%	76	2%	56	1%	3.63	↑0.2%	3.62	3.63	3.64
	2	Disagree	408	4%	127	4%	114	3%	167	4%					
	3	Agree	2,702	24%	893	25%	921	25%	888	23%					
	4	Strongly Agree	7,832	70%	2,455	69%	2,586	70%	2,791	72%					
	Total		11,145		3,546		3,697		3,902						
School is important for reaching my future goals.	1	Strongly Disagree	142	1%	52	1%	47	1%	43	1%	3.64	↓1.0%	3.67	3.65	3.61
	2	Disagree	340	3%	97	3%	107	3%	136	3%					
	3	Agree	2,861	26%	800	23%	944	26%	1,117	29%					
	4	Strongly Agree	7,765	70%	2,580	73%	2,592	70%	2,593	67%					
	Total		11,108		3,529		3,690		3,889						

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Cognitive Engagement: Individual Item Breakdown

Future Goals and Aspirations

Item wording or description			Frequency Distributions								Statistical Comparison of Mean Composite Scores				
			District		3rd Grade		4th Grade		5th Grade		District	Change from 2022	3rd	4th	5th
			Count	%	Count	%	Count	%	Count	%	Mean		Mean	Mean	Mean
How much do you agree or disagree with the following statements															
I am hopeful about my future.	1	Strongly Disagree	155	1%	54	2%	50	1%	51	1%	3.62	↑0.4%	3.63	3.64	3.59
	2	Disagree	371	3%	91	3%	116	3%	164	4%					
	3	Agree	3,027	27%	960	27%	969	26%	1,098	28%					
	4	Strongly Agree	7,587	68%	2,441	69%	2,569	69%	2,577	66%					
	Total		11,140		3,546		3,704		3,890						

Intrinsic Motivation

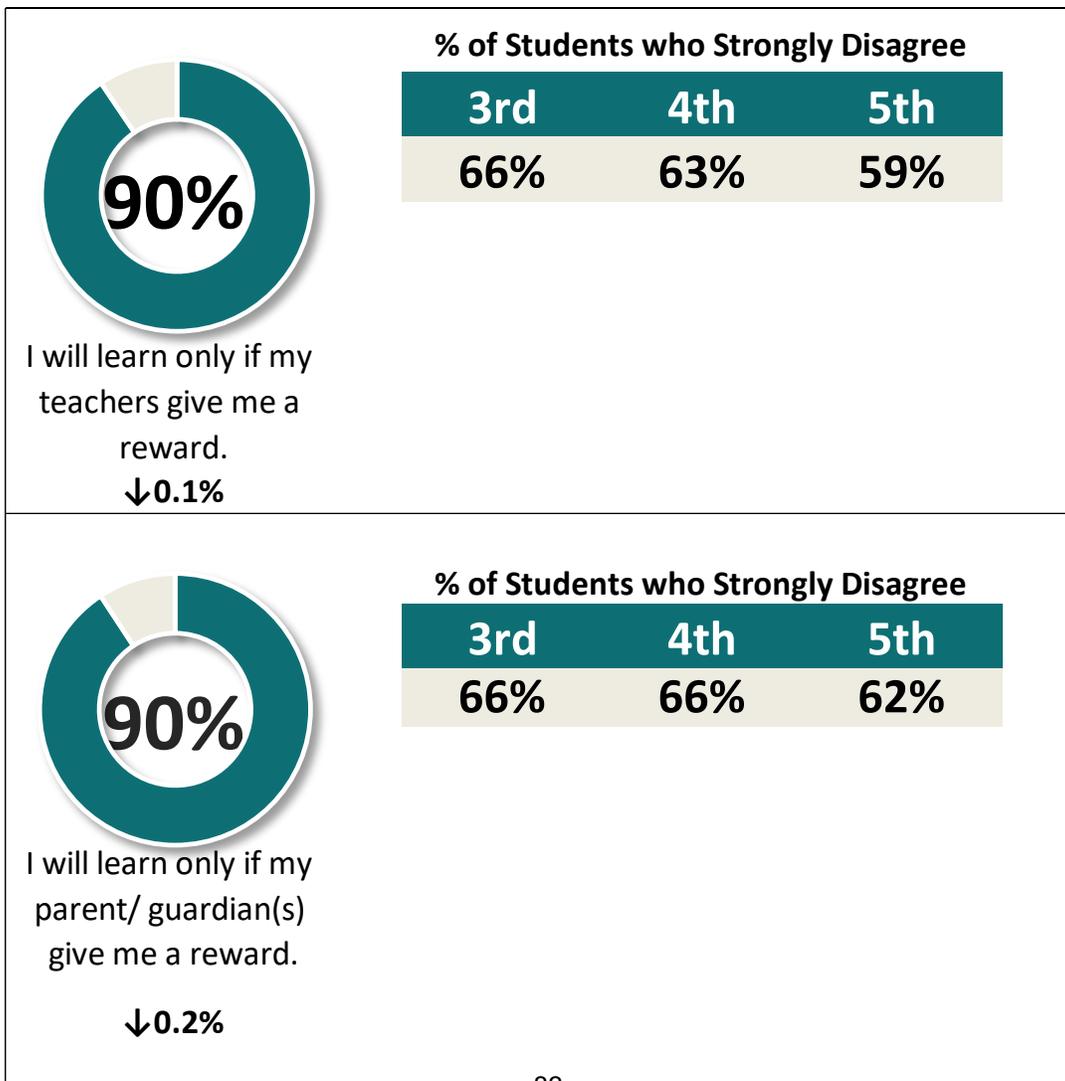
In this cognitive engagement factor, students were asked about the impact rewards have on their learning.

Questions in the blue box are further broken down to look at the percentage of students who specifically responded that they “**strongly DISAGREE**” with the question statement by grade level.



Impact of Rewards

The degree to which students **DISAGREED** or **STRONGLY DISAGREED** that rewards were needed from either parents or teachers for students to learn.



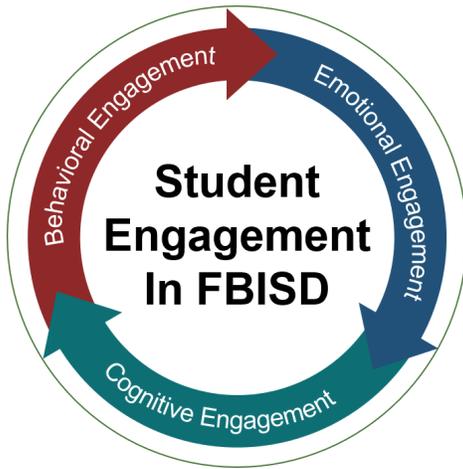
FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Cognitive Engagement: Individual Item Breakdown

Intrinsic Motivation

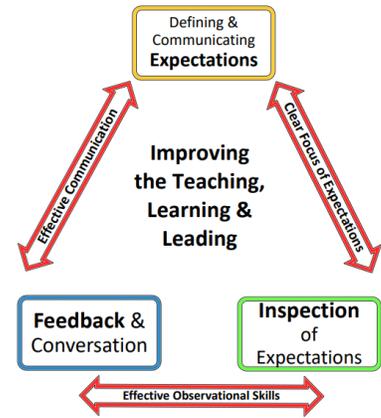
Item wording or description			Frequency Distributions									Statistical Comparison of Mean Composite Scores				
			District		3rd Grade		4th Grade		5th Grade		District	Change from 2022	3rd	4th	5th	
			Count	%	Count	%	Count	%	Count	%	Mean		Mean	Mean	Mean	
How much do you agree or disagree with the following statements																
I will learn only if my teachers give me a reward.	1	Strongly Agree	442	4%	182	5%	143	4%	117	3%	3.49	↑0.0%	3.49	3.50	3.48	
	2	Agree	622	6%	218	6%	197	5%	207	5%						
	3	Disagree	3,097	28%	804	23%	1,023	28%	1,270	33%						
	4	Strongly Disagree	6,964	63%	2,331	66%	2,333	63%	2,300	59%						
	Total		11,125		3,535		3,696		3,894							
I will learn only if my parent/guardian(s) give me a reward.	1	Strongly Agree	515	5%	223	6%	159	4%	133	3%	3.50	↓0.2%	3.47	3.53	3.50	
	2	Agree	545	5%	209	6%	159	4%	177	5%						
	3	Disagree	2,894	26%	784	22%	932	25%	1,178	30%						
	4	Strongly Disagree	7,186	65%	2,329	66%	2,451	66%	2,406	62%						
	Total		11,140		3,545		3,701		3,894							

Learning Walk Elements Overview



Learning Walk Teams exist as a collaborative structure to support student outcomes and teacher instructional practice through a shared responsibility and partnership with district and campus leaders. The Learning Walk process uses the Leading Improvement Framework as a way to ensure alignment between setting and inspecting expectations, and the ongoing feedback process.

Leading Improvement Framework

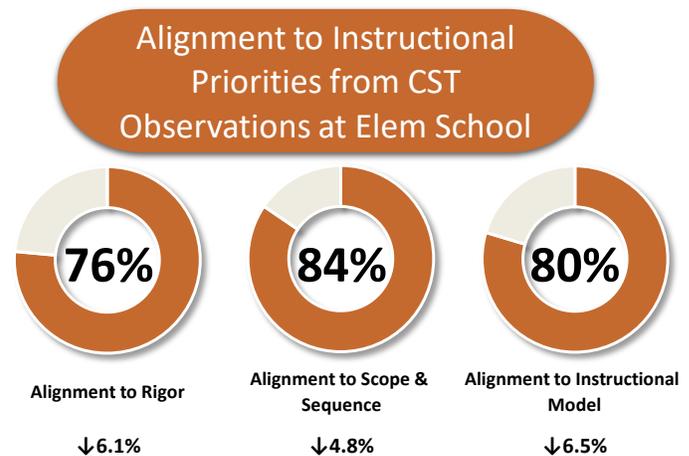


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Alignment to Instructional Priorities

Through the Learning Walk process, FBISD has been able to monitor the degree of alignment to instructional priorities. The three areas of focus from 2018-2023 were alignment to the rigor of standard, the alignment to the District's Scope and Sequence from the curriculum, and alignment to the instructional models for each content areas.

The diagram to the right illustrates the observed alignment of the current year for elementary campuses.

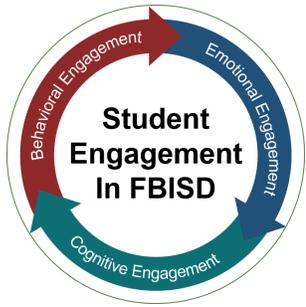


Learning Walk Instructional Alignment

Six elements from the instructional priorities have been included in Learning Walks and the observational evidence from each category is shown below. While engaging in a Learning Walk, team members observe a variety of classrooms for 10 minutes and notate overall instructional activities and those relating to the campus focus which are recorded through a survey tool. The student engagement survey item questions that correspond to each element are broken down on the next two pages.

- Access Resources
- Communication
- Collaboration
- Progress Monitoring
- Feedback
- Goal Setting

Learning Walk Elements: Student Engagement Survey

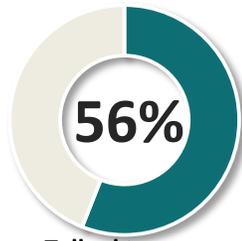


This process strives to cultivate a culture of collaborative inquiry as teams engage in learning walks and reflective conversations to make evidence-based leadership decisions as part of a cycle of continuous improvement. This process is used as a tool to measure alignment to instructional priorities

The green graphics represent student survey responses, the orange graphics represent Learning Walk responses from District staff members collected during the observational walks.

Communicate:

The degree to which students **sometimes or often** were able to engage in academic conversations in different contexts compared to the frequency observed in Learning Walks.



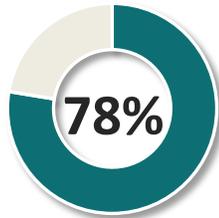
Talked to your teachers about what you are learning
↓2.7%



Talked to other students about what you are learning
↓3.2%

Access Resources:

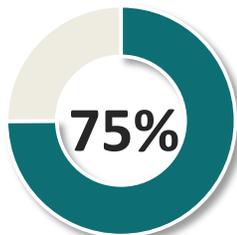
The degree to which students **sometimes or often** are able to access resources needed to engage in the learning compared to the frequency observed in Learning Walks.



Use things in class to help you learn more or connect to what you already learned
↓0.4%

Collaborate:

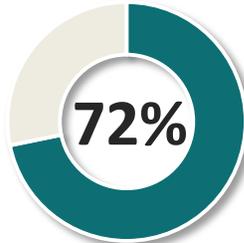
The degree to which students **sometimes or often** are able to work together with peers on a learning task compared to the frequency observed during Learning Walks.



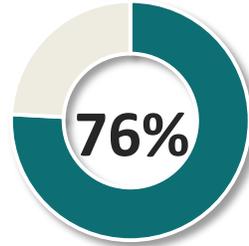
Worked together towards a common goal
↓1.8%

Feedback:

The degree to which students **sometimes or often** have engaged or that their campus emphasizes feedback opportunities with different school members compared to the frequency observed in Learning Walks.



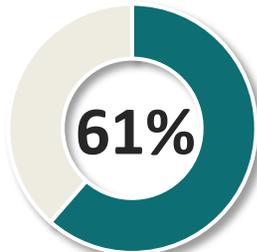
Got feedback from your peers on class work
↓2.3%



Used feedback to make changes to your work
↓0.9%

Progress Monitoring:

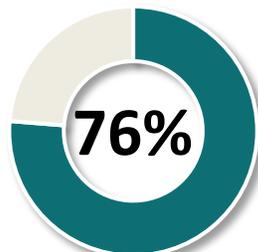
The degree to which students **sometimes or often** engage in activities that help student to track learning progress compared to what was observed during the Learning Walk process.



Use tools other than grades to monitor progress on learning
↓1.1%

Goal Setting:

The degree to which students **sometimes or often** engage in goal setting activities compared to the frequency observed in Learning Walks



Reflected on your own work
↓1.3%

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Campus Support Team: Individual Item Breakdown

Campus Support Team Connections

Item wording or description Values Response Options			Frequency Distributions								Statistical Comparison of Mean Composite Scores				
			District		3rd Grade		4th Grade		5th Grade		District	Change from 2022	3rd	4th	5th
			Count	%	Count	%	Count	%	Count	%	Mean		Mean	Mean	Mean
During the school year, how often have you done each of the following?															
Feedback															
Got feedback from your peers on class work	1	Never	832	7%	382	11%	245	7%	205	5%	2.89	↓1.9%	2.81	2.94	2.93
	2	Rarely	2,309	21%	741	21%	738	20%	830	21%					
	3	Sometimes	5,194	47%	1,577	45%	1,720	46%	1,897	49%					
	4	Often	2,801	25%	836	24%	999	27%	966	25%					
	Total		11,136		3,536		3,702		3,898						
Used feedback to make changes to your work	1	Never	846	8%	370	10%	249	7%	227	6%	3.07	↓0.7%	2.97	3.12	3.12
	2	Rarely	1,840	17%	629	18%	585	16%	626	16%					
	3	Sometimes	4,094	37%	1,279	36%	1,321	36%	1,494	38%					
	4	Often	4,340	39%	1,255	36%	1,537	42%	1,548	40%					
	Total		11,120		3,533		3,692		3,895						
Communication															
Talked to your teachers about what you are learning	1	Never	1,790	16%	576	16%	601	16%	613	16%	2.62	↓2.0%	2.64	2.61	2.61
	2	Rarely	3,097	28%	949	27%	1,022	28%	1,126	29%					
	3	Sometimes	3,743	34%	1,147	33%	1,271	34%	1,325	34%					
	4	Often	2,477	22%	850	24%	798	22%	829	21%					
	Total		11,107		3,522		3,692		3,893						
Talked to other students about what you are learning	1	Never	2,283	21%	839	24%	769	21%	675	17%	2.50	↓2.4%	2.43	2.47	2.60
	2	Rarely	3,098	28%	963	27%	1,077	29%	1,058	27%					
	3	Sometimes	3,611	32%	1,090	31%	1,203	32%	1,318	34%					
	4	Often	2,138	19%	642	18%	653	18%	843	22%					
	Total		11,130		3,534		3,702		3,894						

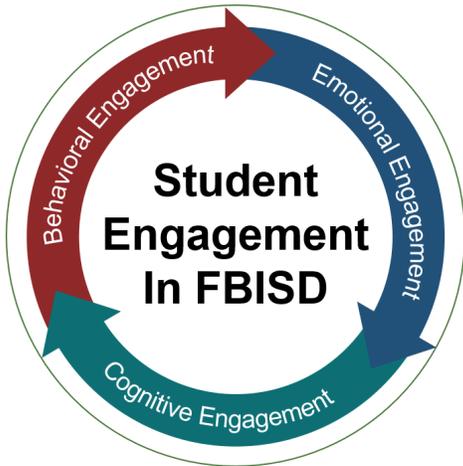
FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Campus Support Team: Individual Item Breakdown

Campus Support Team Connections

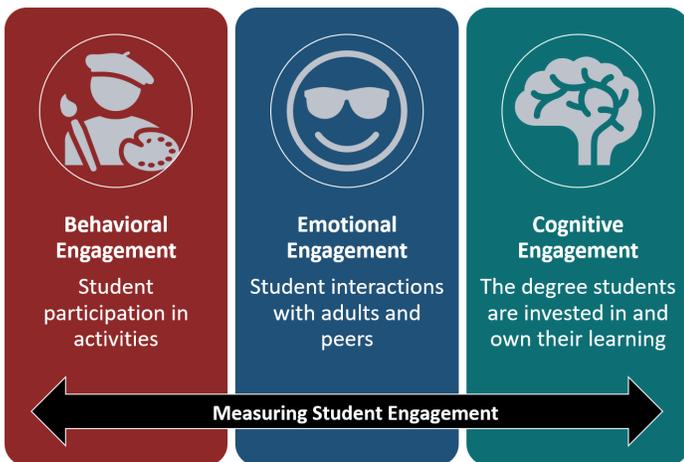
Item wording or description			Frequency Distributions								Statistical Comparison of Mean Composite Scores				
			District		3rd Grade		4th Grade		5th Grade		District	Change from 2022	3rd	4th	5th
			Count	%	Count	%	Count	%	Count	%	Mean		Mean	Mean	Mean
During the school year, how often have you done each of the following?															
Collaboration															
Worked together towards a common goal	1	Never	841	8%	336	10%	265	7%	240	6%	3.02	↓1.8%	2.94	3.04	3.07
	2	Rarely	1,946	18%	665	19%	655	18%	626	16%					
	3	Sometimes	4,456	40%	1,384	39%	1,430	39%	1,642	42%					
	4	Often	3,873	35%	1,140	32%	1,346	36%	1,387	36%					
		Total	11,116		3,525		3,696		3,895						
Access Resources															
Use things in class to help you learn more or connect to what you already learned	1	Never	599	5%	221	6%	192	5%	186	5%	3.12	↓0.3%	3.10	3.13	3.12
	2	Rarely	1,895	17%	620	18%	607	16%	668	17%					
	3	Sometimes	4,208	38%	1,261	36%	1,408	38%	1,539	40%					
	4	Often	4,421	40%	1,428	40%	1,490	40%	1,503	39%					
		Total	11,123		3,530		3,697		3,896						
Goal Setting															
Reflected on your own work	1	Never	727	7%	294	8%	221	6%	212	5%	3.08	↓0.9%	2.99	3.11	3.13
	2	Rarely	1,900	17%	669	19%	609	17%	622	16%					
	3	Sometimes	4,185	38%	1,299	37%	1,398	38%	1,488	38%					
	4	Often	4,261	38%	1,239	35%	1,458	40%	1,564	40%					
		Total	11,073		3,501		3,686		3,886						
Progress Monitoring															
Use tools other than grades to monitor progress on learning	1	Never	1,562	14%	562	16%	499	14%	501	13%	2.73	↓0.7%	2.69	2.75	2.74
	2	Rarely	2,695	24%	814	23%	889	24%	992	26%					
	3	Sometimes	4,002	36%	1,268	36%	1,326	36%	1,408	36%					
	4	Often	2,785	25%	857	24%	953	26%	975	25%					
		Total	11,044		3,501		3,667		3,876						

STUDENT GROUPS: Engagement Dimensions & Factors



Student engagement is defined as meaningful student involvement throughout the learning environment. It can be understood by analyzing the degree to which students interact within the school community, with adults, peers, the curriculum, and within instruction or the learner experience.

In this section of the report, we will explore what the responses looked like across student groups in FBISD in all the dimensions and factors. We will also review other survey items that were not part of the engagement dimension scoring, but that can provide further insights into how and what students think about learning in FBISD.



In this section you will find:

- Engagement Dimensions and Factors broken down by student groups to explore trends,
- Areas of Student Academic and Instructional Interests,
- Student Retention Information
- Health and Wellness Behaviors

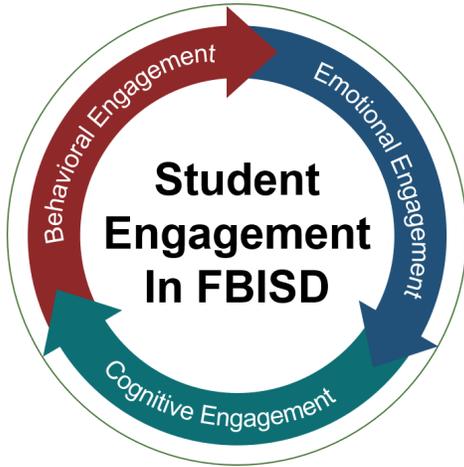
Student Engagement Score Scale			
Very Low	Low	Mod	High
1.0 - 1.75	1.76 - 2.50	2.51 - 3.25	3.26 - 4.0

The Student Engagement Score Scale above, and the significance key below will be helpful as you review items in the next section of this report. The student engagement scale gives you a perspective on the levels of engagement that students expressed within each dimension. In this section of the report, the student group average scores were compared to the **DISTRICT** averages with the significance key use to show statistical relationships. There is a difference between statistical significance and practical significant, but this data could help inform future explorations and information we collect from students.

▲	Student average score was significantly higher than the district average, with an effect size greater than 0.2
△	Student average score was significantly higher than the district average, with an effect size less than 0.2
--	No significant difference between the groups
▽	Student average score was significantly lower than the district average, with an effect size less than 0.2
▼	Student average score was significantly lower than the district average, with an effect size greater than 0.2

** Student group scores are compared to **district** mean. Refer to the About **this Report** section for key to triangle symbol*

Perceptions on Health and Wellness



Current challenges in education include those related to the social, emotional, and physical well-being of students. In addition to questions from the emotional and behavioral engagement categories, questions were added this year, to better understand student perceptions of healthy habits and how district and campus activities impact those perceptions.

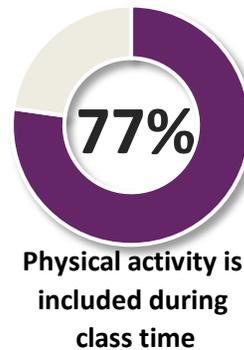
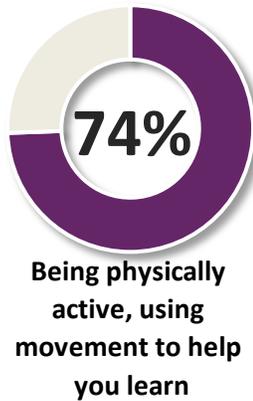
% of Students responding they "Sometimes" or "Often":



Physical Activity

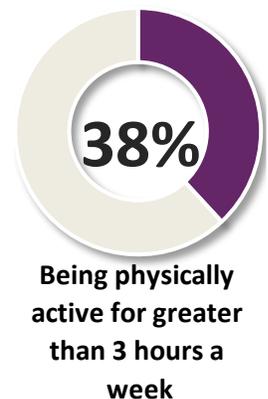
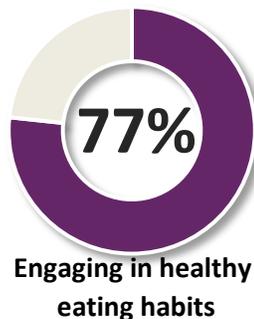
Students were asked to describe the degree to which their school emphasizes specific practices, their level of interest, and how long they engage in physical activity outside the school day.

% of Students responding their school emphasizes the following "Some" or "Very Much":



Healthy Habits

The degree to which students felt their campus put **some or very much** of an emphasis on some wellness practices, as well as the degree to which students agreed or strongly agreed that they get at least 20 minutes to eat lunch



FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Health and Wellness: Individual Item Breakdown

Health and Wellness Questions

to be healthy (exercise, eat right, brush teeth, sleep well, think positive thoughts).2

Item wording or description	Values	Response Options	District		3rd Grade		4th Grade		5th Grade	
			Count	%	Count	%	Count	%	Count	%
How much do you agree or disagree with the following statements?										
My school helps me understand how to be healthy (exercise, eat right, brush teeth, sleep well, think positive thoughts)	1	Strongly Disagree	401	4%	157	4%	106	3%	138	4%
	2	Disagree	1,132	10%	358	10%	363	10%	411	11%
	3	Agree	4,554	41%	1,323	37%	1,509	41%	1,722	44%
	4	Strongly Agree	5,071	45%	1,717	48%	1,726	47%	1,628	42%
	Total		11,158		3,555		3,704		3,899	
Physical activity is included during class time (brain breaks, movement activities)	1	Strongly Disagree	738	7%	161	5%	203	5%	374	10%
	2	Disagree	1,794	16%	440	12%	601	16%	753	19%
	3	Agree	4,966	45%	1,605	45%	1,687	46%	1,674	43%
	4	Strongly Agree	3,628	33%	1,333	38%	1,204	33%	1,091	28%
	Total		11,126		3,539		3,695		3,892	
My school allows me at least 20 minutes to eat lunch	1	Strongly Disagree	588	5%	229	6%	216	6%	143	4%
	2	Disagree	957	9%	357	10%	327	9%	273	7%
	3	Agree	3,606	32%	1,094	31%	1,190	32%	1,322	34%
	4	Strongly Agree	5,987	54%	1,866	53%	1,958	53%	2,163	55%
	Total		11,138		3,546		3,691		3,901	
In a typical 7 day week during the school year, how many hours do you do the following OUTSIDE of school? (Num										
Being physically active (exercise, sports, walking, running, playing outside)	1	1 Hr or less	2,679	24%	928	26%	913	25%	838	22%
	2	2-3 Hours	4,203	38%	1,276	36%	1,371	37%	1,556	40%
	3	4-7 Hours	2,452	22%	728	21%	839	23%	885	23%
	4	8 or more Hours	1,785	16%	602	17%	571	15%	612	16%
	Total		11,119		3,534		3,694		3,891	

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

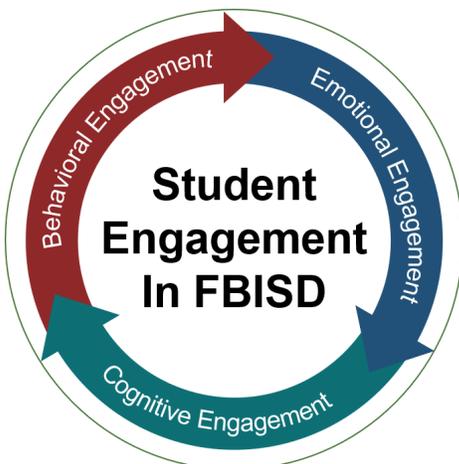
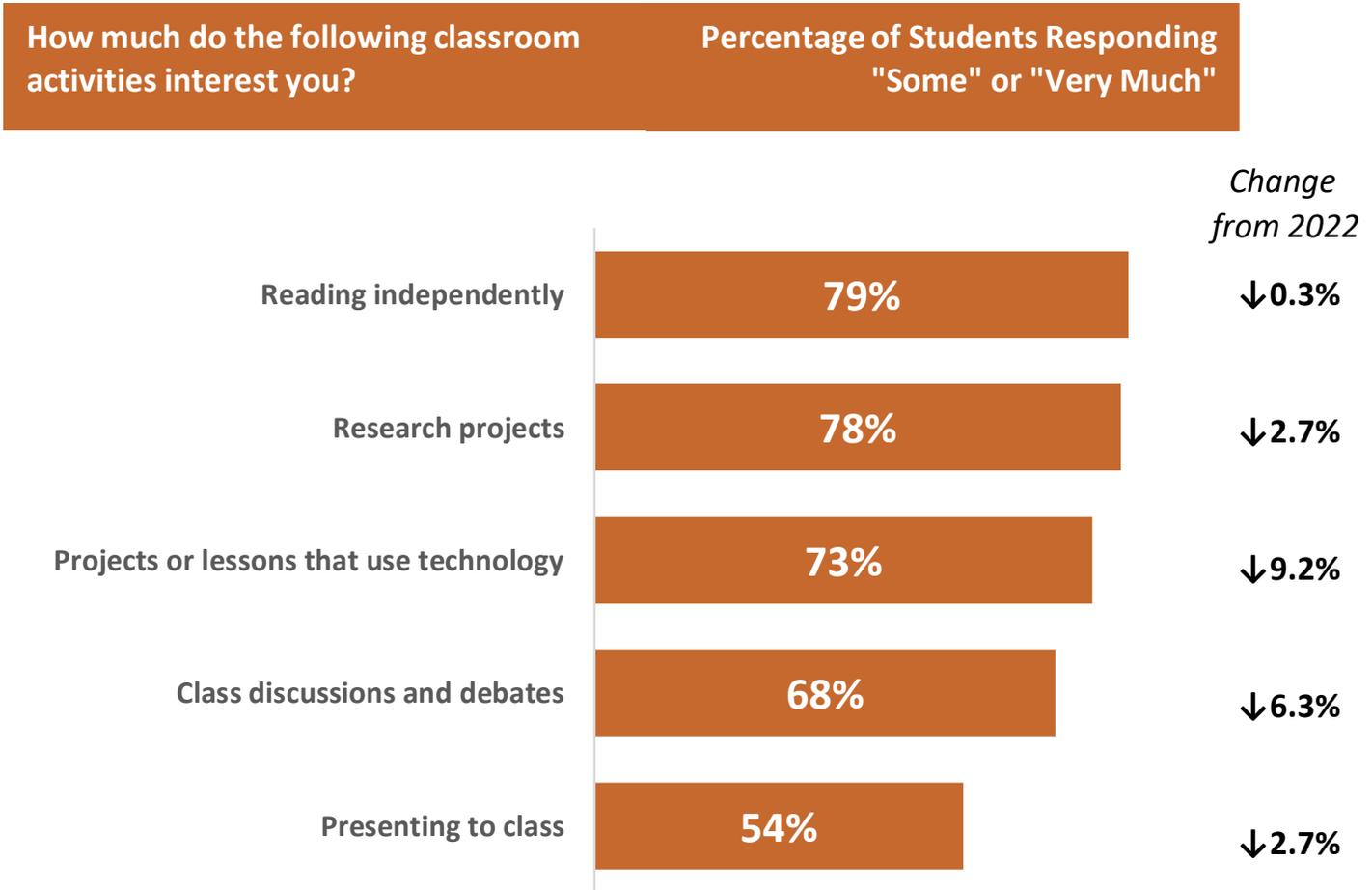
Health and Wellness Questions: Individual Item Breakdown

Health and Wellness Questions

Item wording or description	Values	Response Options	District		3rd Grade		4th Grade		5th Grade	
			Count	%	Count	%	Count	%	Count	%
How much do each of the following classroom activities and assignments interest or engage you?										
Being physically active, using movement to help you learn	1	Not at All	919	8%	314	9%	309	8%	296	8%
	2	Very Little	1,905	17%	617	18%	599	16%	689	18%
	3	Some	3,590	33%	1,127	32%	1,170	32%	1,293	33%
	4	Very Much	4,631	42%	1,449	41%	1,577	43%	1,605	41%
		Total	11,045		3,507		3,655		3,883	
How much does your school emphasize the following?										
Engaging in physical activity (walking, moving around) or using body movement to learn	1	Not at All	721	7%	221	6%	234	6%	266	7%
	2	Very Little	2,181	20%	636	18%	680	19%	865	22%
	3	Some	3,987	36%	1,216	35%	1,363	37%	1,408	36%
	4	Very Much	4,187	38%	1,440	41%	1,394	38%	1,353	35%
		Total	11,076		3,513		3,671		3,892	
Engaging in healthy eating habits (eating breakfast/lunch, eating a variety of foods)	1	Not at All	671	6%	203	6%	222	6%	246	6%
	2	Very Little	1,915	17%	526	15%	582	16%	807	21%
	3	Some	3,977	36%	1,171	33%	1,345	37%	1,461	38%
	4	Very Much	4,534	41%	1,624	46%	1,529	42%	1,381	35%
		Total	11,097		3,524		3,678		3,895	
Engaging in mindfulness or stress reducing moments	1	Not at All	1,314	12%	405	11%	432	12%	477	12%
	2	Very Little	4,135	37%	1,273	36%	1,403	38%	1,459	38%
	3	Some	2,670	24%	795	23%	854	23%	1,021	26%
	4	Very Much	2,972	27%	1,056	30%	985	27%	931	24%
		Total	11,091		3,529		3,674		3,888	

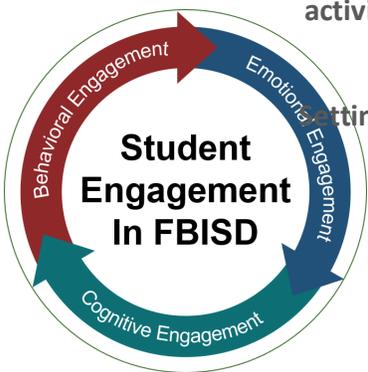
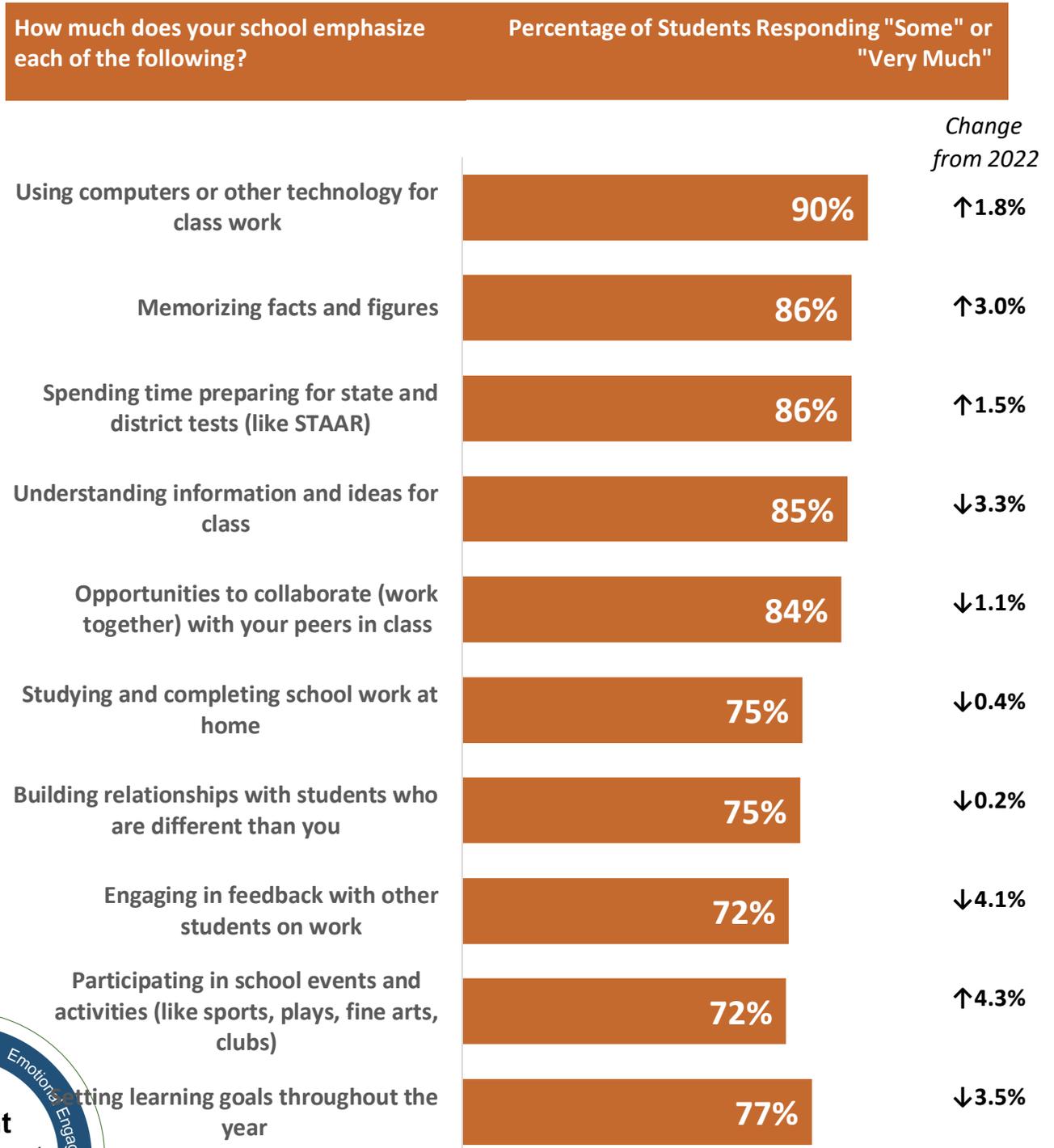
Interest in Learning Experiences

Teachers use a variety of methods to engage students in learning experiences. Some of the student items asked how different activities engaged or interested students in learning. This information could be helpful for teachers to see to design meaningful learning experiences.



Impacts of School Focus

Each campus within FBISD selects a campus instructional focus that aligns with our Progressions of Practice or the Learning Framework components. Students responded to items when asked how much they feel like their school emphasized different practices.

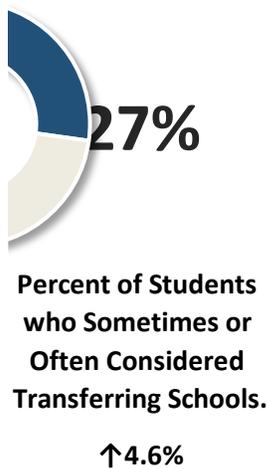


Student Retention

During the administration of the survey, students were asked questions about if they have considered transferring to another school, would they select their school if they could, and why have they considered transferring. This allowed us to collect quantitative and qualitative data on the student responses. There were over 2,900 open ended elementary student responses that were collected, and thematically coded to look for trends and patterns into why students have considered transferring from their school. You will find a summary of that analysis on this page.

Perceptions in Student Retention

Students were asked to describe the frequency to which students have considered transferring to another school.



Breakdown Student Responses

Never	Rarely	Sometimes	Often
55%	17%	17%	10%

Campus Highlights

The table to the right highlights the five FBISD campuses with the highest percentage of students responding to the survey that indicated they **sometimes or often** consider transferring schools.

Name of Campus	Percent of Students Responding Sometimes or Often
Glover	48%
Burton	48%
Heritage Rose	46%
Seguin	43%
⁹⁷ Dulles Elem	41%

Student Response Qualitative Analysis

Over 2,900 open ended student responses were analyzed and thematically coded to determine themes and sub-themes for reasons why students would want to transfer schools. The chart on the right displays the percentage of student responses that fit into each theme, some student responses may have contained more than one reason and not all students who responded that they **rarely, sometimes, or often** consider transferring provided a reason. The data reported here represents District level themes.

The tables below break down each theme into the most common sub-themes and show the percent of student responses within that theme.

Themes Students Reported Reasons	% of Student Responses (N= 2,964)
People	40%
Personal	25%
School	12%
Safety	13%
Instruction	5%
Programs	2%
Policies	3%

People	40%
Sub Themes & Percent of Student Responses in Theme	
<i>Issues with Students</i>	30%
<i>General</i>	26%
<i>Want to be with Friends</i>	22%
<i>Issues with Teachers</i>	21%

Personal	25%
Sub Themes & Percent of Student Responses in Theme	
<i>Want to meet new people</i>	30%
<i>Wanting a change/new experience</i>	25%
<i>Mental Health</i>	22%
<i>Fresh Start</i>	8%

School	12%
Sub Themes & Percent of Student Responses in Theme	
<i>Environment</i>	31%
<i>Location of campus</i>	28%
<i>Dislike specific campus</i>	17%
<i>Want fewer people/smaller school</i>	2%

Safety	13%
Sub Themes & Percent of Student Responses in Theme	
<i>Bullying</i>	84%
<i>Violence or Fighting</i>	16%

Instruction	5%
Sub Themes & Percent of Student Responses in Theme	
<i>Quality of Learning</i>	66%
<i>Learning not challenging enough/too easy</i>	23%
<i>Boring</i>	10%

Programs	2%
Sub Themes & Percent of Student Responses in Theme	
<i>Want different/more options</i>	60%
<i>Access or Quality of Extracurricular</i>	40%

Policies	3%
Sub Themes & Percent of Student Responses in Theme	
<i>Rules too strict</i>	59%
<i>Rules Enforced Differently</i>	33%
<i>Dress Code</i>	8%

Question: Have ever considered transferring from this school?

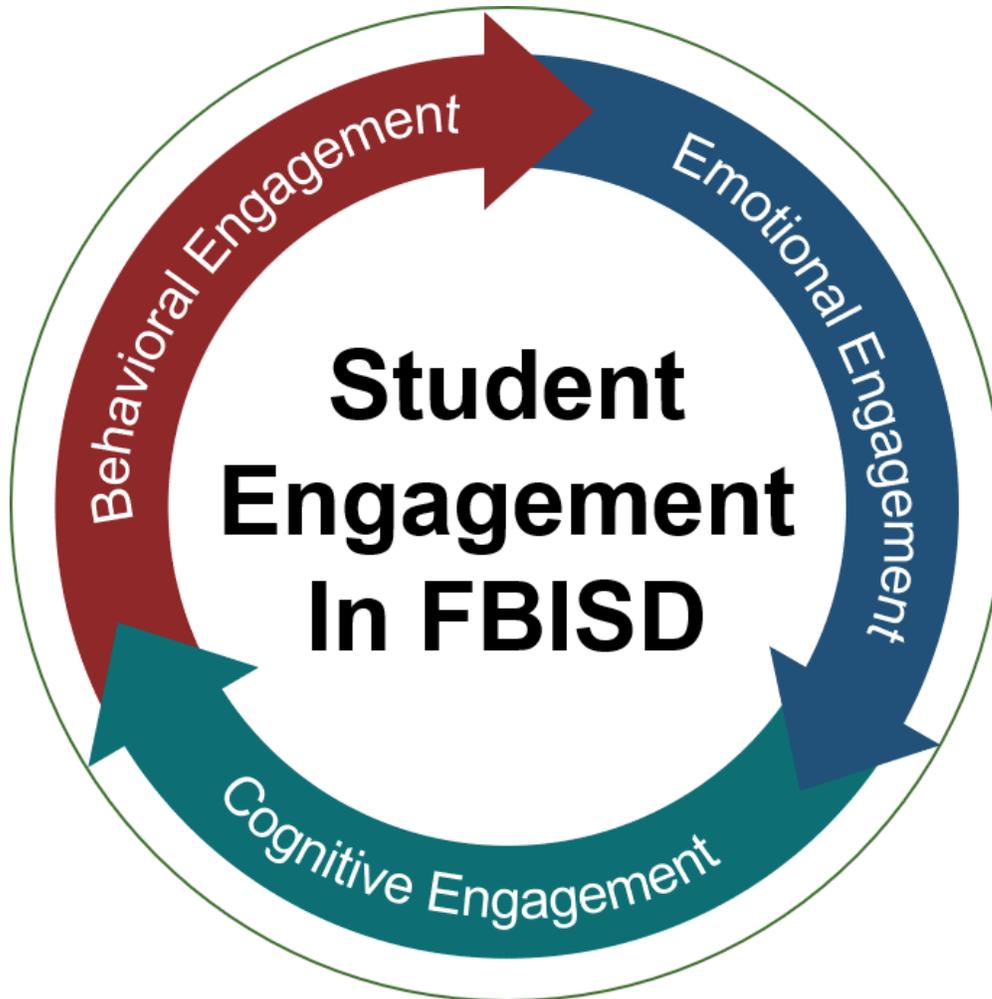
Student Responses by Campus

Campus	% Never	% Rarely	% Sometimes	% Often	Total Number of Students Responding In Survey	Percentage of Total Students Participating Who Responded Sometimes or Often
Glover	43%	9%	28%	20%	75	48%
Burton	35%	17%	30%	18%	105	48%
Heritage Rose	39%	14%	28%	19%	271	46%
Seguin	40%	17%	27%	16%	261	43%
Dulles Elem	35%	24%	22%	20%	158	41%
Holley	45%	14%	31%	10%	154	41%
Palmer	49%	11%	24%	15%	207	40%
Hunters Glen	49%	11%	21%	18%	71	39%
Mission Glen	48%	13%	25%	14%	110	39%
Quail Valley Elem	41%	20%	23%	16%	122	39%
Jordan	55%	8%	23%	15%	120	38%
Briargate	51%	13%	20%	17%	160	37%
Blue Ridge	49%	15%	22%	14%	94	36%
Armstrong	48%	17%	20%	15%	86	35%
Mission Bend	55%	11%	22%	12%	85	34%
Mission West	53%	13%	20%	14%	136	34%
Oakland	49%	18%	21%	12%	290	33%
Lantern Lane	48%	19%	5%	29%	21	33%
Townewest	50%	18%	19%	13%	157	32%
Jones	50%	18%	26%	5%	148	32%
Barrington Place	55%	13%	21%	11%	167	32%
Sugar Mill	49%	21%	19%	11%	115	30%
Austin Parkway	51%	19%	19%	11%	275	30%
Ridgemont	58%	13%	18%	12%	111	30%
Patterson	57%	13%	18%	12%	108	30%
Parks	52%	19%	15%	15%	48	29%
Fleming	54%	17%	17%	13%	127	29%
Schiff	52%	20%	18%	10%	377	28%
Oyster Creek	51%	22%	17%	10%	231	27%
Ridgegate	65%	9%	13%	13%	23	26%

Question: Have ever considered transferring from this school?

Student Responses by Campus

Campus	% Never	% Rarely	% Sometimes	% Often	Total Number of Students Responding In Survey	Percentage of Total Students Participating Who Responded Sometimes or Often
Lexington Creek	61%	13%	16%	10%	178	26%
Goodman	60%	14%	21%	5%	152	26%
Leonetti	53%	21%	15%	10%	361	25%
Settlers Way	53%	22%	15%	10%	317	25%
Yousafzai	55%	20%	16%	9%	366	25%
Scanlan Oaks	58%	17%	19%	6%	335	25%
Neill	61%	15%	15%	9%	420	24%
Colony Meadows	59%	18%	15%	8%	291	23%
Brazos Bend	59%	18%	15%	8%	248	23%
Drabek	58%	20%	16%	7%	199	22%
Sullivan	58%	20%	14%	8%	514	22%
Pecan Grove	63%	16%	12%	8%	233	21%
Colony Bend	57%	24%	10%	9%	119	19%
Meadows	64%	16%	13%	6%	152	19%
Walker Station	65%	17%	13%	5%	292	18%
Cornerstone	62%	21%	12%	6%	409	17%
Madden	60%	23%	10%	7%	374	17%
Lakeview	66%	17%	16%	1%	82	17%
Sienna Crossing	71%	14%	11%	5%	400	16%
Highlands	63%	22%	14%	2%	207	15%
Commonwealth	70%	16%	10%	4%	420	13%
Grand Total	56%	18%	17%	10%	10489	27%



**Secondary Student Engagement Survey
Report & Findings:**

DISTRICT

Administered April 2023

About This Report

Student engagement indicators are summarized in this report based on the student responses in the Secondary Student Engagement Survey (an adapted form of the MSSSE and HSSSE survey administered by the CEEP at the University of Indiana) that included three dimensions, eight factors, and individual student responses for 128 items. The dimensions and factors used in this report are shown in the chart to the right. The combination of these dimension and factors scores, coupled with individual student responses, provides insight into student perspectives of engagement in FBISD.

DIMENSIONS	FACTORS
Behavioral Engagement	<ul style="list-style-type: none"> No individual factors
Emotional Engagement	<ul style="list-style-type: none"> <i>Motivation for Learning</i> <i>Emotional Engagement with the School</i> <i>Positive Relationships with Adults in School</i> <i>Positive Relationships with Other Students</i>
Cognitive Engagement	<ul style="list-style-type: none"> <i>Cognitive Growth through Personal Skill Development</i> <i>Levels of Effort in Academic Pursuit</i> <i>Attitude Toward Learning</i> <i>Cognitive Engagement with Academic Goals, Future Plans, and Aspirations</i>

Interpreting Comparisons in this Report

The mean comparisons in this report illustrate the statistical significance and effect size of that relationship. Effect size can help to illustrate the practical importance of the data, the larger the effect size, the stronger the relationship between the two variables. For this report, the individual item means for the middle school and high school were compared to each other using a two-tailed independent t-test. On the last table of the chart, student groups were compared to the district average for statistical significance and effect size. Effect size indicate what percent of the variation you can see in the mean can be attributed to the variable you chose. So for the individual item questions, an ▲ symbol, indicates that over 20% of the difference in the (MS/HS) averages could be due to the campus level of the student. On the student group dimension breakdown, the ▲ symbol indicates that over 20% of the difference in the student (group/district) averages could be due to that attribute.

Statistical significance is not the same thing as practical significance of the average scores which will need to be interpreted by the user. A limitation of this view is that student responses may differ from each other and be statistically significant but may be controlled or influenced by factors other than those which were measured in this survey. This report should be used as a launching point to develop exploratory questions and inform next steps to increase student engagement in FBISD.

How Engagement Scores are Calculated

Each survey item is scored on a 4-point scale. To generate an average score, each response is given a numerical value (between 1 and 4) and is then averaged with the other items in that dimension or factor. Higher average scores indicate a higher level of engagement within that specific dimension and factor. An average score of 1.0 would indicate very low levels of engagement, where an average score of 4.0 would indicate very high levels of engagement. For the purposes of this report, use the chart to the right to help guide your interpretation of average scores.

Average Scores	Level of Engagement
1.00-1.75	Very Low Engagement
1.76-2.50	Low Engagement
2.51-3.25	Moderate Engagement
3.26-4.00	High Engagement

Student Demographic Data Reporting

Student demographic data was pulled from OnPoint to accurately describe the different student populations and student groups. The exception here is the reporting for one category under Gender, “prefer not to answer”, student responses were included but may also be part of the male/female categories.

Report Sections

Overview of Report	p. 1-2	Displays how to use the document to explore and compare student responses between middle and high school students to the district average.
Introduction to Engagement	p. 3-9	Provides background information about how student engagement is defined in FBISD and other evidence that can be used to triangulate the responses from this survey.
Engagement Dimensions & Factors	p. 10-42	<p>Detailed views of the student engagement dimensions and factors are provided for students within the district and can offer insights into student perceptions of learning in FBISD. These views include:</p> <p>DESCRIPTIONS A description of the student engagement dimensions, factors and relative connections in FBISD are provided.</p> <p>SCORES The average scores for each dimension and factor are provided based on the 4-point scale. Student scores ranged from very low (1), to high (4) levels of engagement.</p> <p>MEAN COMPARISONS Comparisons of average scores are made between the overall district average and middle or high school students with tests for significance and effect size indicated. (see below)</p> <p>INDIVIDUAL ITEM BREAKDOWNS Responses to each item are included that shows the values and frequency distribution of student responses for each group.</p>
Learning Walk Components	p.43-49	Detailed views of student engagement survey responses that connect to the Learning Walk process are provided including individual item analysis and connections to the Learning Walk observational tool.
Comparison of Engagement Dimensions by Student Groups	p. 50-51	Comparisons with student average scores for each dimension and factor are included for various student groups with tests for significance and effect size included.
Other Student Academic Interests	p. 52-53	Some student items are not included in the dimension or factor scores but may be useful for informing other decisions.
Health and Wellness *New 2023*	p. 54-57	Questions were added this year to explore student perceptions on health and wellness topics including physical activity, eating habits, and mental well-being.
Student Retention Perceptions	p. 58-60	Analysis of student responses to questions about if students have considered transferring to another school and why.

Introduction to Student Engagement in FBISD

Student engagement is defined as meaningful student involvement throughout the learning environment. It can be understood by analyzing the degree to which students interact within the school community, with adults, peers, the curriculum, and within instruction or the learner experience. (NAIS)

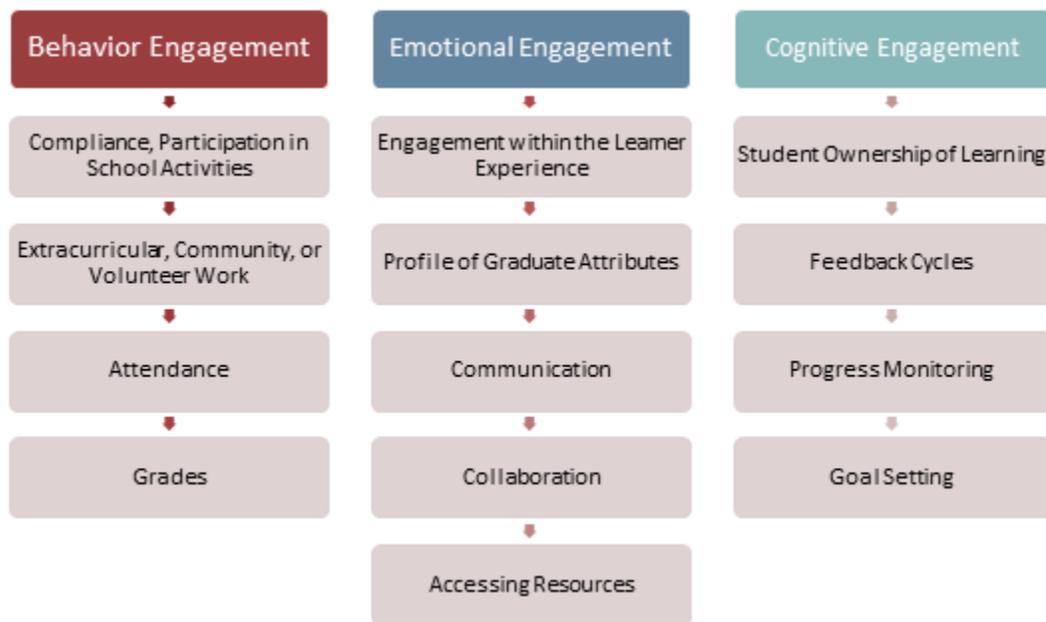
Multiple Components of Student Engagement

Student engagement is described on multiple levels by educational researchers. Schlechty defines engagement levels with the lowest being *rebellion* and the highest level being *authentic engagement*. (Schlechty) For individual students, student engagement is multidimensional and can be described in these ways:

- Behavioral engagement which focuses on participation in activities,
- Emotional engagement which focuses on the interaction of students with adults and their peers, and
- Cognitive engagement which shifts to focus on the degree to which students invest in and own their learning.

In addition to these individual levels of engagement, there are strategies that schools, leaders, and teachers can use to engage students within the school. These include relational strategies and opportunities to engage in support and/or enrichment activities.

In FBISD, we track each of the dimensions of student engagement through the opportunities students have to engage in learner experiences that include opportunities to collaborate, communicate, access and use resources for learning, engage in feedback cycles, monitor progress, and set goals. Each of these opportunities align to the dimensions of student engagement illustrated in the graphic and explained below.



Behavioral Engagement focuses on how students engage in the life of school. This includes the wide variety of ways that students can participate in activities that allow them to interact within the school community and outside of instructional time such as social, co-curricular, and extracurricular activities. In FBISD, other avenues that can be used to monitor student behavioral engagement includes student attendance at school and events, as well as grades.

Emotional Engagement emphasizes how a student's engagement in school impacts their feelings about their current school situation, the attitudes they have towards the people they interact with, their feelings about school structures, and affective reactions. To explore this dimension of engagement in FBISD, we can assess how students engage in a variety of learner experiences, opportunities to demonstrate the Profile of a Graduate Attributes, ways that students **communicate** and **collaborate** with a variety of audiences, and how students are able to access resources.

Cognitive Engagement places the emphasis on the engagement of the mind in school. This could include how much time, effort, or investment students put into learning, the types of strategies students enjoy, the ways they do their work, and how their levels of engagement connect to instructional time. In FBISD, these cognitive components can be illustrated through our instructional practices in Student Ownership of Learning, Feedback, Progress Monitoring, and Goal Setting.

Student Engagement Indicators: Overview

Student engagement indicators represent a summary of the item responses and questions that are organized based on the three dimensions: Behavioral Engagement, Emotional Engagement, and Cognitive Engagement. These indicators are broken down further into the factors within each dimension. The table below compares the average scores for students at middle school and high school campuses.

Use the following key to compare student scores:

▲	Student average score was significantly higher than the compared average, with an effect size greater than 0.2
△	Student average score was significantly higher than the compared average, with an effect size less than 0.2
--	No significant difference between the groups
▽	Student average score was significantly lower than the compared average, with an effect size less than 0.2
▼	Student average score was significantly lower than the compared average, with an effect size greater than 0.2

FBISD Student Dimension and Factor Scores

Dimension	Engagement Factor	FBISD MS averages compared to HS averages	FBISD HS averages compared to MS averages
Behavioral Engagement	Overall Dimension	△	▽
	Overall Dimension	△	▽
Emotional Engagement	Motivation for Learning	△	▽
	Emotional Engagement with the School	△	▽
	Positive Relationships with Adults in School	△	▽
	Positive Relationships with Other Students	▼	▲
Cognitive Engagement	Overall Dimension	△	
	Cognitive Growth through Personal Skill Development	△	▽
	Levels of Effort in Academic Pursuits	--	--
	Attitude Toward Learning	△	▽
	Cognitive Engagement with Academic Goals, Future Plans, and Aspirations	▽	△

An example of how to interpret the data in this chart:

“The behavioral engagement of middle school students was statistically significantly higher than high school students with a small effect size of less than a 0.2.”

About this Report: Explanation of Frequencies and Statistical Comparisons Pages

These pages in the report present individual items and the student responses that allow you to compare how students in the different groups responded. Items are grouped by dimension and factor. The key below will help you understand all the information presented on these pages.

- Student Engagement Dimension/Section Name**
- Question:** As it was displayed on the student surveys.
- Item Wording:** Survey items are worded the same way they appeared on the instrument but may be out of order as they are grouped by dimension and/or factor.
- Values and Response Options:** Number values used to calculate the mean scores. Response options indicate what value each student response held.
- Counts and Percentages:** The “Counts” indicates the number of students who selected that response value. The “%” column represents the percentage of students who responded to that option out of the total number of students who responded to that question. *Note: Students who did not respond were not included in the percentage calculation so total numbers of students may vary for each item.*

FBISD SSES Item Frequencies and Statistical Comparisons													
Campus Support Team Elements: Individual Item Breakdown													
Campus Support Team Items			Frequency Distributions						Statistical Comparison				
			District		MS		HS		District	Change from 2021	MS		HS
Item wording or description	Response Values	Options	Count	%	Count	%	Count	%	Mean		Mean	Effect Size	Mean
Communicate													
During the school year, about how often have you done each of the following?													
Engaged in academic conversations with teachers	1	Never	2,001	25%	1,106	11%	895	8%	2.77	↑ 1.9%	2.72 *** ▽	2.82 *** △	
	2	Rarely	5,311	25%	2,618	26%	2,693	23%					
	3	Sometimes	5,726	45%	4,121	42%	5,605	48%					
	4	Often	4,452	21%	2,059	21%	2,393	21%					
		Total	21,490		9,904		11,586						
Engaged in academic conversations with peers	1	Never	1,538	7%	826	8%	712	6%	2.93	↑ 6.3%	2.89 *** ▽	2.97 *** △	
	2	Rarely	4,195	20%	2,090	21%	2,105	18%					
	3	Sometimes	9,910	46%	4,292	44%	5,618	49%					
	4	Often	5,782	27%	2,648	27%	3,134	27%					
		Total	21,425		9,856		11,569						
Access Resources													
During the school year, about how often have you done each of the following?													
Use resources to deepen understanding, make connections, and represent learning	1	Never	1,320	6%	686	7%	634	5%	2.92	↓ 0.7%	2.89 *** △	2.95 *** ▽	
	2	Rarely	4,230	20%	2,147	22%	2,083	18%					
	3	Sometimes	10,708	50%	4,597	47%	6,111	53%					
	4	Often	5,193	24%	2,453	25%	2,740	24%					
		Total	21,451		9,883		11,568						

- Statistical Comparisons:** Items with mean differences that are larger than would be expected by chance are noted with asterisks that indicate three significance levels (*p < .05, **p < .01, ***p < .001). Significance indicates the probability that the differences between the mean scores are due to chance. A p < .05 indicates there is a 1 : 20 probability that the results are due to chance, p < .01 represents a 1 : 100, and p < .001 indicates a 1 : 1000 probability the differences are due to chance. Items without an asterisk present demonstrate a higher likelihood the differences were caused by chance.

Note: Statistical significance is not the same as practical significance. Users will need to review the overall data to determine the meaning behind the values.

- Effect sizes:** Effect size is a way to see levels of practical significance. It measures the magnitude of the impact of the grouping on the student responses. See the key below to reference what each symbol indicates.

▲	Student average score was significantly higher than the compared average, with an effect size greater than 0.2
△	Student average score was significantly higher than the compared average, with an effect size less than 0.2
--	No significant difference between the groups
▽	Student average score was significantly lower than the compared average, with an effect size less than 0.2
▼	Student average score was significantly lower than the compared average, with effect size greater than 0.2

- Change from 2022.** This column illustrates the % change in the mean scores when compared to 2022. This was only calculated for the overall district average. Individual campus reports will reflect the change related to their campus.

Instruments to Measure Student Engagement

A review of strategies to monitor student engagement also includes student voice. Schools across the nation access student voice via survey to identify how students feel about their learner experience as it relates to the behavioral, emotional, and cognitive dimensions. This is an important next step in evidence collection to ensure that the right next steps are identified to support student success. Evidence collected from survey data can then be compared to student and staff focus groups to emphasize connections, identify gaps, and dig deeper to understand a more complete view of student engagement.

Survey Evidence

Secondary HSSSE/MSSSE. The National Survey of Student Engagement (NSSE) was created by the Center for Evaluation Policy, Research (CEPR) at the University of Indiana and has been used by over 1600 public colleges and universities to measure engagement through the Cognitive, Emotional and Behavioral dimensions. Over 6 million college students have participated in the NSSE since 2000. The CEPR adapted the instruments to collect similar data in the form of the High School Survey of Student Engagement (HSSSE) and the Middle School Survey of Student Engagement (MSSSE) which have been used in over 40 states to collect evidence of student engagement. The HSSSE and MSSSE measure the three domains of student engagement (Cognitive, Emotional, and Behavioral) through Likert-based survey items which takes 15-20 minutes for the average student to complete.

The University of Indiana was contacted and permissioned our use of the HSSSE & MSSSE so that we could see the results of the student engagement survey in real time. These permissions included the adaptation and addition of some questions and language to collect information specifically aligned to our instructional practices (Learning Walks and Health & Wellness) without altering the reliability of the survey. By collecting and analyzing the data ourselves, we were able to understand the student responses and customize the result views to highlight connections to district priorities more deeply. As a result, with the survey administration finished by 4/15, we were able to prepare our preliminary results by 5/19 to be included in the district and campus improvement planning processes. This year represent the third consecutive year of administration at the secondary level enhancing our ability to view trends and patterns over time.

Elementary Student Engagement Instrument (SEI-E). At the elementary level, student engagement is measured through an emphasis on emotional or affective and cognitive engagement. Due to differences in the psychological development of students, the exact same instrument as the secondary level is not able to be used. After a review of several elementary engagement instruments, the SEI instrument was selected in 2022 as the instrument that is most closely aligned to the secondary survey instrument. The SEI was originally developed in 2006 as a 6-12 instrument to connect student engagement to intervention strategies through the University of Minnesota and Check & Connect. The survey was later refined to include elementary students in grades 3-5. This survey has been utilized in numerous research studies and several states as a way to explore student engagement in school and is available to use for free in schools. Given the differences between elementary and secondary school structures, behavioral engagement is not measured directly through the SEI survey elements. We will include some behavioral questions for elementary students to be able to anecdotally compare student results across all three engagement dimensions. Teachers read each item to all students to ensure that reading skill level is not a factor in student completion of the survey tool. This in the second year of administration at the elementary level, so district and campus leaders will be able to compare results to the prior year.

Learning Walk Team Evidence

In addition to student survey instruments, the Learning Walk process offers an opportunity to collect observational evidence on the engagement of students within the learner experience. Connecting these elements can help to draw a link between observed practices and student perception to help identify systemic learning and practices that are needed. The student engagement survey was used to collect some additional information regarding the instructional practices that are observed during Learning Walks from the student perspective. Additional questions with language aligning to the Learning Walk observational tool were added to the survey. Current evidence related to these levels of engagement from the Learning Walk process are included on the page results and demonstrate how often teams observed students having opportunities within the learner experience. In the survey

results, an overview of student perspectives of Learning Walk elements are also included. As a note for the 2022 – 2023 school year, campuses selected a level of engagement in the Learning Walk process that altered the number of learning walks. Campuses engaged in as few as two learning walks and as many as six depending on the level of support designated for that campus.

Triangulating Student Engagement Evidence

In addition to the quantitative evidence from the student engagement survey, Learning Walks, and instructional implementation, students have had an opportunity to voice their thoughts and feelings through open-ended response questions. As we review and calibrate this data, we will be able to construct a more holistic picture of student engagement in FBISD to inform future planning and campus/district level decision making.

Analysis of Evidence

Student responses are given a score value based on their responses, and a composite score was calculated for each of the three dimensions of student engagement: Cognitive, Behavioral, and Emotional Engagement. The responses are compared across grade levels, student groups, and campuses to identify trends and patterns within the district.

Specific question items in the survey instrument help us to answer questions based on self-reported evidence such as:

- How do students feel about being in FBISD schools?
- What types of activities are students doing that interest/engage them?
- What types of learner skills do students feel like we focus on?
- What role does their school play in developing them as a learner?
- How often do they complete specific tasks in school and the community?
- How do students feel about learning?
- What motivates students to go to school?

This evidence can be used to identify trends and patterns to provide insight for data-driven decisions at multiple levels of the organization including:

District Level:

- Identify district-wide professional learning around instructional practices that engage students and promote growth
- Inform Comprehensive District Needs Assessment for the planning and development of District Improvement Plan (DIP) and identify metrics and milestones for instructional priorities
- Determine districtwide support needed for social-emotional learning
- Identify gaps in the engagement of different student groups to target district level support

Campus Level:

- Inform Comprehensive Needs Assessment (CNA) to drive development of Campus Improvement Plan (CIP)
- Identify and develop campus specific professional learning needs around student engagement (instruction, social-emotional)
- Determine gaps in engagement in student groups, target campus level interventions/support,
- Use evidence to explore community partnerships to expand student engagement.

Future Implications

The evidence collected on secondary student engagement through the combination of the survey instrument, focus groups, and Learning Walks will provide a comprehensive window into what student engagement currently looks like in FBISD. This evidence can be used not only to monitor future student engagement levels but can be used to target supports for specific groups or campuses to help them reach their goals. Additionally, with this process expanded to collect student engagement evidence from elementary students, we will now have a more complete picture of student engagement across all campus levels.

FBISD 2023 SSES Dimension Statistical Comparisons

Overall Dimensions and Factor Scores

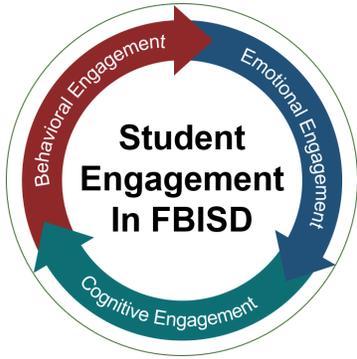
Mean Comparisons

Engagement Category	Engagement Indicator	District		Statistical Significance between MS/HS			
		Mean	Change from 2022	MS Mean	MS Effect Size	HS Mean	HS Effect Size
Behavioral Engagement	Overall Behavioral Engagement Dimension	2.78	↓5.8%	2.82 ***	△	2.74 ***	▽
	Overall Emotional Engagement Dimension	2.82	↓1.9%	2.83 ***	△	2.80 ***	▽
Emotional Engagement	<i>Motivation for Learning</i>	2.89	↓1.1%	2.94 ***	△	2.84 ***	▽
	<i>Emotional Engagement with School</i>	2.66	↓1.8%	2.69 ***	△	2.64 ***	▽
	<i>Positive Relationships with Adults in School</i>	2.84	↓2.0%	2.89 ***	△	2.79 ***	▽
	<i>Positive Relationships with Other Students</i>	2.92	↓3.4%	2.84 ***	▼	2.99 ***	▲
Cognitive Engagement	Overall Cognitive Engagement Dimension	2.87	↓1.1%	2.89 ***	△	2.86 ***	▽
	<i>Cognitive Growth through Personal Skill Development</i>	2.89	↓1.9%	2.93 ***	△	2.85 ***	▽
	<i>Level of Effort in Academic Pursuits</i>	2.92	↓0.8%	2.92 --		2.92 --	
	<i>Attitude Towards Learning</i>	2.86	↓1.2%	2.88 ***	△	2.84 ***	▽
	<i>Cognitive Engagement with Academic Goals, Future Plans, and Aspirations</i>	2.73	↑0.5%	2.68 ***	▽	2.76 ***	△

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* $p < .05$, ** $p < .01$, *** $p < .001$; Refer to the **About This Report** section for the key to triangle symbols.

Overview of Survey Results



Student engagement is defined as meaningful student involvement throughout the learning environment. It can be understood by analyzing the degree to which students interact within the school community, with adults, peers, the curriculum, and within instruction or the learner experience.

Student Demographics shown below represents the 24,319 students who participated in the survey.

Students Survey Participation

44,790	Total Secondary Students in FBISD
24,319	Secondary Students Participated in Survey
69%	Percent of Eligible Students Participated
% Out of 24,319 Participating Students 48% MS 52% HS	

Asian	33.5%	White	14.8%
AA	23.7%	Nat. Am	0.4%
Hisp	23.8%	HI/Pac Isl.	0.1%

SPED	GT	EL	Eco Dis
8.2%	10.7%	14.5%	43.5%



Behavioral Engagement

Student participation in activities



Emotional Engagement

Student interactions with adults and peers



Cognitive Engagement

The degree students are invested in and own their learning

← Measuring Student Engagement →

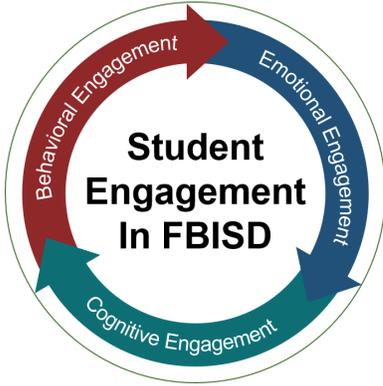
Student engagement is measured in the student survey results through three dimensions and eight factors. These results will be reported in each section that corresponds to each dimension: Behavioral, Emotional, and Cognitive Engagement. In addition to these pieces, we will also share connections to the Learning Walks, Health & Wellness, and other student interests from information in the survey that was not connected to these dimensions directly.

Student Engagement Score Scale			
Very Low	Low	Mod	High
1.0 - 1.75	1.76 - 2.50	2.51 - 3.25	3.26 - 4.0

The Student Engagement Score Scale above will be helpful as you review items in each of the sections of this report. Average comparisons in this portion of the report were comparing MS and HS student averages.

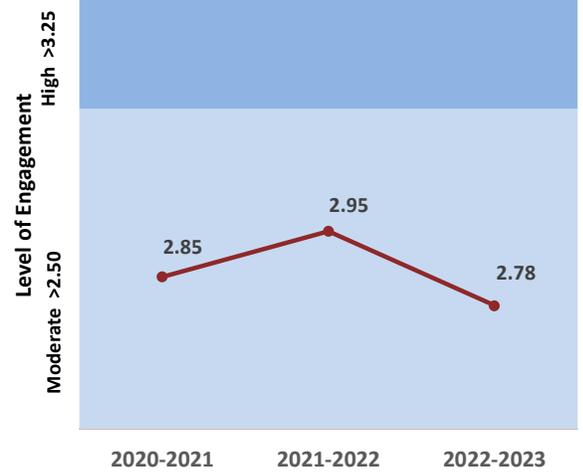
↑ 3.7%

Throughout the overview pages, you will see this icon with an up or down arrow next to individual items, this corresponds to the percent change compared to the 2022 results.



Behavioral Engagement focuses on how students engage in the life of school including the ways students participate in activities that allow them to interact with the school community and outside of instructional time such as social, co-curricular, and extra curricular activities.

Beh. Engagement 3 Year Trend



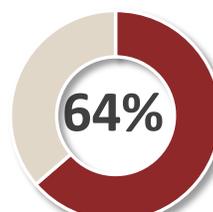
Student Engagement Score Scale			
Very Low	Low	Mod	High
1.0 - 1.75	1.76 - 2.50	2.51 - 3.25	3.26 - 4.0

Developing Skills to Work with Others

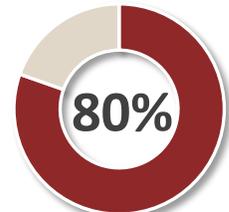
The degree to which students **agreed or strongly agreed** that their school helps them to develop or learn about working with others.



Working well with others to complete a task
↓4.4%



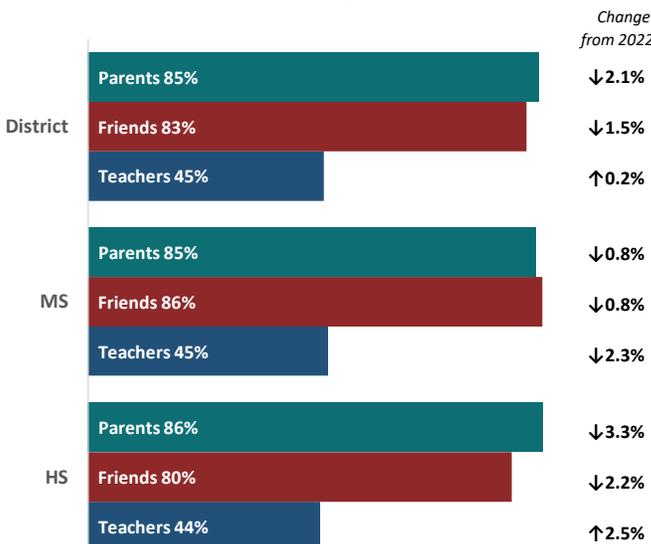
Learning what life is like for other people in your community
↓1.0%



Treating people with respect
↓4.8%

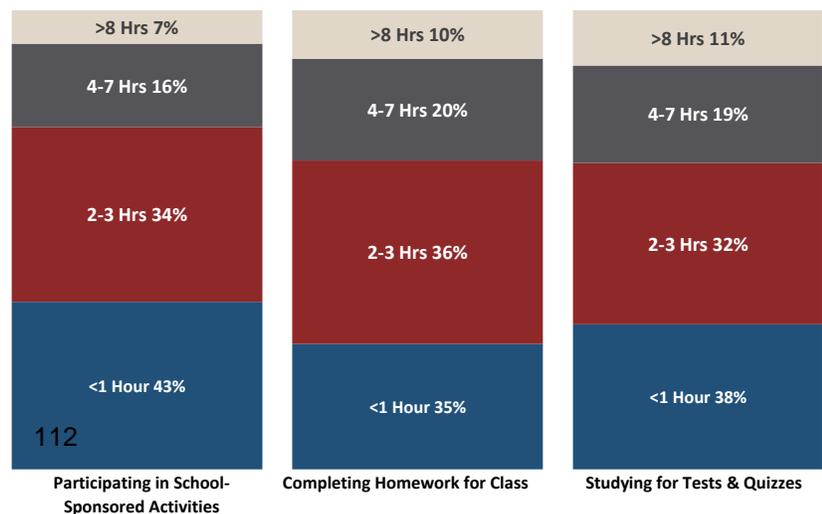
School Attendance Influences

The degree to which students **agreed or strongly agreed** that various groups motivated them to go to school or attend school which could inform dropout prevention strategies.



Engagement in Activities

Stacked bar graph represents the percent of students who spend ranges of time OUTSIDE of school hours in each activity in a typical school week.



FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Behavioral Engagement: Individual Item Breakdown

Behavioral Engagement

Frequency Distributions

			Frequency Distributions						<i>Statistical Significance between MS/HS</i>					
									District		MS		HS	
Item wording or description	Values	Response Options	Count	%	Count	%	Count	%	Mean	Change from 2022	Mean	Effect Size	Mean	Effect Size
How much has your experience at school contributed to your development in the following areas?														
Working well with others to complete a task	1	Not at All	1,432	6%	697	6%	735	6%	3.02	↓3.2%	3.06 ***	△	2.98 ***	▽
	2	Very Little	3,637	15%	1,727	15%	1,910	16%						
	3	Some	11,543	49%	5,174	45%	6,369	52%						
	4	Very Much	7,004	30%	3,821	33%	3,183	26%						
	Total			23,616		11,419		12,197						
Learning what life is like for other people in your community outside of school	1	Not at All	3,309	14%	1,493	13%	1,816	15%	2.70	↓1.0%	2.76 ***	△	2.65 ***	▽
	2	Very Little	5,277	22%	2,514	22%	2,763	23%						
	3	Some	10,167	43%	4,702	41%	5,465	45%						
	4	Very Much	4,883	21%	2,723	24%	2,160	18%						
	Total			23,636		11,432		12,204						
Treating people with respect	1	Not at All	1,583	7%	691	6%	892	7%	3.09	↓4.6%	3.19 ***	▲	3.00 ***	▼
	2	Very Little	3,045	13%	1,330	12%	1,715	14%						
	3	Some	10,598	45%	4,529	40%	6,069	50%						
	4	Very Much	8,349	35%	4,849	43%	3,500	29%						
	Total			23,575		11,399		12,176						
In a typical 7 day week during the school year, how many hours do you do the following OUTSIDE of school? (Number of hours per week)														
Participate in school sponsored activities (clubs, athletics, community theatre, church-related activities, or other personal interests)	1	1 Hr or less	9,132	38%	4,833	42%	4,299	35%	2.02	↓23.9%	1.95 ***	▽	2.09 ***	△
	2	2-3 Hours	7,521	32%	3,566	31%	3,955	32%						
	3	4-7 Hours	4,535	19%	1,983	17%	2,552	21%						
	4	8 or more Hours	2,577	11%	1,131	10%	1,446	12%						
	Total			23,765		11,513		12,252						

* $p < .05$, ** $p < .01$, *** $p < .001$; Refer to the **About this Report** section for key to triangle symbols.

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Behavioral Engagement: Individual Item Breakdown

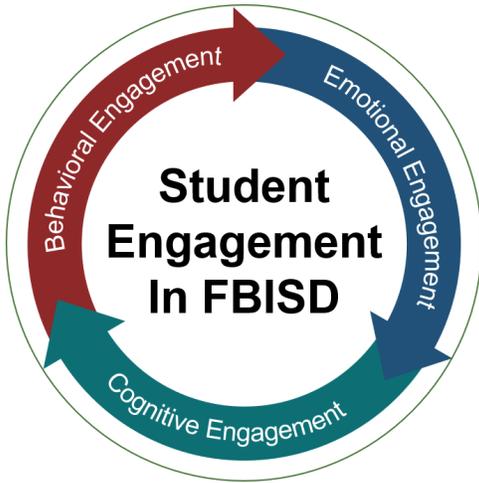
Behavioral Engagement

Frequency Distributions

Item wording or description	Values	Response Options	Frequency Distributions						Statistical Significance between MS/HS					
			District		MS		HS		District	Change from 2022	MS		HS	
			Count	%	Count	%	Count	%			Mean	Effect Size	Mean	Effect Size
To what extent do you agree or disagree with the following statements?														
I go to school because of my teachers	1	Strongly Disagree	4,344	19%	2,108	19%	2,236	19%	2.34	↓0.4%	2.36 ***	△	2.32 ***	▽
	2	Disagree	8,370	37%	3,940	36%	4,430	37%						
	3	Agree	8,294	36%	3,883	35%	4,411	37%						
	4	Strongly Agree	1,915	8%	1,127	10%	788	7%						
	Total		22,923		11,058		11,865							
I go to school because of my friends	1	Strongly Disagree	1,428	6%	574	5%	854	7%	3.14	↓2.0%	3.27 ***	▲	3.03 ***	▼
	2	Disagree	2,511	11%	995	9%	1,516	13%						
	3	Agree	10,315	45%	4,365	39%	5,950	50%						
	4	Strongly Agree	8,693	38%	5,130	46%	3,563	30%						
	Total		22,947		11,064		11,883							
I go to school because of my parents/guardians	1	Strongly Disagree	1,116	5%	1,123	5%	529	4%	3.18	↓2.2%	3.21 ***	△	3.15 ***	▽
	2	Disagree	2,271	10%	1,123	10%	1,148	10%						
	3	Agree	10,962	48%	4,712	43%	6,250	53%						
	4	Strongly Agree	8,590	37%	4,652	42%	3,938	33%						
	Total		22,939		11,074		11,865							

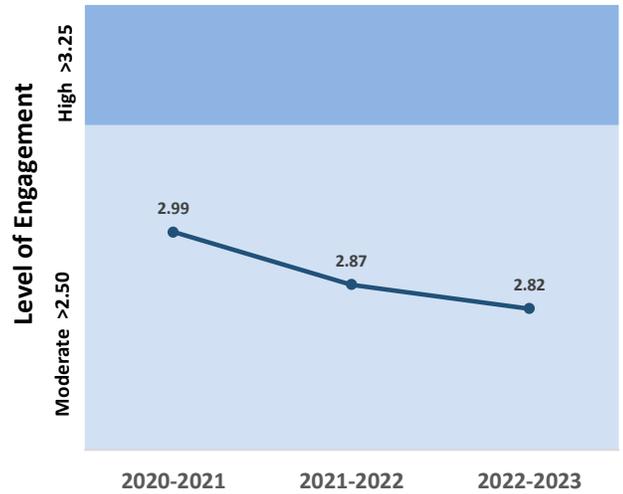
114

*p< .05, **p< .01, ***p< .001 ; Refer to the **About this Report** section for key to triangle symbols.

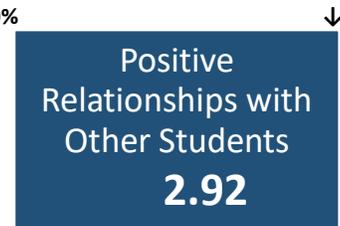
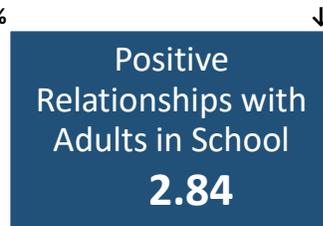


Emotional Engagement emphasizes how a student's engagement in school impacts their feelings about their current school situation, the attitudes they have towards the people they interact with, their feelings about school structures, and affective reactions. Below you will see the average scores for each dimension/factor.

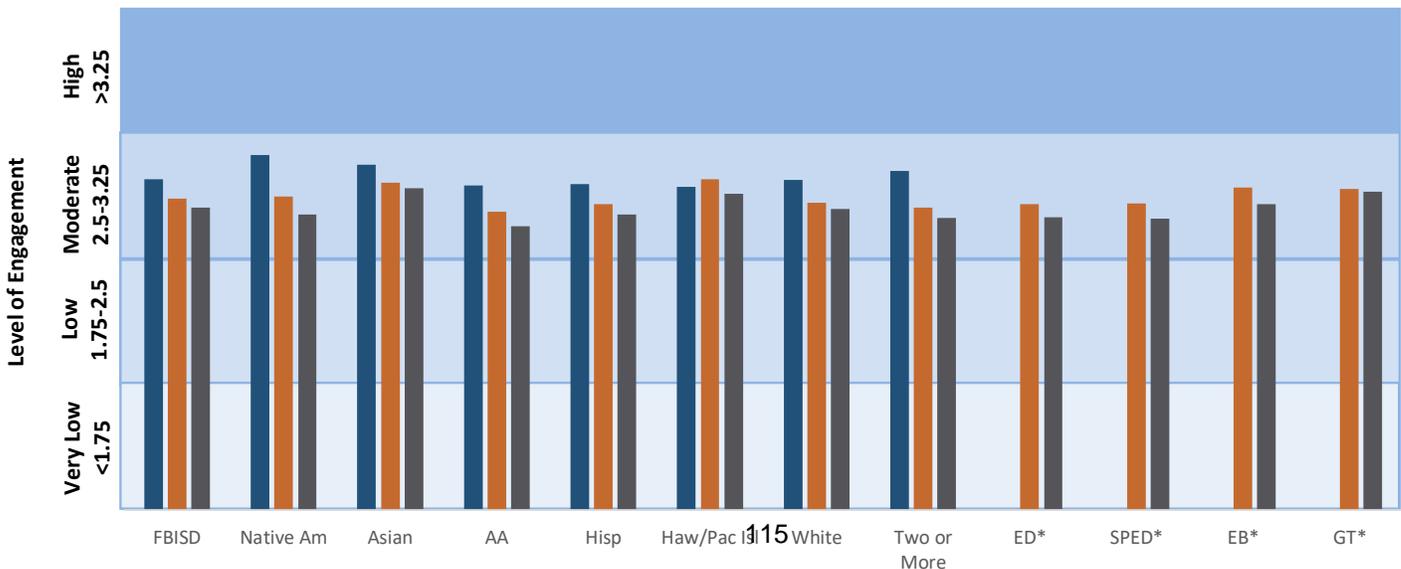
Emo. Engagement 3 Year Trend



Student Engagement Score Scale			
Very Low	Low	Mod	High
1.0 - 1.75	1.76 - 2.50	2.51 - 3.25	3.26 - 4.0



Emotional Engagement by Student Groups: Trends Over 3 Years



2020-2021 2021-2022 2022-2023 * Student group data not collected during 2020-21

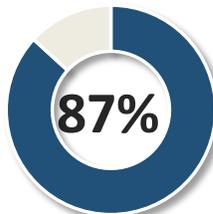
Motivation for Learning:

Questions in this dimension factor explore different elements to understand what motivates students to learn. This can be helpful for leaders to understand what they can do to keep students engaged in the learning experiences.



Academic Motivation

The degree to which students **agreed or strongly agreed** that they feel like academic achievement and performance were a motivation for learning.



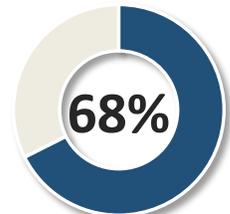
Desire to get good grades

↓2.5%



In general I am excited about my classes

↑2.1%

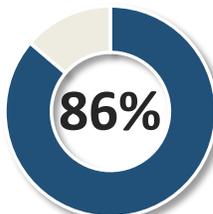


Desire to learn

↑0.2%

Future Goals Motivation

The degree to which students **agreed or strongly agreed** that success post-secondary or in future careers were a motivation for learning.



Desire to succeed in world outside of school

↓2.8%

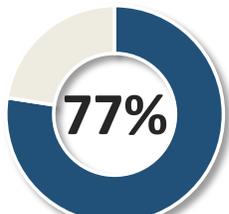


I see how the work I am doing will help me after high school

↑1.4%

Intra/Interpersonal Motivation

The degree to which students **agreed or strongly agreed** that personal connections are what motivated them to learn.



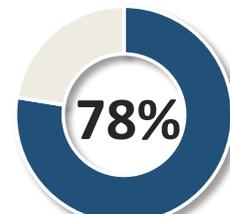
I feel good about how I am as a student

↓2.2%



By teachers who encourage me

↓2.0%



I take pride in the quality of my school work

↓1.8%

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Emotional Engagement: Individual Item Breakdown

Motivation for Learning

Frequency Distributions

Item wording or description	Values	Response Options	Frequency Distributions						Statistical Significance between MS/HS					
			District		MS		HS		District	MS		HS		
			Count	%	Count	%	Count	%	Mean	Change from 2022	Mean	Effect Size	Mean	Effect Size
How much do you agree or disagree with the following statements														
I am motivated by my desire to learn	1	Strongly Disagree	2,191	10%	1,042	9%	1,149	10%	2.78	↓0.2%	2.81 ***	△	2.74 ***	▽
	2	Disagree	5,230	23%	2,460	22%	2,770	23%						
	3	Agree	11,000	48%	5,123	46%	5,877	50%						
	4	Strongly Agree	4,476	20%	2,444	22%	2,032	17%						
	Total		22,897		11,069		11,828							
I am motivated by my desire to get good grades	1	Strongly Disagree	1,080	5%	508	5%	572	5%	3.21	↓2.7%	3.27 ***	△	3.16 ***	▽
	2	Disagree	1,950	9%	869	8%	1,081	9%						
	3	Agree	10,870	47%	4,830	44%	6,040	51%						
	4	Strongly Agree	8,998	39%	4,867	44%	4,131	35%						
	Total		22,898		11,074		11,824							
I am motivated by teachers who encourage me.	1	Strongly Disagree	2,565	11%	1,291	12%	1,274	11%	2.73	↓1.4%	2.77 ***	△	2.7 ***	▽
	2	Disagree	5,337	23%	2,450	22%	2,887	24%						
	3	Agree	10,628	46%	4,896	44%	5,732	48%						
	4	Strongly Agree	4,384	19%	2,447	22%	1,937	16%						
	Total		22,914		11,084		11,830							
I am motivated by my desire to succeed in the world outside of school	1	Strongly Disagree	1,114	5%	575	5%	539	5%	3.20	↓2.5%	3.23 ***	△	3.17 ***	▽
	2	Disagree	2,040	9%	995	9%	1,045	9%						
	3	Agree	10,932	48%	4,834	44%	6,098	52%						
	4	Strongly Agree	8,830	39%	4,678	42%	4,152	35%						
	Total		22,916		11,082		11,834							

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* $p < .05$, ** $p < .01$, *** $p < .001$; Refer to the **About this Report** section for key to triangle symbols.

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Emotional Engagement: Individual Item Breakdown

Motivation for Learning

Frequency Distributions

Item wording or description	Values	Response Options	District				MS				HS				Statistical Significance between MS/HS			
			District		MS		HS		District	Change from 2022	MS		HS					
			Count	%	Count	%	Count	%	Mean		Mean	Effect Size	Mean	Effect Size				
How much do you agree or disagree with the following statements																		
I take pride in the quality of my school work	1	Strongly Disagree	1,513	7%	745	7%	768	6%	2.96	↓1.3%	2.99 ***	△	2.93 ***	▽				
	2	Disagree	3,630	16%	1,688	15%	1,942	16%										
	3	Agree	11,997	52%	5,534	50%	6,463	55%										
	4	Strongly Agree	5,762	25%	3,101	28%	2,661	22%										
	Total		22,902		11,068		11,834											
In general, I am excited about my classes	1	Strongly Disagree	3,260	14%	1,525	14%	1,735	15%	2.60	↑1.4%	2.64 ***	△	2.56 ***	▽				
	2	Disagree	6,116	27%	2,861	26%	3,255	28%										
	3	Agree	10,114	44%	4,761	43%	5,353	45%										
	4	Strongly Agree	3,390	15%	1,909	17%	1,481	13%										
	Total		22,880		11,056		11,824											
I see how the work I am doing now will help me after high school	1	Strongly Disagree	3,168	14%	1,333	12%	1,835	16%	2.69	↑0.5%	2.79 ***	△	2.61 ***	▽				
	2	Disagree	4,841	21%	2,162	20%	2,679	23%										
	3	Agree	10,688	47%	5,108	46%	5,580	47%										
	4	Strongly Agree	4,188	18%	2,459	22%	1,729	15%										
	Total		22,885		11,062		11,823											
I feel good about how I am as a student	1	Strongly Disagree	1,850	8%	862	8%	988	8%	2.94	↓2.1%	3.01 ***	△	2.88 ***	▽				
	2	Disagree	3,308	14%	1,428	13%	1,880	16%										
	3	Agree	12,074	53%	5,544	50%	6,530	55%										
	4	Strongly Agree	5,628	25%	3,213	29%	2,415	20%										
	Total		22,860		11,047		11,813											

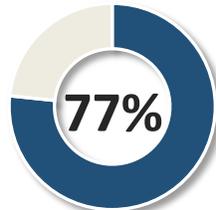
*p < .05, **p < .01, ***p < .001 ; Refer to the **About this Report** section for key to triangle symbols.

Emotional Engagement with School:

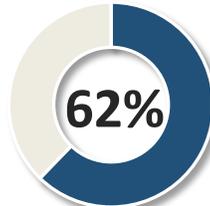
In this emotional engagement factor, students responded to questions about how included they felt in their school community and their general sense of well-being. Questions also asked students to consider how they felt about the rules and application of those rules at their school.

Inclusion in School Community

The degree to which students **agreed or strongly agreed** that they felt like part of the community and would choose to go to this school if they were able to choose.



Overall I feel good about being in school
↓1.3%



I am an important part of my school community
↓0.0%



If I could choose a school right now, I would choose this school
↓1.7%

Perceptions on School Rules

The degree to which students **agreed or strongly agreed** that school rules were fair and enforced consistently.

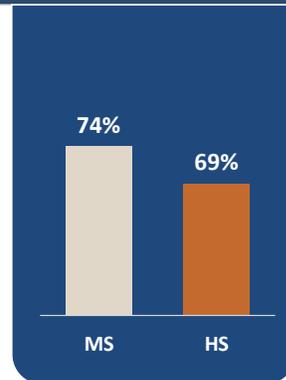
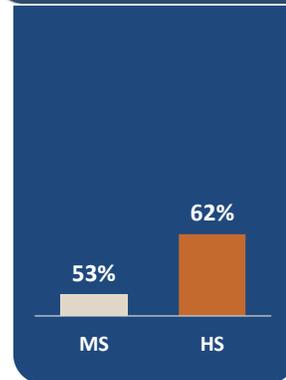
57%
↓2.1%

72%
↓2.6%

Of Students Agreed or Strongly Agreed that:

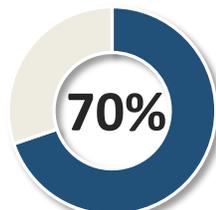
School's rules are fair

Rules are applied and enforced consistently



Connection to the School

The degree to which students **agreed or strongly agreed** that they felt a personal connection to their school.



I care about my school
↓3.7%



My opinions are respected in this school
↓3.4%

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Emotional Engagement: Individual Item Breakdown

Emotional Engagement with the School

Frequency Distributions

Item wording or description	Values	Response Options	Frequency Distributions						Statistical Significance between MS/HS					
			District		MS		HS		District	Change from 2022	MS		HS	
			Count	%	Count	%	Count	%	Mean		Mean	Effect Size	Mean	Effect Size
To what extent do you agree or disagree with the following statements related to your school														
Overall, I feel good about being in school	1	Strongly Disagree	1,629	7%	780	7%	849	7%	2.83	↓1.1%	2.88 ***	△	2.78 ***	▽
	2	Disagree	4,007	17%	1,796	15%	2,211	18%						
	3	Agree	15,431	64%	7,236	62%	8,195	66%						
	4	Strongly Agree	3,084	13%	1,902	16%	1,182	10%						
	Total		24,151		11,714		12,437							
I care about this school	1	Strongly Disagree	2,040	8%	1,013	9%	1,027	8%	2.72	↓2.5%	2.77 ***	△	2.68 ***	▽
	2	Disagree	5,227	22%	2,306	20%	2,921	24%						
	3	Agree	14,227	59%	6,764	58%	7,463	60%						
	4	Strongly Agree	2,586	11%	1,611	14%	975	8%						
	Total		24,080		11,694		12,386							
My opinions are respected in this school	1	Strongly Disagree	2,093	9%	1,184	10%	909	7%	2.68	↓2.1%	2.65 ***	▽	2.71 ***	△
	2	Disagree	5,632	23%	2,979	26%	2,653	21%						
	3	Agree	14,220	59%	6,264	54%	7,956	64%						
	4	Strongly Agree	2,090	9%	1,230	11%	860	7%						
	Total		24,035		11,657		12,378							
I am an important part of my school community	1	Strongly Disagree	2,759	11%	1,365	12%	1,394	11%	2.61	↓0.8%	2.63 ***	△	2.59 ***	▽
	2	Disagree	6,308	26%	2,973	26%	3,335	27%						
	3	Agree	12,544	52%	5,875	51%	6,669	54%						
	4	Strongly Agree	2,400	10%	1,415	12%	985	8%						
	Total		24,011		11,628		12,383							

*p < .05, **p < .01, ***p < .001 ; Refer to the **About this Report** section for key to triangle symbols.

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Emotional Engagement: Individual Item Breakdown

Emotional Engagement with the School

Frequency Distributions

Item wording or description	Values	Response Options	District		MS		HS		District Mean	Change from 2022	Statistical Significance between MS/HS			
			Count	%	Count	%	Count	%			MS		HS	
											Mean	Effect Size	Mean	Effect Size
To what extent do you agree or disagree with the following statements related to your school														
This school's rules are fair	1	Strongly Disagree	3,472	14%	1,975	17%	1,497	12%	2.51	↓1.8%	2.46 ***	▽	2.56 ***	△
	2	Disagree	6,747	28%	3,488	30%	3,259	26%						
	3	Agree	11,884	49%	5,017	43%	6,867	55%						
	4	Strongly Agree	1,925	8%	1,162	10%	763	6%						
	Total		24,028		11,642		12,386							
This school's rules are applied and enforced consistently	1	Strongly Disagree	2,199	9%	982	8%	1,217	10%	2.77	↓2.2%	2.86 ***	△	2.69 ***	▽
	2	Disagree	4,620	19%	1,997	17%	2,623	21%						
	3	Agree	13,687	57%	6,313	54%	7,374	60%						
	4	Strongly Agree	3,483	15%	2,312	20%	1,171	9%						
	Total		23,989		11,604		12,385							
If I could choose a school right now, I would choose this school	1	Strongly Disagree	4,149	17%	2,007	17%	2,142	17%	2.53	↓2.2%	2.57 ***	△	2.50 ***	▽
	2	Disagree	5,715	24%	2,741	23%	2,974	24%						
	3	Agree	11,400	47%	5,243	45%	6,157	50%						
	4	Strongly Agree	2,793	12%	1,680	14%	1,113	9%						
	Total		24,057		11,671		12,386							

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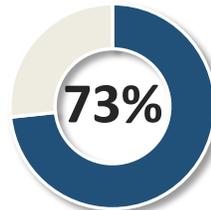
* $p < .05$, ** $p < .01$, *** $p < .001$; Refer to the **About this Report** section for key to triangle symbols.

Positive Relationships with Adults in School

Students interact with a variety of adults throughout each day at school. Students responded to questions in this factor about how supported they felt by adults in different roles.

Personal Connections with Adults on Campus

The degree to which students **agreed or strongly agreed** that they felt like an adult knew them well.

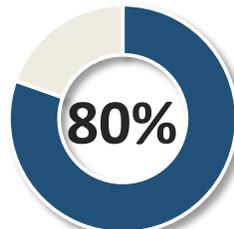


There is at least one adult in this school who knows me well

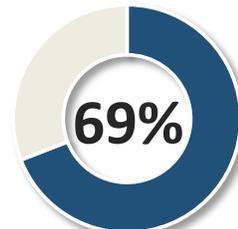


Support from Instructional Staff

The degree to which students **agreed or strongly agreed** that they felt supported by instructional staff such as teachers and administrators.

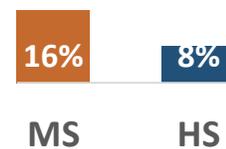
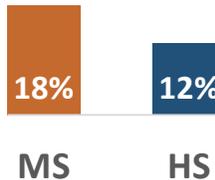


Teachers at their school
↓3.7%



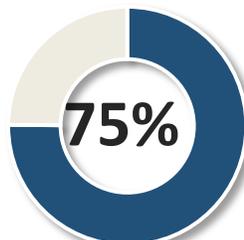
Administrators at their school
↓2.7%

% of Students who "Strongly Agree" by Campus Level

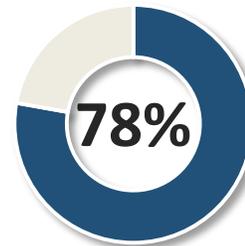


Support from Other Adults

The degree to which students **agreed or strongly agreed** that they felt supported by other staff members or adults on campus.

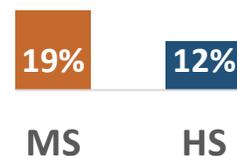
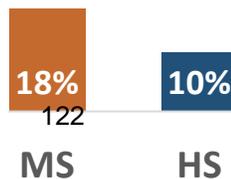


Career or School Counselors
↓1.5%



Other Adults at their school
↓3.1%

% of Students who "Strongly Agree" by Campus Level



FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Emotional Engagement: Individual Item Breakdown

Positive Relationship with Adults in School

Frequency Distributions

Item wording or description		Response Values	District		MS		HS		District Mean	Change from 2022	Statistical Significance between MS/HS			
			Count	%	Count	%	Count	%			Mean	Effect Size	Mean	Effect Size
To what extent do you agree or disagree with the following statements related to your school														
There is at least one adult in this school who knows me well	1	Strongly Disagree	2,143	9%	1,043	9%	1,100	9%	2.88	↓1.1%	2.94 ***	△	2.83 ***	▽
	2	Disagree	4,294	18%	2,031	17%	2,263	18%						
	3	Agree	11,890	49%	5,242	45%	6,648	54%						
	4	Strongly Agree	5,791	24%	3,386	29%	2,405	19%						
	Total		24,118		11,702		12,416							
I feel supported by teachers at this school	1	Strongly Disagree	1,248	5%	686	6%	562	5%	2.90	↓2.8%	2.92 **	△	2.89 **	▽
	2	Disagree	3,476	14%	1,723	15%	1,753	14%						
	3	Agree	15,777	65%	7,158	61%	8,619	69%						
	4	Strongly Agree	3,596	15%	2,118	18%	1,478	12%						
	Total		24,097		11,685		12,412							
I feel supported by administrators (principal, dean of instruction, assistant/associate principal)	1	Strongly Disagree	2,219	9%	1,040	9%	1,179	10%	2.72	↓2.2%	2.78 ***	△	2.66 ***	▽
	2	Disagree	5,225	22%	2,374	20%	2,851	23%						
	3	Agree	13,793	57%	6,425	55%	7,368	59%						
	4	Strongly Agree	2,856	12%	1,852	16%	1,004	8%						
	Total		24,093		11,691		12,402							
I feel supported by career or school counselors at this school	1	Strongly Disagree	1,820	8%	819	7%	1,001	8%	2.82	↓1.5%	2.88 ***	△	2.75 ***	▽
	2	Disagree	4,162	17%	1,828	16%	2,334	19%						
	3	Agree	14,716	61%	6,937	59%	7,779	63%						
	4	Strongly Agree	3,368	14%	2,085	18%	1,283	10%						
	Total		24,066		11,669		12,397							
I feel supported by other adults (secretaries, librarians, coaches, etc.) at this school	1	Strongly Disagree	1,546	6%	740	6%	806	7%	2.87	↓2.4%	2.92 ***	△	2.82 ***	▽
	2	Disagree	3,792	16%	1,749	15%	2,043	16%						
	3	Agree	15,005	62%	6,918	59%	8,087	65%						
	4	Strongly Agree	3,724	15%	2,263	19%	1,461	12%						
	Total		24,067		11,670		12,397							

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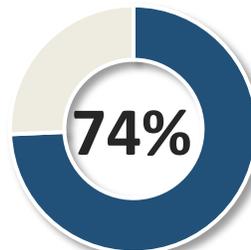
* $p < .05$, ** $p < .01$, *** $p < .001$; Refer to the **About this Report** section for key to triangle symbols.

Positive Relationships with Other Students

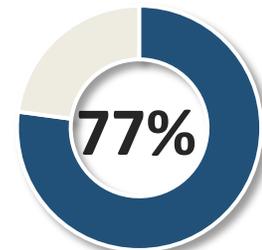
Other than teachers, the primary daily contacts for students in school are other students. Questions in this factor explored how students interacted and felt about those interactions with other students on campuses.

Student Interactions

The degree to which students **agreed or strongly agreed** that they felt supported by other students on campus, and the ability to be themselves around other students.



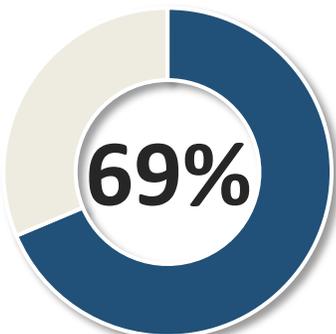
I am comfortable being myself at this school
↓2.0%



I feel supported by other students
↓3.8%

Feelings of Safety

The degree to which students **agreed or strongly agreed** that they felt safe at school.

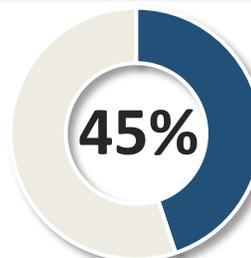


I feel safe in this school
↓6.9%

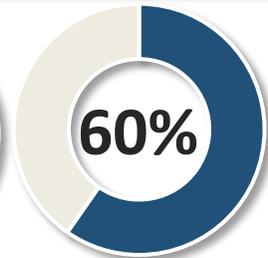
Perceptions on Bullying

These questions look at the frequency that students reported **rarely, sometimes, and often** experiencing or witnessing acts of bullying.

When asked about their experience during the school year, students* responded that:



Have been picked on or bullied by another student
↑8.1%



Have witnessed an act of bullying
↑5.6%

*Percent of students responding rarely, sometimes or often

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

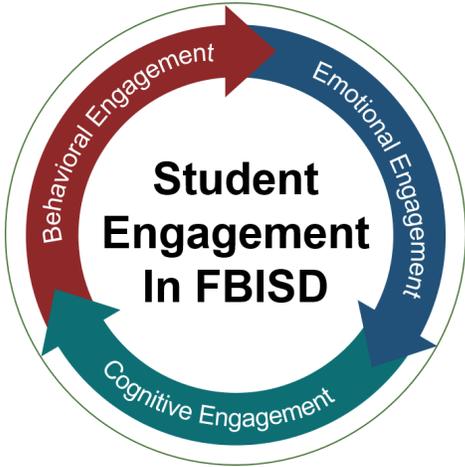
Emotional Engagement: Individual Item Breakdown

Positive Relationships with Other Students

Frequency Distributions

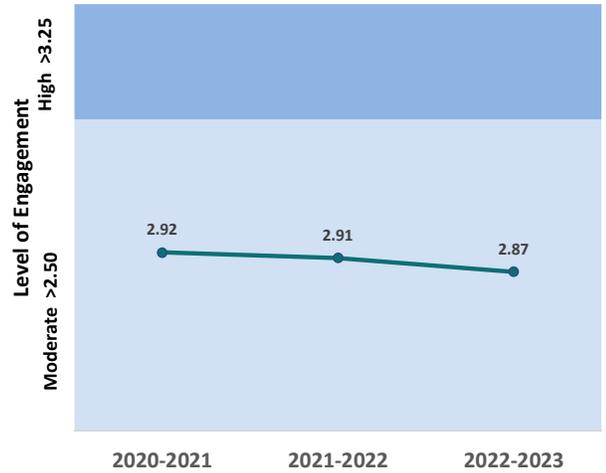
Item wording or description	Values	Response Options	District				MS				HS				Statistical Significance between MS/HS			
			District		MS		HS		District		MS		HS		MS		HS	
			Count	%	Count	%	Count	%	Mean	Change from 2022	Mean	Effect Size	Mean	Effect Size	Mean	Effect Size	Mean	Effect Size
To what extent do you agree or disagree with the following statements related to your school																		
I feel safe in this school	1	Strongly Disagree	2,048	9%	1,142	10%	906	7%	2.70	↓4.2%	2.69 --		2.71 --					
	2	Disagree	5,481	23%	2,758	24%	2,723	22%										
	3	Agree	14,182	59%	6,335	54%	7,847	63%										
	4	Strongly Agree	2,319	10%	1,412	12%	907	7%										
	Total		24,030		11,647		12,383											
I feel supported by other students	1	Strongly Disagree	1,792	7%	1,009	9%	783	6%	2.87	↓3.0%	2.86 --		2.87 --					
	2	Disagree	3,712	15%	1,933	17%	1,779	14%										
	3	Agree	14,467	60%	6,414	55%	8,053	65%										
	4	Strongly Agree	4,088	17%	2,321	20%	1,767	14%										
	Total		24,059		11,677		12,382											
I am comfortable being myself at this school	1	Strongly Disagree	2,138	9%	1,206	10%	932	8%	2.81	↓2.1%	2.8 --		2.82 --					
	2	Disagree	4,043	17%	2,103	18%	1,940	16%										
	3	Agree	14,136	59%	6,148	53%	7,988	64%										
	4	Strongly Agree	3,749	16%	2,204	19%	1,545	12%										
	Total		24,066		11,661		12,405											
During the school year how often have you																		
Been picked on or bullied by another student?	1	Often	1,322	6%	943	8%	379	3%	3.28	↓4.0%	3.11 *** ▼		3.43 *** ▲					
	2	Sometimes	3,703	16%	2,078	19%	1,625	14%										
	3	Rarely	5,396	23%	2,965	27%	2,431	20%										
	4	Never	12,782	55%	5,200	46%	7,582	63%										
	Total		23,203		11,186		12,017											
Witnessed an act of bullying?	1	Often	2,486	11%	1,711	15%	775	6%	2.97	↓3.7%	2.78 *** ▼		3.14 *** ▲					
	2	Sometimes	5,160	22%	2,698	24%	2,462	21%										
	3	Rarely	6,186	27%	3,098	28%	3,088	26%										
	4	Never	9,336	40%	3,671	33%	5,665	47%										
	Total		23,168		11,178		11,990											

*p < .05, **p < .01, ***p < .001 ; Refer to the **About this Report** section for key to triangle symbols.

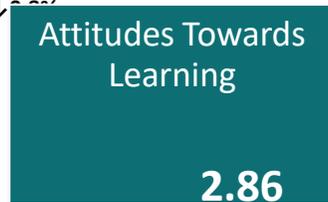


Cognitive Engagement places the emphasis on the engagement of the mind in school. This could include how much time, effort, or investment students put into learning, what types of strategies students enjoy engaging in, the types of and ways they do their work, and how their levels of engagement connect to instructional time. Below you will find average scores for each dimension/factor.

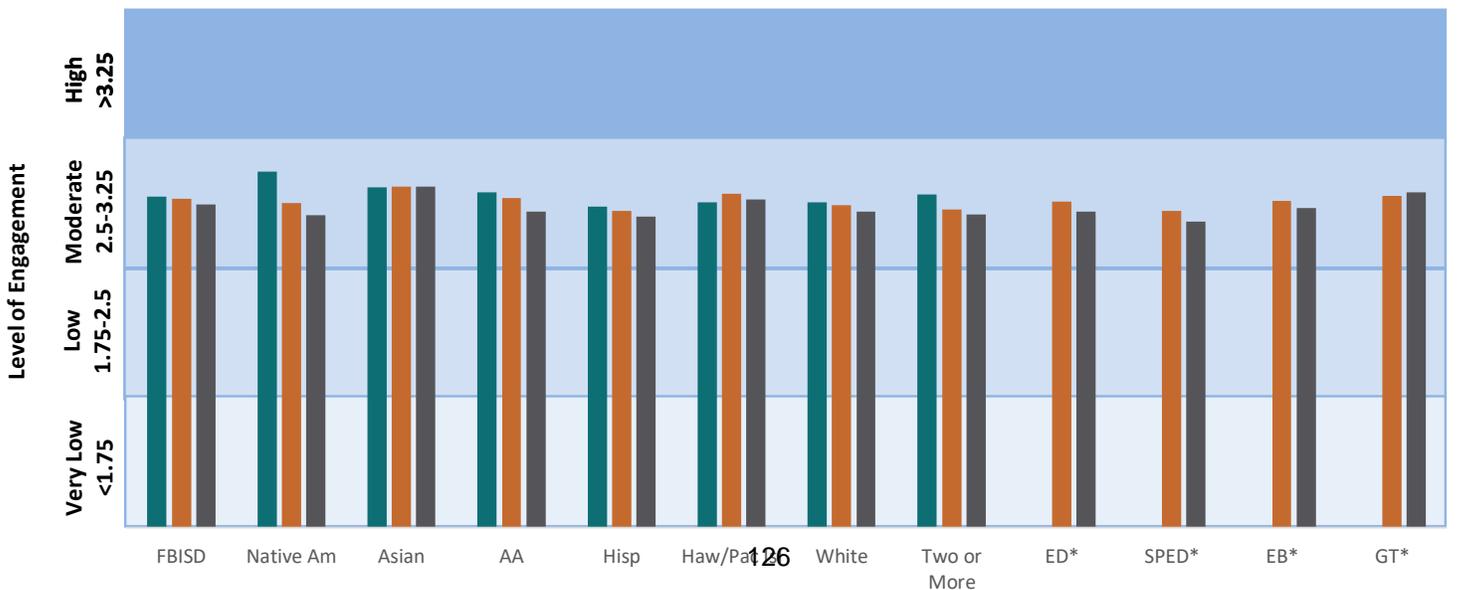
Cog. Engagement 3 Year Trend



Student Engagment Score Scale			
Very Low	Low	Mod	High
1.0 - 1.75	1.76 - 2.50	2.51 - 3.25	3.26 - 4.0



Cognitive Engagement by Student Groups: Trends Over 3 Years



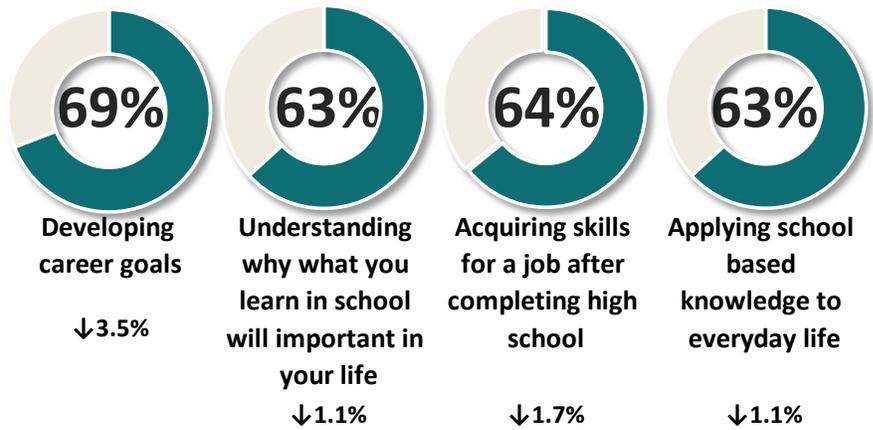
* Student group data not collected during 2020-21

Cognitive Growth and Personal Skill Development (CGPSD)

Items in this factor examined how much students felt that their schools contributed to the development of a variety of learning skills, how their skills would impact future goals, and how challenging they found their work.

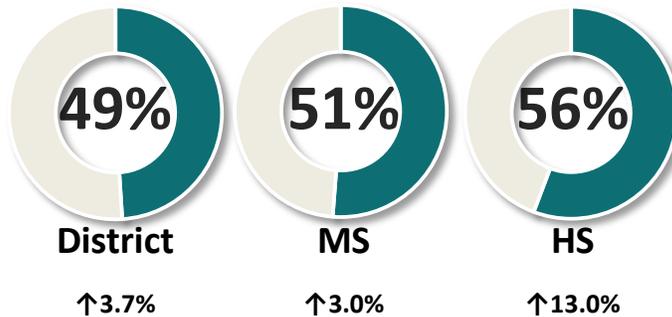
Academic Skill Development

The degree to which students feel their school has contributed **some or very much** to develop skills used in an academic setting.



Perceptions of Academic Challenge

The degree to which students feel **most or all their classes** challenged them to their full academic potential.



Applications of Skill Development

The degree to which students feel their school has contributed **some or very much** to the development of skills that will be used in real world applications, in their careers, or in the world outside of school.



FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Cognitive Engagement: Individual Item Breakdown

Cognitive Growth through Personal Skill Development

Frequency Distributions

Item wording or description	Values	Response Options	District		MS		HS		District Mean	Change from 2022	Statistical Significance between MS/HS			
			Count	%	Count	%	Count	%			MS		HS	
											Mean	Effect Size	Mean	Effect Size
To what extent do you agree or disagree with the following statements related to your school?														
Teachers try to engage me in a classroom discussion	1	Strongly Disagree	1,074	4%	520	4%	554	4%	2.93	↓2.1%	2.96 ***	△	2.90 ***	▽
	2	Disagree	3,118	13%	1,570	13%	1,548	13%						
	3	Agree	16,315	68%	7,458	64%	8,857	72%						
	4	Strongly Agree	3,534	15%	2,112	18%	1,422	11%						
	Total		24,041		11,660		12,381							
I can be creative in classroom assignments and projects	1	Strongly Disagree	1,038	4%	465	4%	573	5%	3.03	↓2.1%	3.10 ***	▲	2.95 ***	▼
	2	Disagree	2,537	11%	1,164	10%	1,373	11%						
	3	Agree	15,224	63%	6,725	58%	8,499	69%						
	4	Strongly Agree	5,233	22%	3,296	28%	1,937	16%						
	Total		24,032		11,650		12,382							
How much has your experience at this school contributed to your development in the following areas?														
Acquiring skills for a job after completing high school	1	Not at All	3,140	13%	1,441	13%	1,699	14%	2.71	↓1.8%	2.78 ***	△	2.64 ***	▽
	2	Very Little	5,356	23%	2,412	21%	2,944	24%						
	3	Some	10,523	44%	4,840	42%	5,683	46%						
	4	Very Much	4,670	20%	2,774	24%	1,896	16%						
	Total		23,689		11,467		12,222							
Writing effectively	1	Not at All	1,436	6%	758	7%	678	6%	3.00	↓2.5%	3.01 --		2.99 --	
	2	Very Little	3,905	17%	1,943	17%	1,962	16%						
	3	Some	11,585	49%	5,225	46%	6,360	52%						
	4	Very Much	6,736	28%	3,524	31%	3,212	26%						
	Total		23,662		11,450		12,212							

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*p < .05, **p < .01, ***p < .001 ; Refer to the **About this Report** section for key to triangle symbols.

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Cognitive Engagement: Individual Item Breakdown

Cognitive Growth through Personal Skill Development

Frequency Distributions

Item wording or description	Values	Response Options	District		MS		HS		District Mean	Change from 2022	Statistical Significance between MS/HS					
			Count	%	Count	%	Count	%			MS		HS			
											Mean	Effect Size	Mean	Effect Size		
How much has your experience at this school contributed to your development in the following areas?																
Speaking effectively	1	Not at All	1,856	8%	1,038	9%	818	7%	2.91	↓2.3%	2.90	--	2.91	--		
	2	Very Little	4,472	19%	2,253	20%	2,219	18%								
	3	Some	11,224	48%	4,876	43%	6,348	52%								
	4	Very Much	6,006	25%	3,219	28%	2,787	23%								
	Total		23,558		11,386		12,172									
Thinking critically (reasoning, asking "Why?")	1	Not at All	1,713	7%	877	8%	836	7%	2.97	↓2.8%	3.00	***	△	2.94	***	▽
	2	Very Little	4,076	17%	1,946	17%	2,130	17%								
	3	Some	11,028	47%	4,901	43%	6,127	50%								
	4	Very Much	6,819	29%	3,711	32%	3,108	25%								
	Total		23,636		11,435		12,201									
Developing creative ideas and solutions	1	Not at All	1,765	7%	850	7%	915	8%	2.95	↓2.3%	3.00	***	△	2.90	***	▽
	2	Very Little	4,122	17%	1,906	17%	2,216	18%								
	3	Some	11,321	48%	5,078	44%	6,243	51%								
	4	Very Much	6,407	27%	3,593	31%	2,814	23%								
	Total		23,615		11,427		12,188									
Reading and understanding challenging materials	1	Not at All	1,486	6%	762	7%	724	6%	2.99	↓2.0%	3.01	*	△	2.98	*	▽
	2	Very Little	3,837	16%	1,880	16%	1,957	16%								
	3	Some	11,723	50%	5,328	47%	6,395	52%								
	4	Very Much	6,592	28%	3,468	30%	3,124	26%								
	Total		23,638		11,438		12,200									

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FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Cognitive Engagement: Individual Item Breakdown

Cognitive Growth through Personal Skill Development

Frequency Distributions

Item wording or description	Values	Response Options	District		MS		HS		District Mean	Change from 2022	Statistical Significance between MS/HS			
			Count	%	Count	%	Count	%			MS		HS	
											Mean	Effect Size	Mean	Effect Size
How much has your experience at this school contributed to your development in the following areas?														
Using technology to gather and communicate information	1	Not at All	1,264	5%	593	5%	671	5%	3.12	↓3.2%	3.16 ***	△	3.08 ***	▽
	2	Very Little	3,039	13%	1,491	13%	1,548	13%						
	3	Some	10,978	46%	4,867	43%	6,111	50%						
	4	Very Much	8,367	35%	4,489	39%	3,878	32%						
	Total		23,648		11,440		12,208							
Learning Independently	1	Not at All	1,224	5%	644	6%	580	5%	3.15	↓3.1%	3.17 **	△	3.13 **	▽
	2	Very Little	2,854	12%	1,422	12%	1,432	12%						
	3	Some	10,741	45%	4,762	42%	5,979	49%						
	4	Very Much	8,805	37%	4,598	40%	4,207	34%						
	Total		23,624		11,426		12,198							
Applying school-based knowledge to everyday life	1	Not at All	3,167	13%	1,439	13%	1,728	14%	2.70	↓1.1%	2.77 ***	△	2.64 ***	▽
	2	Very Little	5,522	23%	2,538	22%	2,984	24%						
	3	Some	10,098	43%	4,632	41%	5,466	45%						
	4	Very Much	4,828	20%	2,808	25%	2,020	17%						
	Total		23,615		11,417		12,198							
Developing career goals	1	Not at All	2,413	10%	1,069	9%	1,344	11%	2.84	↓2.7%	2.90 ***	△	2.77 ***	▽
	2	Very Little	4,865	21%	2,283	20%	2,582	21%						
	3	Some	10,506	45%	4,754	42%	5,752	47%						
	4	Very Much	5,817	25%	3,313	29%	2,504	21%						
	Total		23,601		11,419		12,182							

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*p < .05, **p < .01, ***p < .001 ; Refer to the **About this Report** section for key to triangle symbols.

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Cognitive Engagement: Individual Item Breakdown

Cognitive Growth through Personal Skill Development

Frequency Distributions

Item wording or description	Values	Response Options	District				MS				HS				Statistical Significance between MS/HS			
			District		MS		HS		District		MS		HS		MS		HS	
			Count	%	Count	%	Count	%	Mean	Change from 2022	Mean	Effect Size	Mean	Effect Size	Mean	Effect Size		
How much has your experience at this school contributed to your development in the following areas?																		
Understanding why what you learn in school will be important for your life	1	Not at All	3,715	16%	1,635	14%	2,080	17%	2.68	↓1.3%	2.77 ***	△	2.60 ***	▽				
	2	Very Little	5,076	22%	2,339	21%	2,737	22%										
	3	Some	9,786	42%	4,475	39%	5,311	44%										
	4	Very Much	4,997	21%	2,941	26%	2,056	17%										
		Total	23,574		11,390		12,184											
About how many of your classes...																		
Challenge you to your full academic potential	1	None	1,665	7%	845	8%	820	7%	2.52	↑1.4%	2.57 ***	△	2.48 ***	▽				
	2	Some	10,102	44%	4,579	41%	5,523	46%										
	3	Most	8,875	38%	4,232	38%	4,643	39%										
	4	All	2,423	11%	1,463	13%	960	17%										
		Total	23,065		11,119		11,946											

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*p < .05, **p < .01, ***p < .001 ; Refer to the **About this Report** section for key to triangle symbols.

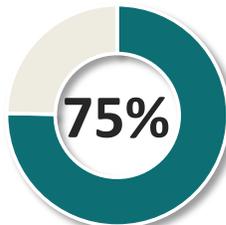
Levels of Effort in Academic Pursuits (LEAP)

In this cognitive engagement factor, students were asked about the frequency of specific instructional practices and learning experiences that students may have engaged with throughout the school year. In addition to these elements students were also asked about how much effort they felt like they put into their classes.

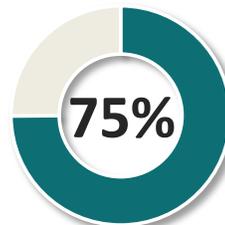


Engagement with Others in Learning

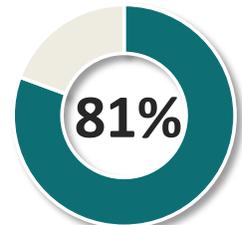
The degree to which students feel they **sometimes or often** engage with others about their work through feedback, collaboration, or conversations.



↓4.0%



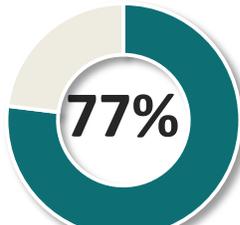
↓1.7%



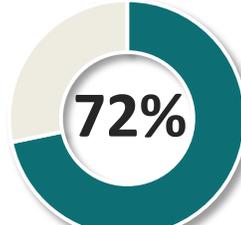
↓3.1%

Engagement with Tasks

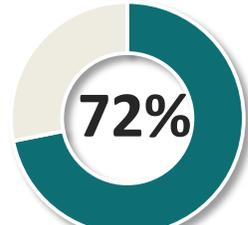
The degree to which students feel they **sometimes or often** engaged in specific classroom activities.



↓1.5%



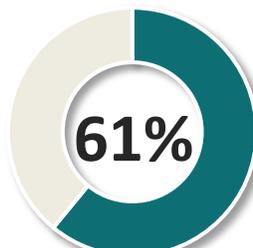
↓3.9%



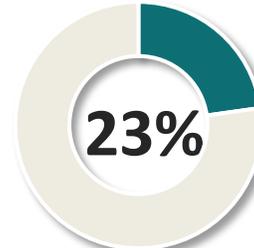
↑0.3%

Effort Applied in Learning

The degree to which students feel they gave varying degrees of effort in **all or most of their** classes.



↓0.4%



↑3.8%

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Cognitive Engagement: Individual Item Breakdown

Levels of Effort in Academic Pursuits

Frequency Distributions

Item wording or description	Values	Response Options	Frequency Distributions								Statistical Significance between MS/HS			
			District		MS		HS		District	Change from 2022	MS		HS	
			Count	%	Count	%	Count	%	Mean		Mean	Effect Size	Mean	Effect Size
During the School year, about how often have you done each of the following?														
Asked or answered a question in class	1	Never	923	4%	437	4%	486	4%	3.04	↓1.9%	3.08 ***	△	3.01 ***	▽
	2	Rarely	4,512	19%	2,096	18%	2,416	20%						
	3	Sometimes	10,759	46%	4,989	44%	5,770	47%						
	4	Often	7,390	31%	3,885	34%	3,505	29%						
	Total		23,584		11,407		12,177							
Talked to a teacher about your class work	1	Never	1,031	4%	593	5%	438	4%	3.00	↓1.9%	2.95 ***	▽	3.04 ***	△
	2	Rarely	4,870	21%	2,622	23%	2,248	18%						
	3	Sometimes	10,797	46%	4,972	44%	5,825	48%						
	4	Often	6,837	29%	3,193	28%	3,644	30%						
	Total		23,535		11,380		12,155							
Prepared a draft of a paper or assignment before turning it in	1	Never	1,706	7%	938	8%	768	6%	2.93	↓3.2%	2.90 ***	▽	2.96 ***	△
	2	Rarely	4,942	21%	2,547	22%	2,395	20%						
	3	Sometimes	10,181	43%	4,656	41%	5,525	45%						
	4	Often	6,703	28%	3,234	28%	3,469	29%						
	Total		23,532		11,375		12,157							

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FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Cognitive Engagement: Individual Item Breakdown

Levels of Effort in Academic Pursuits

Frequency Distributions

Item wording or description	Values	Response Options	Frequency Distributions								Statistical Significance between MS/HS			
			District		MS		HS		District	Change from 2022	MS		HS	
			Count	%	Count	%	Count	%	Mean		Mean	Effect Size	Mean	Effect Size
During the School year, about how often have you done each of the following?														
Completed a creative writing assignment (reflections, journaling, short stories, poetry)	1	Never	1,675	7%	843	7%	832	7%	2.93	↑0.1%	2.94 --		2.92 --	
	2	Rarely	4,941	21%	2,413	21%	2,528	21%						
	3	Sometimes	10,227	43%	4,661	41%	5,566	46%						
	4	Often	6,678	28%	3,446	30%	3,232	27%						
		Total	23,521		11,363		12,158							
Received feedback from teachers on assignments or other class work	1	Never	1,185	5%	662	6%	523	4%	3.00	↓3.1%	2.96 ***	▽	3.03 ***	△
	2	Rarely	4,621	20%	2,424	21%	2,197	18%						
	3	Sometimes	10,767	46%	4,929	43%	5,838	48%						
	4	Often	6,930	29%	3,340	29%	3,590	30%						
		Total	23,503		11,355		12,148							
Attended class with all assignments completed	1	Never	898	4%	435	4%	463	4%	3.26	↓3.7%	3.26 ***	△	3.23 ***	▽
	2	Rarely	2,765	12%	1,309	12%	1,456	12%						
	3	Sometimes	9,197	39%	4,200	37%	4,997	41%						
	4	Often	10,638	45%	5,417	48%	5,221	43%						
		Total	23,498		11,361		12,137							
Worked on a paper or project that required you to do research outside of assigned text	1	Never	963	4%	505	4%	458	4%	3.08	↓0.7%	3.08 --		3.08 --	
	2	Rarely	3,829	16%	1,908	17%	1,921	16%						
	3	Sometimes	11,124	47%	5,140	45%	5,984	49%						
	4	Often	7,586	32%	3,803	33%	3,783	31%						
		Total	23,502		11,356		12,146							

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FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Cognitive Engagement: Individual Item Breakdown

Levels of Effort in Academic Pursuits

Frequency Distributions

Item wording or description	Values	Response Options	District				MS				HS				Statistical Significance between MS/HS			
			District		MS		HS		District		MS		HS		MS		HS	
			Count	%	Count	%	Count	%	Mean	Change from 2022	Mean	Effect Size	Mean	Effect Size	Mean	Effect Size		
During the School year, about how often have you done each of the following?																		
Worked on a paper or project that required you to interact with people	1	Never	4,966	21%	2,596	23%	2,370	20%	2.52	↑7.1%	2.48 ***	▽	2.55 ***	△				
	2	Rarely	5,881	25%	2,920	26%	2,961	24%										
	3	Sometimes	8,140	35%	3,597	32%	4,543	37%										
	4	Often	4,521	19%	2,253	20%	2,268	19%										
	Total		23,508		11,366		12,142											
Worked with other students on projects/assignments	1	Never	912	4%	511	5%	401	3%	3.10	↓2.2%	3.10 --		3.10 --					
	2	Rarely	3,637	15%	1,804	16%	1,833	15%										
	3	Sometimes	11,158	48%	5,109	45%	6,049	50%										
	4	Often	7,771	33%	3,925	35%	3,846	32%										
	Total		23,478		11,349		12,129											
Discussed questions in class that have no clear answers	1	Never	1,971	8%	1,025	9%	946	8%	2.81	↓1.2%	2.78 ***	▽	2.83 ***	△				
	2	Rarely	5,830	25%	2,978	26%	2,852	24%										
	3	Sometimes	10,385	44%	4,752	42%	5,633	46%										
	4	Often	5,266	22%	2,573	23%	2,693	22%										
	Total		23,452		11,328		12,124											
Connected ideas or concepts from one class (or subject area) to another classroom	1	Never	1,965	8%	1,000	9%	965	8%	2.82	↑1.2%	2.80 ***	▽	2.83 ***	△				
	2	Rarely	5,526	24%	2,809	25%	2,717	22%										
	3	Sometimes	10,814	46%	4,997	44%	5,817	48%										
	4	Often	5,149	22%	2,531	22%	2,618	22%										
	Total		23,454		11,337		12,117											

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FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Cognitive Engagement: Individual Item Breakdown

Levels of Effort in Academic Pursuits

Frequency Distributions

Item wording or description	Values	Response Options	Frequency Distributions						Statistical Significance between MS/HS					
			District		MS		HS		District	Change from 2022	MS		HS	
			Count	%	Count	%	Count	%			Mean	Effect Size	Mean	Effect Size
During the School year, about how often have you done each of the following?														
Discussed ideas from readings or classes with others outside of class (friends, family members, etc.)	1	Never	3,298	14%	1,730	15%	1,568	13%	2.67	↑0.9%	2.66 --	2.68 --		
	2	Rarely	5,853	25%	2,835	25%	3,018	25%						
	3	Sometimes	10,814	41%	4,375	39%	5,268	43%						
	4	Often	4,673	20%	2,406	21%	2,267	19%						
	Total		23,467		11,346		12,121							
In about how many of your classes do you..														
Give your maximum effort?	1	None	1,317	6%	573	5%	744	6%	2.75	↓1.5%	2.86 *** ▲	2.66 *** ▼		
	2	Some	7,665	33%	3,222	29%	4,443	37%						
	3	Most	9,372	41%	4,451	40%	4,921	41%						
	4	All	4,658	20%	2,839	26%	1,819	15%						
		Total		23,012		11,085		11,927						
Put forth very little effort	1	All	1,171	5%	702	6%	469	4%	3.05	↓2.6%	3.08 *** △	3.01 *** ▽		
	2	Most	4,014	18%	1,738	16%	2,276	19%						
	3	Some	10,193	45%	4,506	41%	5,687	48%						
	4	None	7,382	32%	4,000	37%	3,382	29%						
		Total		22,760		10,946		11,814						

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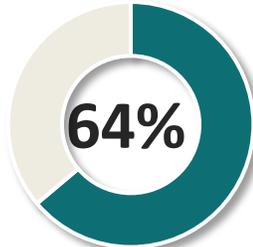
Attitudes Toward Learning:

Items in this factor asked students to consider what they believe about their abilities and beliefs around learning.

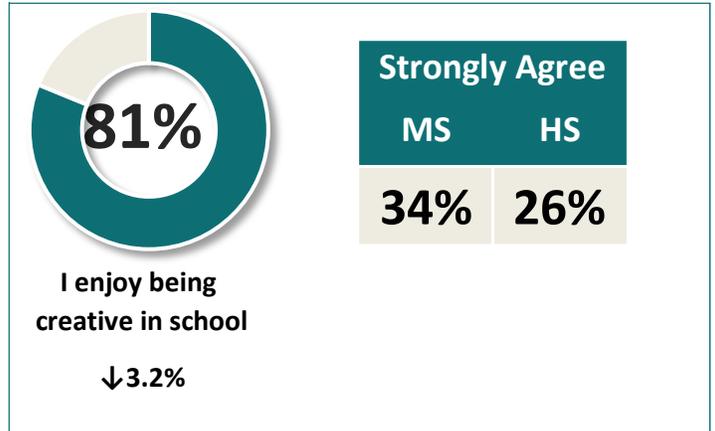
Questions inside the box are further broken down to look at the percentage of students who specifically responded as shown in the box by campus level (MS or HS).

Enjoyment in Learning

The degree to which students agree or strongly agree with statements around enjoying different aspects of their learning or activities at school.

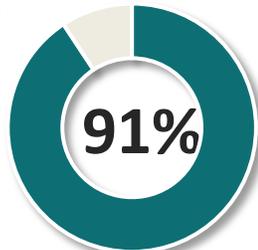


I enjoy working on tasks that require a lot of thinking and mental effort
↓2.1%

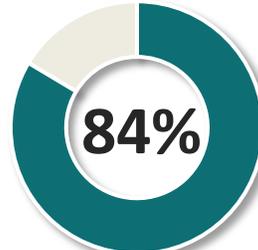


Self-Efficacy in Learning

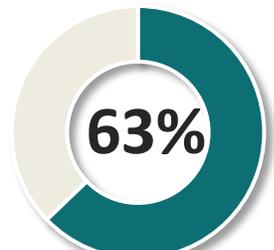
The degree to which students agree or strongly agree that they feel confident in their skills as a learner or have confidence in their own abilities.



I have the skills and ability to complete my work.
↓1.2%



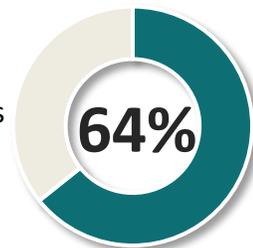
I put forth a great deal of effort when doing my school work
↓1.5%



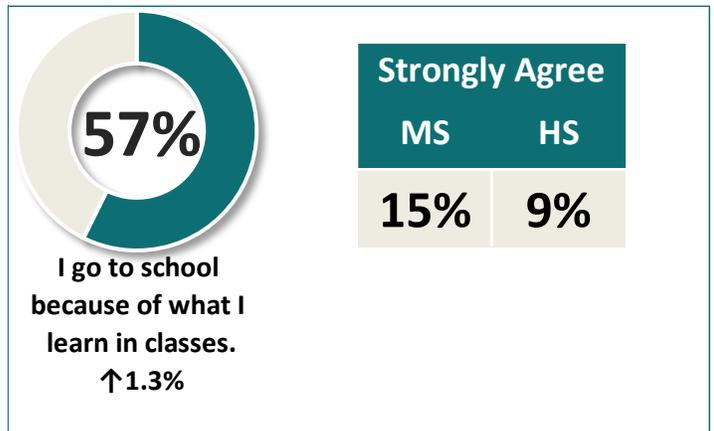
I like discussions in which there are no clear answers
↓0.4%

Impact of Learning

The degree to which students agree or strongly agree on the impact various learning activities have on their beliefs about learning.



My school work makes me curious to learn new things.
↓0.4%



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FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Cognitive Engagement: Individual Item Breakdown

Attitude Toward Learning

Frequency Distributions

Item wording or description	Values	Response Options	Frequency Distributions						Statistical Significance between MS/HS					
			District		MS		HS		District	Change from 2022	MS		HS	
			Count	%	Count	%	Count	%	Mean		Mean	Effect Size	Mean	Effect Size
How much do you agree or disagree with the following statements														
I have the skills and ability to complete my work	1	Strongly Disagree	790	3%	413	4%	377	3%	3.23	↓1.9%	3.25 ***	△	3.21 ***	▽
	2	Disagree	1,343	6%	674	6%	669	6%						
	3	Agree	12,579	55%	5,696	51%	6,883	58%						
	4	Strongly Agree	8,235	36%	4,313	39%	3,922	33%						
	Total		22,947		11,096		11,851							
I put forth a great deal of effort when doing my school work	1	Strongly Disagree	960	4%	453	4%	507	4%	3.07	↓1.6%	3.11 ***	△	3.04 ***	▽
	2	Disagree	2,797	12%	1,256	11%	1,541	13%						
	3	Agree	12,692	55%	5,941	54%	6,751	57%						
	4	Strongly Agree	6,422	28%	3,415	31%	3,007	25%						
	Total		22,871		11,065		11,806							
I have worked harder than I expected to in school	1	Strongly Disagree	1,469	6%	707	6%	762	6%	2.94	↓0.7%	2.97 ***	△	2.91 ***	▽
	2	Disagree	4,308	19%	2,025	18%	2,283	19%						
	3	Agree	11,224	49%	5,200	47%	6,024	51%						
	4	Strongly Agree	5,898	26%	3,144	28%	2,754	23%						
	Total		22,899		11,076		11,823							
I like discussions in which there are no clear answers	1	Strongly Disagree	3,247	14%	1,788	16%	1,459	12%	2.68	↓1.0%	2.63 ***	▽	2.73 ***	△
	2	Disagree	5,261	23%	2,766	25%	2,495	21%						
	3	Agree	9,908	43%	4,280	39%	5,628	48%						
	4	Strongly Agree	4,476	20%	2,234	20%	2,242	19%						
	Total		22,892		11,068		11,824							

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* $p < .05$, ** $p < .01$, *** $p < .001$; Refer to the **About this Report** section for key to triangle symbols.

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Cognitive Engagement: Individual Item Breakdown

Attitude Toward Learning

Frequency Distributions

Item wording or description	Values	Response Options	Frequency Distributions						Statistical Significance between MS/HS					
			District		MS		HS		District	Change from 2022	MS		HS	
			Count	%	Count	%	Count	%	Mean		Mean	Effect Size	Mean	Effect Size
How much do you agree or disagree with the following statements														
I enjoy being creative in school	1	Strongly Disagree	1,372	6%	678	6%	694	6%	3.05	↓2.3%	3.10 ***	△	3.01 ***	▽
	2	Disagree	2,931	13%	1,358	12%	1,573	13%						
	3	Agree	11,721	51%	5,225	47%	6,496	55%						
	4	Strongly Agree	6,849	30%	3,796	34%	3,053	26%						
	Total		22,873		11,057		11,816							
I enjoy working on tasks that require a lot of thinking and mental effort	1	Strongly Disagree	2,899	13%	1,611	15%	1,288	11%	2.70	↑0.8%	2.67 ***	▽	2.72 ***	△
	2	Disagree	5,376	23%	2,654	24%	2,722	23%						
	3	Agree	10,395	45%	4,569	41%	5,826	49%						
	4	Strongly Agree	4,219	18%	2,228	20%	1,991	17%						
	Total		22,889		11,062		11,827							
My school work makes me curious to learn other things	1	Strongly Disagree	2,826	12%	1,406	13%	1,420	12%	2.70	↓0.7%	2.72 **	△	2.67 **	▽
	2	Disagree	5,354	23%	2,520	23%	2,834	24%						
	3	Agree	10,672	47%	4,932	45%	5,740	49%						
	4	Strongly Agree	4,037	18%	2,213	20%	1,824	15%						
	Total		22,889		11,071		11,818							
To what extent do you agree or disagree with the following statements?														
I go to school because of what I learn in classes	1	Strongly Disagree	3,441	15%	1,550	14%	1,891	16%	2.54	↑0.3%	2.61 ***	△	2.48 ***	▽
	2	Disagree	6,355	28%	2,849	26%	3,506	30%						
	3	Agree	10,394	45%	4,987	45%	5,407	46%						
	4	Strongly Agree	2,762	12%	1,684	15%	1,078	9%						
	Total		22,952		11,070		11,882							

*p < .05, **p < .01, ***p < .001 ; Refer to the **About this Report** section for key to triangle symbols.

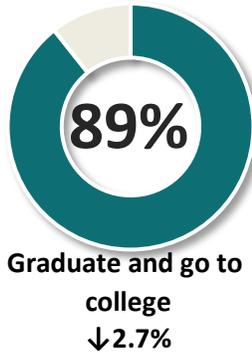
Cognitive Engagement with Academic Goals, Future Plans, and Aspirations

This engagement factor focused on how students engage in plans for post-secondary life. In FBISD, campuses have personnel dedicated to engaging students in conversations around career and college readiness.

Questions in the box are further broken down to look at the percentage of students who specifically responded as shown in the box by campus level (MS or HS).

Motivations to Succeed

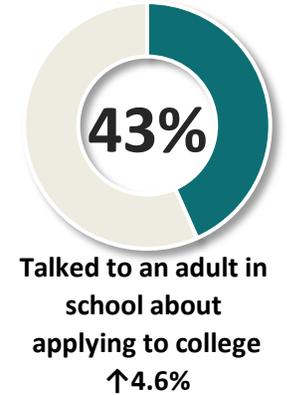
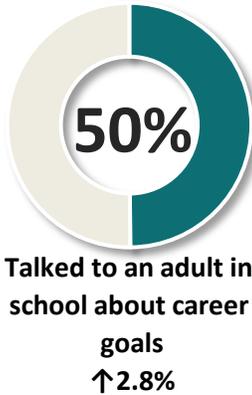
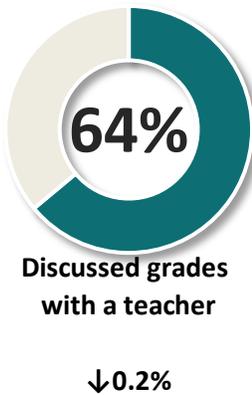
The degree to which students **agree or strongly agree** about why they go to school related to plans after high school.



Strongly Agree	
MS	HS
46%	32%

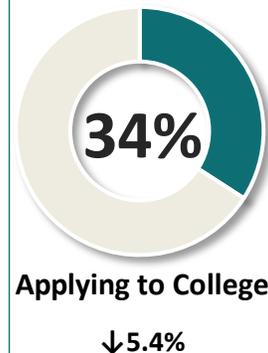
Connections with Adults

The degree to which students feel they **sometimes or often** engage with adults in various conversations around college and career goals.



Lack of Conversations with Adults

The degree to which students feel they have **NEVER** spoken to an adult in school about college or career goals.



Never	
MS	HS
42%	27%

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Cognitive Engagement: Individual Item Breakdown

Cognitive Engagement with Academic Goals, Future Plans, and Aspirations

Frequency Distributions

Item wording or description	Values	Response Options	District		MS		HS		District Mean	Change from 2022	Statistical Significance between MS/HS			
			Count	%	Count	%	Count	%			MS		HS	
											Mean	Effect Size	Mean	Effect Size
During the school year, about how often have you done each of the following?														
Discussed grades with a teacher	1	Never	2,526	11%	1,592	14%	934	8%	2.76	↓0.7%	2.65 *** ▼	2.86 *** ▲		
	2	Rarely	5,942	25%	3,164	28%	2,778	23%						
	3	Sometimes	9,592	41%	4,173	37%	5,419	45%						
	4	Often	5,436	23%	2,429	21%	3,007	25%						
	Total		23,496		11,358		12,138							
Discussed ideas from readings or classes with teachers outside of class	1	Never	5,066	22%	2,752	24%	2,314	19%	2.46	↑4.6%	2.40 *** ▽	2.52 *** △		
	2	Rarely	6,237	27%	3,121	28%	3,116	26%						
	3	Sometimes	8,295	35%	3,601	32%	4,694	39%						
	4	Often	3,818	16%	1,843	16%	1,975	16%						
	Total		23,416		11,317		12,099							
Talked to an adult in the school about career goals	1	Never	5,701	24%	3,259	29%	2,442	20%	2.42	↑2.7%	2.33 *** ▽	2.50 *** △		
	2	Rarely	6,062	26%	2,893	26%	3,169	26%						
	3	Sometimes	7,841	33%	3,345	29%	4,496	37%						
	4	Often	3,864	16%	1,844	16%	2,020	17%						
	Total		23,468		11,341		12,127							
Talked to an adult in the school about how to apply to college	1	Never	7,998	34%	4,710	42%	3,288	27%	2.23	↑5.4%	2.09 *** ▼	2.37 *** ▲		
	2	Rarely	5,281	23%	2,385	21%	2,896	24%						
	3	Sometimes	6,833	29%	2,721	24%	4,112	34%						
	4	Often	3,328	14%	1,511	13%	1,817	15%						
	Total		23,440		11,327		12,113							

*p < .05, **p < .01, ***p < .001 ; Refer to the **About this Report** section for key to triangle symbols.

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Cognitive Engagement: Individual Item Breakdown

Cognitive Engagement with Academic Goals, Future Plans, and Aspirations

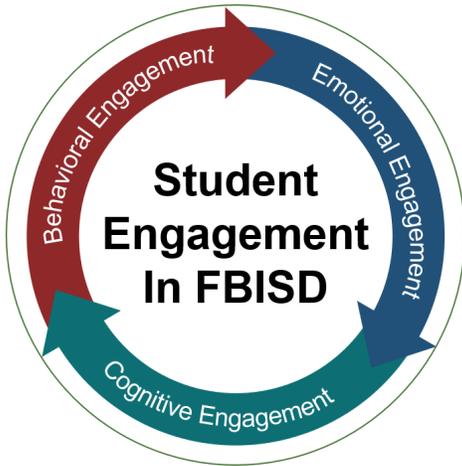
Frequency Distributions

Item wording or description	Values	Response Options	District		MS		HS		District Mean	Change from 2022	Statistical Significance between MS/HS			
			Count	%	Count	%	Count	%			MS		HS	
											Mean	Effect Size	Mean	Effect Size
To what extent do you agree or disagree with the following statements?														
I go to school because I want to graduate and go to college	1 2 3 4	Strongly Disagree Disagree Agree Strongly Agree	947 1,506 9,424 11,088	4% 7% 41% 48%	465 670 4,122 5,815	4% 6% 37% 53%	482 836 5,302 5,273	4% 7% 45% 44%	3.33	↓2.9%	3.38 ***	△	3.29 ***	▽
Total			22,965		11,072		11,893							
I go to school because I want to learn skills to get a good job	1 2 3 4	Strongly Disagree Disagree Agree Strongly Agree	1,442 2,345 10,271 8,866	6% 10% 45% 39%	598 891 4,448 5,117	5% 8% 40% 46%	844 1,454 5,823 3,749	7% 12% 49% 32%	3.16	↓2.6%	3.27 ***	▲	3.05 ***	▼
Total			22,924		11,054		11,870							

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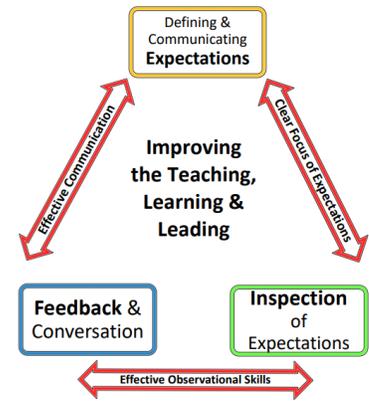
* $p < .05$, ** $p < .01$, *** $p < .001$; Refer to the **About this Report** section for key to triangle symbols.

Learning Walk Elements Overview



Learning Walk Teams exist as a collaborative structure to support student outcomes and teacher instructional practice through a shared responsibility and partnership with district and campus leaders. The Learning Walk process uses the Leading Improvement Framework as a way to ensure alignment between setting and inspecting expectations, and the ongoing feedback process.

Leading Improvement Framework

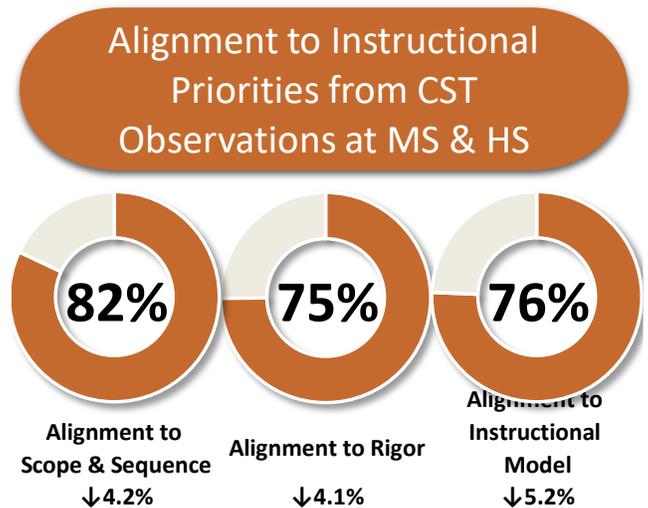


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Alignment to Instructional Priorities

Through the Learning Walk Team process, FBISD has been able to monitor the degree of alignment to instructional priorities. The three areas of focus from 2018-2023 were alignment to the rigor of standard, the alignment to the District's Scope and Sequence from the curriculum, and alignment to the instructional models for each content areas.

The diagram to the right illustrates the observed alignment of the current year for middle school and high school campuses.

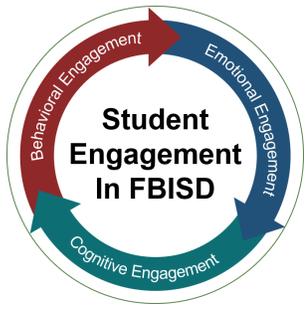


Learning Walk Instructional Alignment

Six elements from the instructional priorities have been included in the Learning Walks and the observational evidence from each category is shown below. While engaging in a Learning Walk, team members observe a variety of classrooms for 10 minutes and notate overall instructional activities and those relating to the campus focus which are recorded through a survey tool. The student engagement survey item questions that correspond to each element are broken down on the next two pages.

- Access Resources
- Communication
- Collaboration
- Progress Monitoring
- Feedback
- Goal Setting

Learning Walk Elements: Student Engagement Survey

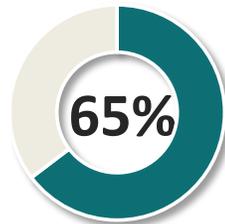


This process strives to cultivate a culture of collaborative inquiry as teams engage in learning walks and reflective conversations to make evidence-based leadership decisions as part of a cycle of continuous improvement. This process is used as a tool to measure alignment to instructional priorities.

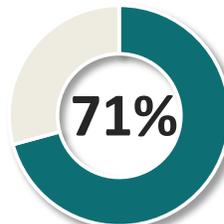
The green graphics represent student survey responses, the orange graphics represent Learning Walk responses from District staff members collected during the observational walks.

Communicate:

The degree to which students **sometimes or often** were able to engage in academic conversations in different contexts compared to the frequency observed in Learning Walks.



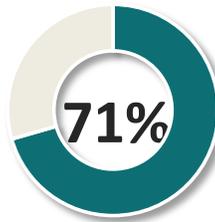
Engaged in academic conversations with teachers
↓1.3%



Engaged in academic conversations with peers
↓2.5%

Access Resources:

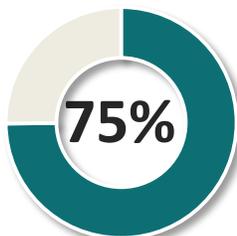
The degree to which students **sometimes or often** are able to access resources needed to engage in the learning compared to the frequency observed in Learning Walks.



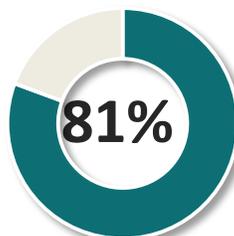
Used resources to deepen understanding, make connections, and represent learning
↓3.6%

Collaborate:

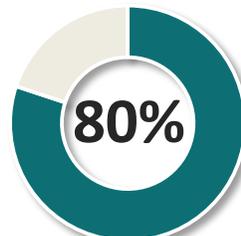
The degree to which students **sometimes or often** are able to work together with peers on a learning task compared to the frequency observed during Learning Walks.



Worked together with peers towards a common goal
↓2.9%



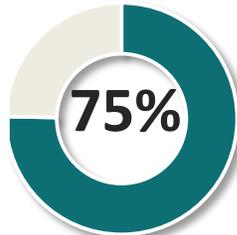
Worked with other students on projects or assignments
144
↓3.1%



Opportunities to collaborate with peers in class
↓3.7%

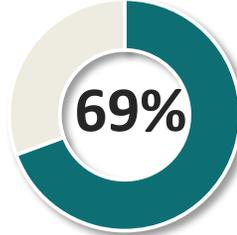
Feedback:

The degree to which students **sometimes or often** have engaged or that their campus emphasizes feedback opportunities with different school members compared to the frequency observed in Learning Walks.



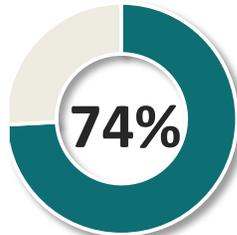
Received feedback from teachers on assignments or class work

↓4.0%



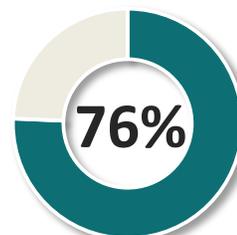
Received feedback from your peers on assignment or class work

↑0.7%



Used teacher or peer feedback to make changes to final version of an assignment

↓4.0%



Engaging in feedback with other students on work

↓2.7%

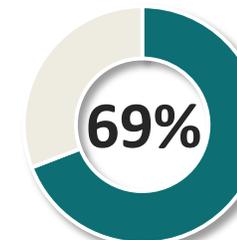
Progress Monitoring:

The degree to which students **sometimes or often** engage in activities that help student to track learning progress compared to what was observed during the Learning Walk process.



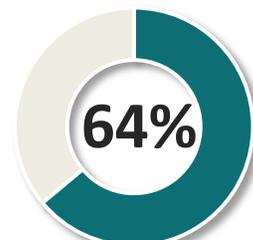
Used tools other than grades to monitor progress on learning

↑1.8%



Engaged in self-reflection on their work

↓2.9%

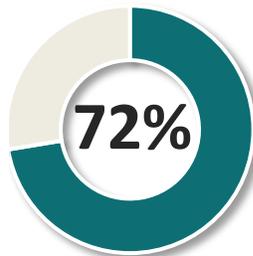


Discussed grades with teachers

↓0.2%

Goal Setting:

The degree to which students **sometimes or often** engage in goal setting activities compared to the frequency observed in Learning Walks



Setting learning goals throughout the year

↓2.6%

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Learning Walk Elements: Individual Item Breakdown

Learning Walk Team Items			Frequency Distributions						Statistical Comparison				
			District		MS		HS		District	Change from 2022	MS		HS
Item wording or description	Response Values	Options	Count	%	Count	%	Count	%	Mean		Mean	Effect Size	Mean
Communicate													
During the school year, about how often have you done each of the following?													
Engaged in academic conversations with teachers	1	Never	2,318	10%	1,304	12%	1,014	8%	2.76	↓0.7%	2.71 *** ▽	2.80 *** △	
	2	Rarely	5,878	25%	2,976	27%	2,902	24%					
	3	Sometimes	10,152	44%	4,544	41%	5,608	47%					
	4	Often	4,843	21%	2,349	21%	2,494	21%					
		Total	23,191		11,173		12,018						
Engaged in academic conversations with peers	1	Never	1,871	8%	1,037	9%	834	7%	2.88	↓1.8%	2.85 *** ▽	2.91 *** △	
	2	Rarely	4,899	21%	2,458	22%	2,441	20%					
	3	Sometimes	10,562	46%	4,817	43%	5,745	48%					
	4	Often	5,830	25%	2,843	25%	2,987	25%					
		Total	23,162		11,155		12,007						
Access Resources													
During the school year, about how often have you done each of the following?													
Use resources to deepen understanding, make connections, and represent learning	1	Never	1,719	7%	927	8%	792	7%	2.86	↓2.1%	2.84 *** ▽	2.88 *** △	
	2	Rarely	5,101	22%	2,557	23%	2,544	21%					
	3	Sometimes	11,051	48%	5,097	46%	5,954	50%					
	4	Often	5,296	23%	2,577	23%	2,719	23%					
		Total	23,167		11,158		12,009						

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* $p < .05$, ** $p < .01$, *** $p < .001$; Refer to the **About this Report** section for key to triangle symbols.

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Learning Walk Elements: Individual Item Breakdown

Learning Walk Team Items			Frequency Distributions						Statistical Comparison							
			District		MS		HS		District	Change from 2022	MS		HS			
Item wording or description	Response Values	Options	Count	%	Count	%	Count	%	Mean			Mean	Effect Size	Mean	Effect Size	
Collaborate																
How much does your school emphasize each of the following																
Opportunities to collaborate with peers in class	1	Not at All	1,092	5%	587	5%	505	4%	3.04	↑0.7%	3.03	--	3.04	--		
	2	Very Little	3,655	15%	1,906	17%	1,749	14%								
	3	Some	12,400	52%	5,577	48%	6,823	56%								
	4	Very Much	6,680	28%	3,478	30%	3,202	26%								
		Total	23,827		11,548		12,279									
During the school year, how much have you done the following?																
Worked with other students on projects/assignments	1	Never	912	4%	511	5%	401	3%	3.10	↓0.2%	3.10	--	3.10	--		
	2	Rarely	3,637	15%	1,804	16%	1,833	15%								
	3	Sometimes	11,158	48%	5,109	45%	6,049	50%								
	4	Often	7,771	33%	3,925	35%	3,846	32%								
		Total	23,478		11,349		12,129									
During the school year, about how often have you done each of the following?																
Worked together with peers towards a common goal	1	Never	1,554	7%	866	8%	688	6%	2.95	↓1.9%	2.93	**	▽	2.97	**	△
	2	Rarely	4,271	18%	2,127	19%	2,144	18%								
	3	Sometimes	11,148	48%	5,103	46%	6,045	50%								
	4	Often	6,191	27%	3,060	27%	3,131	26%								
		Total	23,164		11,156		12,008									

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*p < .05, **p < .01, ***p < .001 ; Refer to the **About this Report** section for key to triangle symbols.

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Learning Walk Elements: Individual Item Breakdown

Learning Walk Team Items

Frequency Distributions

Statistical Comparison

Statistical Significance between MS/HS

Item wording or description	Response Values	Options	District		MS		HS		District Mean	Change from 2022	MS		HS			
			Count	%	Count	%	Count	%			Mean	Effect Size	Mean	Effect Size		
Feedback																
How much does your school emphasize each of the following																
Engaging in feedback with other students on work	1	Not at All	1,326	6%	710	6%	616	5%	2.95	↓1.3%	2.95	--	2.94	--		
	2	Very Little	4,456	19%	2,239	19%	2,217	18%								
	3	Some	12,184	51%	5,429	47%	6,755	55%								
	4	Very Much	5,810	24%	3,136	27%	2,674	22%								
		Total	23,776		11,514		12,262									
During the school year, how much have you done the following?																
Received feedback from teachers on assignments or other class work	1	Never	1,185	5%	662	6%	523	4%	3.00	↓3.1%	2.96	***	▽	3.03	***	△
	2	Rarely	4,621	20%	2,424	21%	2,197	18%								
	3	Sometimes	10,767	46%	4,929	43%	5,838	48%								
	4	Often	6,930	29%	3,340	29%	3,590	30%								
		Total	23,503		11,355		12,148									
During the school year, about how often have you done each of the following?																
Received feedback from your peers on an assignment or other class work	1	Never	1,631	7%	825	4%	806	3%	2.83	↑0.2%	2.86	***	△	2.81	***	▽
	2	Rarely	5,487	24%	2,573	11%	2,914	13%								
	3	Sometimes	11,328	49%	5,187	22%	6,141	26%								
	4	Often	4,824	21%	2,620	11%	2,204	9%								
		Total	23,270		11,205		12,065									
Used teacher or peer feedback to make changes to the final version of an assignment	1	Never	1,468	6%	746	7%	722	6%	2.94	↓2.7%	2.95	--	2.94	--		
	2	Rarely	4,526	19%	2,220	20%	2,306	19%								
	3	Sometimes	11,063	48%	5,092	46%	5,971	50%								
	4	Often	6,161	27%	3,132	28%	3,029	25%								
		Total	23,218		11,190		12,028									

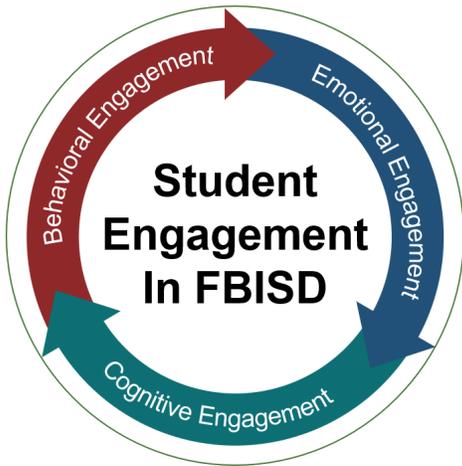
*p < .05, **p < .01, ***p < .001 ; Refer to the **About this Report** section for key to triangle symbols.

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Learning Walk Elements: Individual Item Breakdown

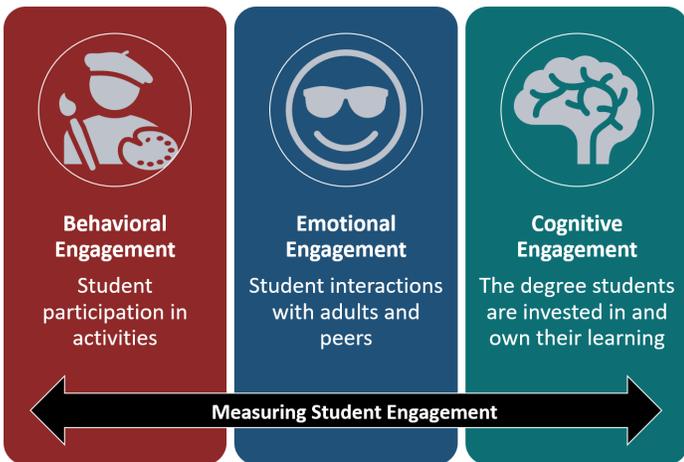
Learning Walk Team Items			Frequency Distributions						Statistical Comparison					
			District		MS		HS		District	Change from 2022	MS		HS	
Item wording or description	Values	Response Options	Count	%	Count	%	Count	%	Mean		Mean	Effect Size	Mean	Effect Size
Progress Monitoring														
During the school year, about how often have you done each of the following?														
Discussed grades with teachers	1	Never	2,526	11%	1,592	14%	934	8%	2.76	↓0.7%	2.65 *** ▼	2.86 *** ▲		
	2	Rarely	5,942	25%	3,164	28%	2,778	23%						
	3	Sometimes	9,592	41%	4,173	37%	5,419	45%						
	4	Often	5,436	23%	2,429	21%	3,007	25%						
	Total		23,496		11,358		12,138							
Engage in self-reflection on their work	1	Never	1,904	8%	1,012	9%	892	7%	2.83	↓1.6%	2.82 * ▽	2.85 * △		
	2	Rarely	5,237	23%	2,598	23%	2,639	22%						
	3	Sometimes	10,830	47%	4,946	44%	5,884	49%						
	4	Often	5,165	22%	2,590	23%	2,575	21%						
	Total		23,136		11,146		11,990							
Use tools other than grades to monitor progress on learning	1	Never	3,698	16%	1,765	16%	1,933	16%	2.62	↑1.6%	2.64 * △	2.60 * ▽		
	2	Rarely	5,732	25%	2,777	25%	2,955	25%						
	3	Sometimes	9,343	41%	4,316	39%	5,027	42%						
	4	Often	4,291	19%	2,258	20%	2,033	17%						
	Total		23,064		11,116		11,948							
Goal Setting														
How much does your school emphasize each of the following														
Setting learning goals throughout the year	1	Not at All	1,838	8%	869	8%	969	8%	2.90	↓2.6%	2.96 *** △	2.84 *** ▽		
	2	Very Little	4,726	20%	2,145	19%	2,581	21%						
	3	Some	11,165	47%	5,052	44%	6,113	50%						
	4	Very Much	6,058	25%	3,457	30%	2,601	21%						
	Total		23,787		11,523		12,264							

*p < .05, **p < .01, ***p < .001 ; Refer to the **About this Report** section for key to triangle symbols



Student engagement is defined as meaningful student involvement throughout the learning environment. It can be understood by analyzing the degree to which students interact within the school community, with adults, peers, the curriculum, and within instruction or the learner experience.

In this section of the report, we will explore what the responses looked like across student groups in FBISD in all the dimensions and factors. We will also review other survey items that were not part of the engagement dimension scoring, but that can provide further insights into how and what students think about learning in FBISD.



In this section you will find:

- Engagement Dimensions and Factors broken down by student groups to explore trends,
- Areas of Student Academic and Instructional Interests,
- Student Perceptions of Health & Wellness
- Student Retention Information

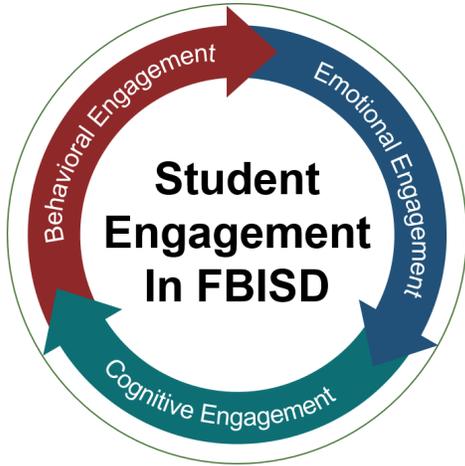
Student Engagement Score Scale			
Very Low	Low	Mod	High
1.0 - 1.75	1.76 - 2.50	2.51 - 3.25	3.26 - 4.0

The Student Engagement Score Scale above, and the significance key below will be helpful as you review items in the next section of this report. The student engagement scale gives you a perspective on the levels of engagement that students expressed within each dimension. In this section of the report, the student group average scores were compared to the **DISTRICT** averages with the significance key below used to show statistical relationships. There is a difference between statistical significance and practical significance, but this data could help inform future explorations and information we collect from students.

- | | |
|----|--|
| ▲ | Student average score was significantly higher than the district average, with an effect size greater than 0.2 |
| △ | Student average score was significantly higher than the district average, with an effect size less than 0.2 |
| -- | No significant difference between the groups |
| ▽ | Student average score was significantly lower than the district average, with an effect size less than 0.2 |
| ▼ | Student average score was significantly lower than the district average, with an effect size greater than 0.2 |

* Student group scores are compared to **district** mean. Refer to the **About this Report** section for key to triangle symbols.

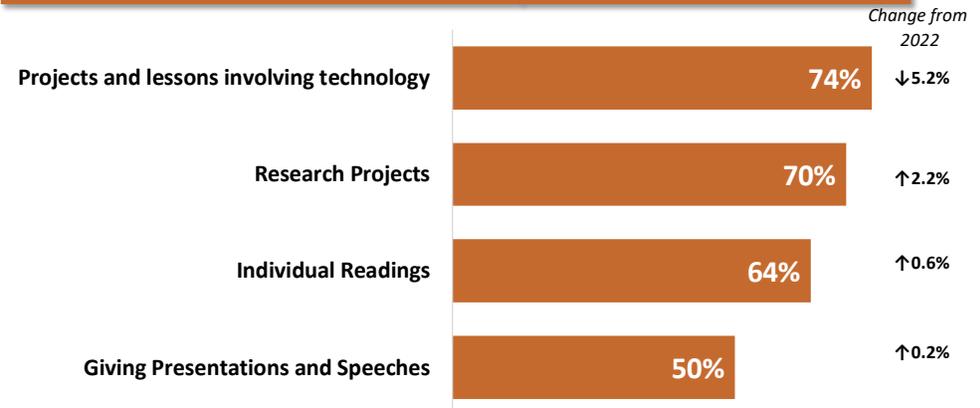
Interest in Learning Experiences



Teachers use a variety of methods to engage students in learning experiences. Some of the student items asked how different activities engaged or interested students in learning. This information could be helpful for teachers to provide input on designing meaningful learning experiences for students.

How much do each of the following classroom activities interest or engage you?

Percentage of Students Responding with "Some" or "Very Much"



92%

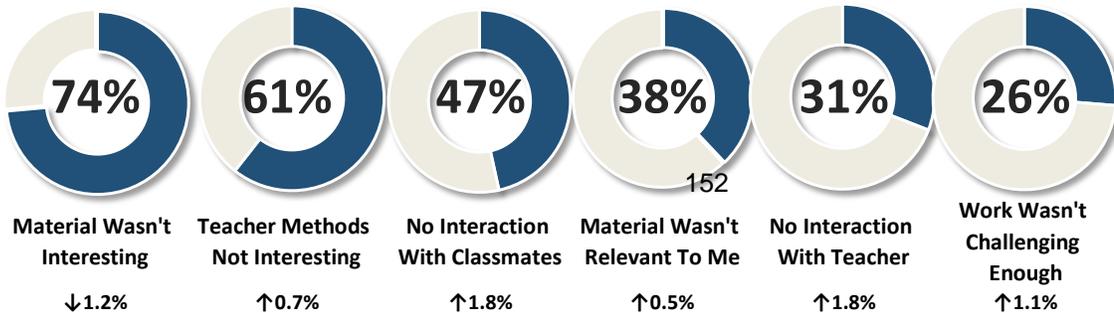
Of FBISD students reported being bored in class

Never	Rarely	Sometimes	Often
8%	8%	35%	49%

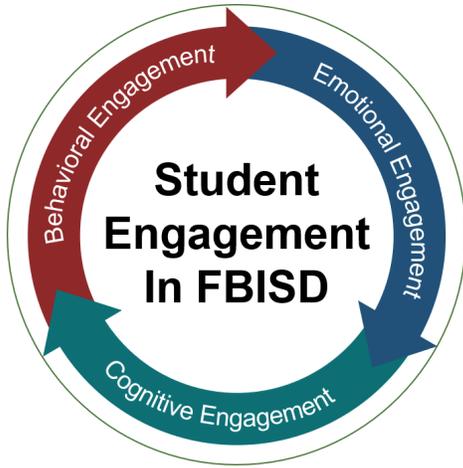
Change from 2022
↑0.0%

REASONS*

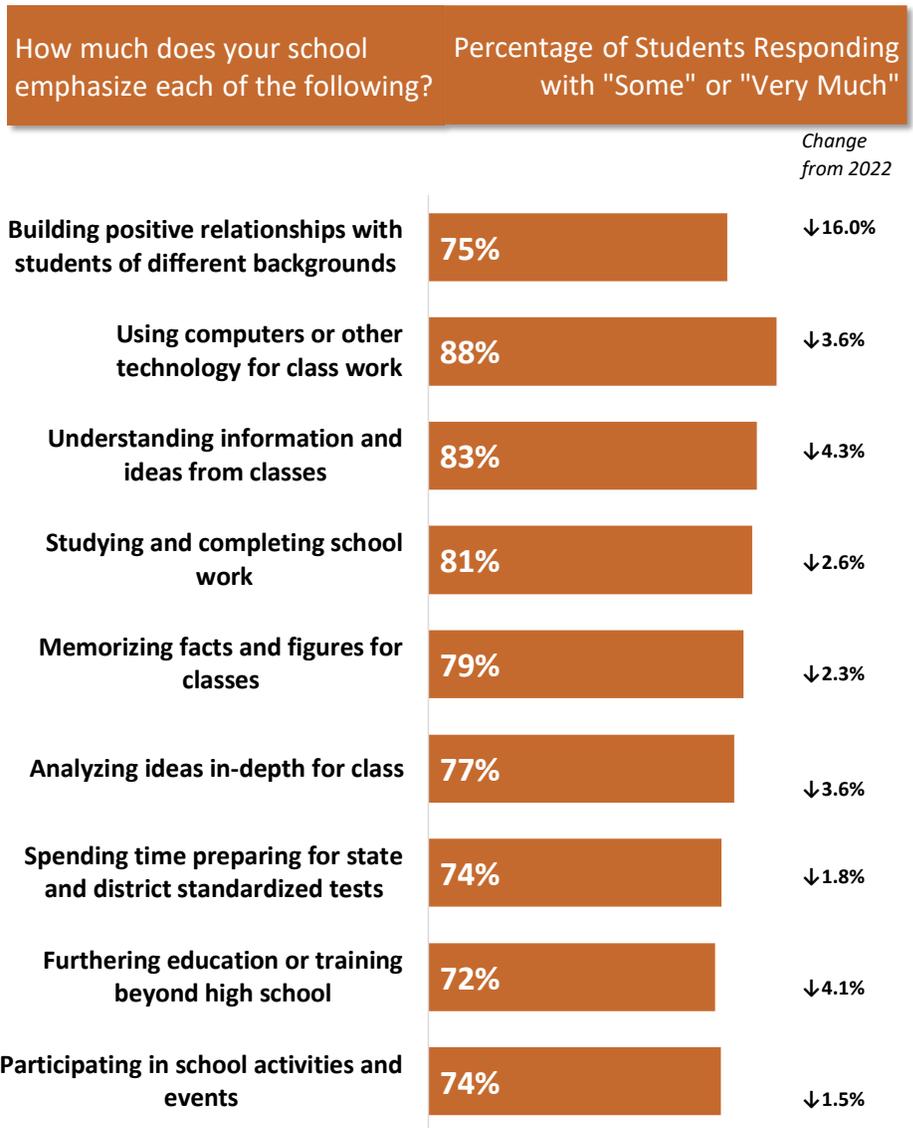
*Out of 21,682 FBISD students responding "Rarely", "Sometimes", or "Often"



Impacts of School Focus



Each campus within FBISD selects a campus instructional focus that aligns with our Progressions of Practice or the Learning Framework components. Students responded to items when asked how much they felt like their school emphasized different practices.



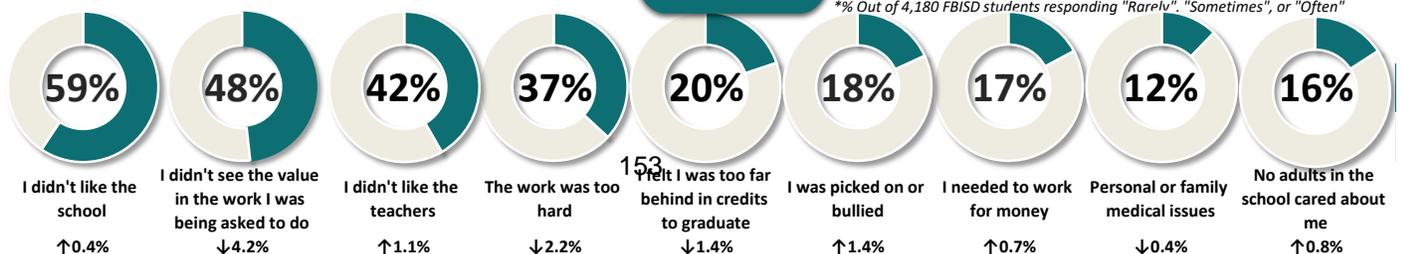
Students were asked if they had considered dropping out of school and the reasons why they've considered it. Some of the most frequent responses student selected are shown below.

18%
Change from 2022
↑2.0%

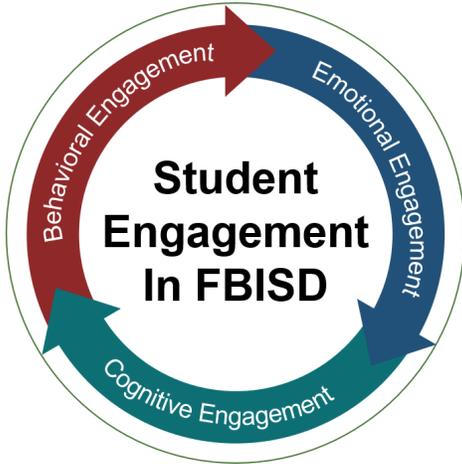
Of FBISD students reported considering dropping out of school

Never	Rarely	Sometimes	Often
82%	9%	6%	3%

REASONS*



Perceptions on Health and Wellness



Current challenges in education include those related to the social, emotional, and physical well-being of students. In addition to questions from the emotional and behavioral engagement categories, questions were added this year, to better understand student perceptions of healthy habits and how district and campus activities impact those perceptions.

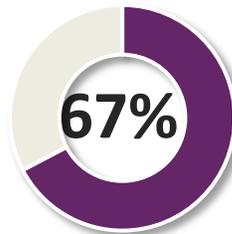
% of Students responding they "Sometimes" or "Often":



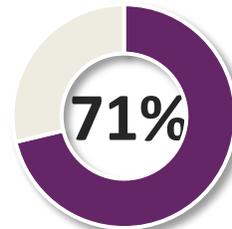
Physical Activity

Students were asked to describe the degree to which their school emphasizes specific practices, their level of interest, and how long they engage in physical activity outside the school day.

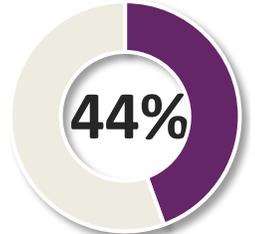
% of Students responding their school emphasizes the following "Some" or "Very Much":



Engaging in physical activity (walking, moving around) or using body movement to learn



Being physically active, using movement to help you learn interests me some/very much



Physically active for greater than 3 hours a week

Healthy Habits

The degree to which students felt their campus put **some or very much** of an emphasis on some wellness practices, as well as the degree to which students agreed or strongly agreed that they get at least 20 minutes to eat lunch



Engaging in healthy eating habits



Engaging in mindfulness or stress-reducing moments



Using/Discussing drug and alcohol prevention strategies



My school allows me at least 20 minutes to eat lunch

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Perceptions of Health and Wellness: Individual Item Breakdown

Health and Wellness Questions

Frequency Distributions

Item wording or description			District		MS		HS		<i>Statistical Significance between MS/HS</i>				
			Count	%	Count	%	Count	%	District	MS	Effect Size	HS	Effect Size
Values	Response Options							Mean	Mean		Mean		
How much do each of the following classroom activities and assignments interest or engage you?													
Being physically active, using movement to help you learn	1	Not at All	2,332	10%	1,056	9%	1,276	10%	2.92	2.97 ***	△	2.86 ***	▽
	2	Very Little	4,518	19%	2,083	18%	2,435	20%					
	3	Some	9,839	41%	4,559	39%	5,280	43%					
	4	Very Much	7,173	30%	3,873	33%	3,300	27%					
	Total		23,862		11,571		12,291						
During the school year, about how often have you done each of the following?													
Got enough sleep to feel rested	1	Never	3,952	17%	1,539	14%	2,413	20%	2.62	2.78 ***	▲	2.48 ***	▼
	2	Rarely	5,769	25%	2,450	22%	3,319	27%					
	3	Sometimes	8,928	38%	4,351	38%	4,577	38%					
	4	Often	4,790	20%	2,993	26%	1,797	15%					
	Total		23,439		11,333		12,106						
How much do you agree or disagree with the following statements?													
My school allows me at least 20 minutes to eat lunch	1	Strongly Disagree	1,405	6%	791	7%	614	5%	3.13	3.12 --		3.14 --	
	2	Disagree	2,295	10%	1,236	11%	1,059	9%					
	3	Agree	11,033	48%	4,891	44%	6,142	52%					
	4	Strongly Agree	8,142	36%	4,145	37%	3,997	34%					
	Total		22,875		11,063		11,812						
In a typical 7 day week during the school year, how many hours do you do the following OUTSIDE of school? (Number of hours per week)													
Being physically active (exercise, sports, walking, running, biking, playing outside)	1	1 Hr or less	5,131	22%	2,271	20%	2,860	23%	2.42	2.50 ***	△	2.35 ***	▽
	2	2-3 Hours	8,055	34%	3,823	33%	4,232	35%					
	3	4-7 Hours	6,019	25%	2,849	25%	3,170	26%					
	4	8 or more Hours	4,548	19%	2,581	22%	1,967	16%					
	Total		23,753		11,524		12,229						

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*p < .05, **p < .01, ***p < .001 ; Refer to the **About this Report** section for key to triangle symbols

FBISD SSES 2023 Item Frequencies and Statistical Comparisons

Perceptions of Health and Wellness: Individual Item Breakdown

Health and Wellness Questions

Frequency Distributions

Item wording or description	Values	Response Options	Frequency Distributions						Statistical Significance between MS/HS				
			District		MS		HS		District	MS		HS	
			Count	%	Count	%	Count	%	Mean	Mean	Effect Size	Mean	Effect Size
How much does your school emphasize the following?													
Engaging in physical activity (walking, moving around) or using body movement	1	Not at All	2,530	11%	964	8%	1,566	13%	2.81	2.96 ***	▲	2.67 ***	▼
	2	Very Little	5,250	22%	2,174	19%	3,076	25%					
	3	Some	10,252	43%	4,821	42%	5,431	44%					
	4	Very Much	5,784	24%	3,583	31%	2,201	18%					
	Total		23,816		11,542		12,274						
Engaging in healthy eating habits	1	Not at All	3,485	15%	1,503	13%	1,982	16%	2.65	2.74 ***	△	2.56 ***	▽
	2	Very Little	5,838	25%	2,579	22%	3,259	27%					
	3	Some	10,029	42%	4,803	42%	5,226	43%					
	4	Very Much	4,426	19%	2,635	23%	1,791	15%					
	Total		23,778		11,520		12,258						
Engaging in mindfulness or stress reducing moments	1	Not at All	4,205	18%	1,886	16%	2,319	19%	2.57	2.64 ***	△	2.51 ***	▽
	2	Very Little	5,903	25%	2,761	24%	3,142	26%					
	3	Some	9,415	40%	4,394	38%	5,021	41%					
	4	Very Much	4,188	18%	2,433	21%	1,755	14%					
	Total		23,711		11,474		12,237						
Using/Discussing drug and alcohol prevention strategies	1	Not at All	3,941	17%	1,866	16%	2,075	17%	2.67	2.77 ***	△	2.57 ***	▽
	2	Very Little	5,155	22%	2,134	19%	3,021	25%					
	3	Some	9,465	40%	4,294	37%	5,171	42%					
	4	Very Much	5,152	22%	3,208	28%	1,944	16%					
	Total		23,713		11,502		12,211						

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* $p < .05$, ** $p < .01$, *** $p < .001$; Refer to the **About this Report** section for key to triangle symbols

Student Retention

During the administration of the survey, students were asked questions about if they have considered transferring to another school, would they select their school if they could, and why have they considered transferring. This allowed us to collect quantitative and qualitative data on the student responses. There were over 6,500 open ended secondary student responses that were collected, and thematically coded to look for trends and patterns into why students have considered transferring from their school. You will find a summary of that analysis on this page.

Perceptions in Student Retention

Students were asked, and the graphics illustrate the frequency to which students have considered transferring as well as where they considered transferring to.



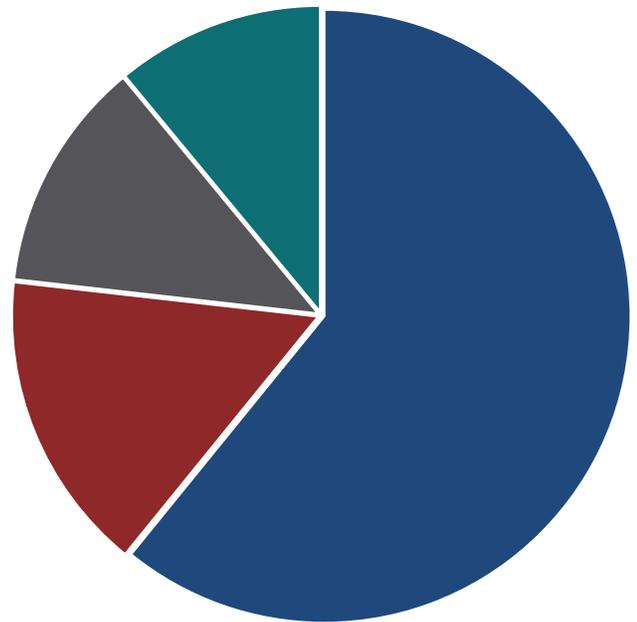
Percent of Students who Sometimes or Often Considered Transferring Schools.

↑3.3%

Breakdown of Student Responses			
Never	Rarely	Sometimes	Often
57%	13%	17%	12%

I would choose to go to a....	
Public School	55%
Private School	14%
Online School	11%
Home School	10%

** Out of Students who selected Rarely, Sometimes, or Often Considered Transferring*



Campus Highlights

The table to the right highlights the five FBISD campuses with the highest percentage of students responding to the survey that indicated they sometimes or often consider transferring schools.

Name of Campus	Percent of Students Responding Sometimes or Often
Lake Olympia Middle School	51%
McAuliffe Middle School	43%
Hightower High School	43%
Dulles Middle School	39%
Crockett Middle School	39%

Student Response Qualitative Analysis

Over 5,800 open ended student responses were analyzed and thematically coded to determine themes and sub-themes for reasons why students would want to transfer schools. The chart on the right displays the percentage of student responses that fit into each theme, some student responses may have contained more than one reason and not all students who responded that they rarely, sometimes, or often consider transferring provided a reason. The data reported here represents District level themes.

The tables below break down each theme into the most common sub-themes and show the percent of student responses within that theme.

Themes Students Reported Reasons	% of 2023 Student Responses
School	34%
People	22%
Instruction	17%
Personal	11%
Programs	6%
Safety	7%
Policies	2%

School	34%
Sub Themes & Percent of Student Responses in Theme	
<i>Dislike specific campus</i>	42%
<i>Environment</i>	34%
<i>Location of campus</i>	5%
<i>Spirit/Sense of Community</i>	8%
<i>Want fewer people/smaller school</i>	3%

People	22%
Sub Themes & Percent of Student Responses in Theme	
<i>General</i>	27%
<i>Want to be with Friends</i>	26%
<i>Issues with Students</i>	21%
<i>Issues with Teachers</i>	21%
<i>Issues with Administrators</i>	4%

Instruction	17%
Sub Themes & Percent of Student Responses in Theme	
<i>Quality of Learning</i>	34%
<i>Boring</i>	42%
<i>Like online school better</i>	16%
<i>Learning not challenging/too easy</i>	8%

Personal	11%
Sub Themes & Percent of Student Responses in Theme	
<i>Wanting a change/new experience</i>	34%
<i>Mental Health</i>	33%
<i>Wanting a fresh start</i>	11%
<i>Want to meet new people</i>	11%

Programs	6%
Sub Themes & Percent of Student Responses in Theme	
<i>Want different/more options</i>	47%
<i>Access or Quality of Extracurricular</i>	53%

Safety	7%
Sub Themes & Percent of Student Responses in Theme	
<i>Violence or Fighting</i>	63%
<i>Bullying</i>	37%

Policies	2%
Sub Themes & Percent of Student Responses in Theme	
<i>Rules too strict</i>	61%
<i>Rules Enforced Differently</i>	29%
<i>Dress Code</i>	10%

FBISD SSES 2023 Item Frequencies

Student Retention: Individual Campus Breakdown

Question: Have you ever considered transferring from this school? Student Responses by Campus

Campus	% Never	% Rarely	% Sometimes	% Often	Total Number of Students Responding In Survey	Percentage of Total Students Participating Who Responded Sometimes or Often
Lake Olympia Middle School	32%	16%	25%	26%	437	51%
McAuliffe Middle School	41%	16%	24%	19%	452	43%
Hightower High School	43%	14%	24%	19%	1,336	43%
Dulles Middle School	46%	15%	22%	17%	1,111	39%
Crockett Middle School	42%	19%	19%	20%	579	39%
Sugar Land Middle School	46%	17%	22%	15%	622	37%
Hodges Bend Middle School	49%	15%	21%	15%	507	36%
Bush High School	52%	13%	20%	15%	773	35%
Marshall High School	53%	12%	19%	15%	163	34%
Quail Valley Middle School	50%	16%	20%	14%	585	34%
Thornton Middle School	51%	16%	19%	15%	850	34%
Willowridge High School	55%	11%	19%	15%	372	34%
Missouri City Middle School	46%	20%	20%	14%	390	34%
Dulles High School	54%	13%	21%	12%	1,147	33%
Clements High School	60%	12%	17%	12%	1,826	28%
Kempner High School	61%	11%	17%	11%	592	28%
Elkins High School	61%	12%	18%	9%	1,084	27%
Bowie Middle School	56%	17%	15%	12%	963	27%
Travis High School	61%	12%	15%	12%	1,147	26%
Austin High School	65%	11%	15%	10%	1,341	25%
First Colony Middle School	61%	16%	14%	8%	796	23%
Garcia Middle School	65%	13%	12%	11%	800	23%
Ridge Point High School	68%	10%	13%	9%	1,518	22%
Baines Middle School	63%	15%	15%	7%	714	22%
Fort Settlement Middle School	72%	11%	11%	6%	1,170	17%
Sartartia Middle School	75%	12%	7%	5%	989	13%
District	57%	14%	17%	12%	22,310	29%

For: Fort Bend ISD Board of Trustees
Date: September 11, 2023
Action: Review: Board of Trustees Meeting Minutes
Reference: Board Policy BE (Local)
Department: Legal Services

Recommendation

Consideration and approval of the minutes of Fort Bend ISD Board of Trustees meetings and/or public hearings on the following dates:

- May 22, 2023 Special Called Meeting
- June 5, 2023 Public Budget Hearing
- June 5, 2023 Called Meeting and Agenda Review
- June 26, 2023 Special Called Meeting
- June 26, 2023 Regular Business Meeting

Summary

Board Policy BE (Local) states, “Board action shall be carefully recorded by the Secretary or clerk; when approved, these minutes shall serve as the legal record of official Board actions. The written minutes of all meetings shall be approved by vote of the Board and signed by the President and the Secretary of the Board.” Following this policy, the Administration submits the meeting minutes for the Board’s approval.

Recommended by:

Christie Whitbeck
Superintendent of Schools

Submitted by:

Coby Wilbanks
General Counsel

Minutes
Fort Bend ISD Board of Trustees
Special Called Meeting
May 22, 2023

A Board of Trustees Special Called Meeting was held on Monday, May 22, 2023, beginning at 12:02 p.m. in the Board Room of the Administration Building located at 16431 Lexington Blvd., Sugar Land, Texas. The Live Stream of the meeting was available at <https://www.fortbendisd.com/boardmeetinglivestream>.

The meeting was recorded as required by law, and the recording is available to the public at: <https://fortbendisd.new.swagit.com/videos/230638>.

The agenda packet for the meeting can be found here: <https://meetings.boardbook.org/Public/Agenda/649?meeting=583177>.

Presiding Officer.....Mrs. Judy Dae, President

Board Members Present

Dr. Shirley Rose-Gilliam, Vice President
Mrs. Kristen Davison Malone
Mr. Rick Garcia
Mrs. Angie Hanan
Ms. Sonya Jones

School Officials Present

Dr. Christie Whitbeck, Superintendent of Schools
Steve Bassett, Deputy Superintendent
Beth Martinez, Deputy Superintendent
Bryan Guinn, Chief Financial Officer
Christopher Juntti, Interim Chief Operations Officer
Carolina Fuzetti, Executive Director of Design and Construction
Richard Gay, Executive Director of Business Services
Coby Wilbanks, Executive Director of Legal Services
Amanda Bubela, Recording Secretary (virtual)

1. Meeting Called to Order

President Dae called the meeting to order at 12:02 p.m. announcing the presence of a quorum and that the meeting had been duly called and the notice posted for the time and matter required by law.

2. Public Comment

There were no public comments.

3. Information

A. Bond Timeline & Bond Project Management Workshop

Following the passage of the 2023 Bond, the administration provided an update on program management services and project budgets. This included an overview of professional services and the various relationships between these parties to execute the bond program. Fuzetti also provided an overview of considerations and factors related to internal project management versus the use of a third party to outsource some of this work, and presented the proposed 2023 Bond Organizational Chart and staffing plan associated with project management.

Fuzetti also provided information about bond packaging in prior bond programs and the packaging of the 2023 Bond Program, which is designed to efficiently deliver all bond projects while minimizing disruptions at the campus, and presented an overview of how the district established budgets for each bid package in the 2023 Bond program. Fuzetti also provided a timeline regarding future Board actions in June, July and August and indicated that the approval of budgets is key because this allows the district to commit money and begin projects.

During the update, Board members provided feedback and asked clarifying questions regarding project management and the execution of the bond program.

President Dae also noted that Mr. Hamilton was traveling and listening to the livestream, but because he did not have access to a video camera he could not participate.

B. Legislative and Budget Update

Chief Financial Officer Bryan Guinn provided an update on legislative developments associated with school funding, particularly House Bill 100, which is being revised to include provisions associated with Educational Savings Accounts (ESA's), reduce the proposed increase to the basic allotment, and modify stipulations associated with funding increases going toward teacher raises. Guinn shared that the final bill has not yet been released publicly, but he wanted to make the Board aware as these recently proposed changes will impact the district's budget outlook.

Following Guinn's update and in response from a question to the Board, staff confirmed that a House Bill 1 includes a 5% raise for all state employees, but this does not include K-12 staff.

4 - 5. Closed Session

The Board did not convene in closed session.

6. Action

- A. Consideration and approval of a resolution authorizing participation in commencement activities by currently enrolled students who are eligible except for pending Spring 2023 STAAR End of Course score reports.

MOTION by Malone and SECONDED by Gilliam that the Board of Trustees approve Item 6-A as presented.

During discussion, Dr. Gilliam read the proposed resolution regarding End of Course Assessments and Student Eligibility to Participate in Commencement Ceremonies.

MOTION CARRIES, 6-0

Yea: Dae, Gilliam, Malone, Garcia, Hanan, Jones

7. Adjournment

Having no further business before the Board, MOTION was made by Dr. Gilliam to adjourn the meeting at 1:46 p.m.

Judy Dae, President

David Hamilton, Secretary

Minutes
Fort Bend ISD Board of Trustees
Special Called Meeting
June 5, 2023

A Board of Trustees Special Called Meeting was held on Monday, June 5, 2023, beginning at 5:31 p.m. in the Board Room of the Administration Building located at 16431 Lexington Blvd., Sugar Land, Texas. The Live Stream of the meeting was available at <https://www.fortbendisd.com/boardmeetinglivestream>.

The meeting was recorded as required by law, and the recording is available to the public at: <https://fortbendisd.new.swagit.com/videos/233130>.

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

Presiding Officer.....Mrs. Judy Dae, President

Board Members Present

Dr. Shirley Rose-Gilliam, Vice President
Mrs. Kristen Davison Malone
Mr. Rick Garcia
Mrs. Angie Hanan
Ms. Sonya Jones

Others Present

Dr. Christie Whitbeck, Superintendent of Schools
Steve Bassett, Deputy Superintendent
Beth Martinez, Deputy Superintendent
Bryan Guinn, Chief Financial Officer
FBISD Staff
Amanda Bubela, Recording Secretary (virtual)

1. Meeting Called to Order

President Dae called the meeting to order at 5:31 p.m. announcing the presence of a quorum and that the meeting had been duly called and the notice posted for the time and matter required by law.

2. 2023-24 Budget and Proposed Tax Rate

- A. Receive Information, Comments, and Taxpayers' Views on the Proposed 2023-24 School District Budget, the Proposed Debt Service Tax Rate, and the Proposed Maintenance & Operations Tax Rate for the year 2023.

Chief Financial Officer Bryan Guinn shared that the proposed budget has been prepared based on state statutory requirements, and the district has met all requirements associated with the truth in taxation requirements as set forth by the

state. A public notice was published in three local newspapers, and copy of the proposed budget was also posted on the District's website.

Guinn also shared details of the District's proposed general operating budget, which amounts to \$766,638,983 and breaks down to expenditures of \$9,552 per student (an increase of 1.4% over the current budget year). Guinn shared the District's projected enrollment is 80,256, based on the district demographer's moderate-growth projections.

Guinn shared that statutorily, the Board is required to adopt the District's General, Debt Service and Child Nutrition Budgets, and provided an overview of each of these budgets. Guinn shared that the Board will be asked to adopt the budget at the June 26 meeting, and the Board would be asked to adopt the tax rate in the August/September timeframe.

Following the overview, Board members asked clarifying questions and provided feedback. In response to questions from the Board,

- Guinn shared that for the current school year, the District used the low-growth scenario in budget forecasting, but exceeded both the low growth and moderate scenario. Guinn confirmed staff used the moderate growth scenario to prepare the proposed 2023-24 budget.
- Guinn shared that the Child Nutrition revenues from last year exceeded expectations primarily because of supply chain grants that resulted in additional unanticipated revenue, and confirmed that due to federal guidelines, if there is a surplus in the child nutrition fund, the district cannot use those funds to pay unpaid school lunch debt for students.

3. Public Comment

There were no public comments.

4. Adjournment

Having no further business before the Board, MOTION was made by Mrs. Malone to adjourn the meeting at 5:59 p.m.

Judy Dae, President

David Hamilton, Secretary

Minutes
Fort Bend ISD Board of Trustees
Called Meeting and Agenda Review
June 5, 2023

A Board of Trustees Special Called Meeting was held on Monday, June, 5, 2023, beginning at 6:11 p.m. in the Board Room of the Administration Building located at 16431 Lexington Blvd., Sugar Land, Texas. The Live Stream of the meeting was available at <https://www.fortbendisd.com/boardmeetinglivestream>.

The meeting was recorded as required by law, and the recording is available to the public at: <https://fortbendisd.new.swagit.com/videos/233131>.

The agenda packet for the meeting can be found here: <https://meetings.boardbook.org/Public/Agenda/649?meeting=563982>.

Presiding Officer.....Mrs. Judy Dae, President

Board Members Present

Dr. Shirley Rose-Gilliam, Vice President
Mr. David Hamilton, Secretary
Mrs. Kristen Davison Malone
Mr. Rick Garcia
Mrs. Angie Hanan
Ms. Sonya Jones

School Officials Present

Dr. Christie Whitbeck, Superintendent of Schools
Steve Bassett, Deputy Superintendent
Beth Martinez, Deputy Superintendent
Bryan Guinn, Chief Financial Officer
Glenda Johnson, Chief Human Resources Officer
Dr. Kimberly Lawson, Chief Academic Officer
Long Pham, Chief Information Officer
Coby Wilbanks, Executive Director, Legal Services
Amanda Bubela, Recording Secretary (virtual)

Others Present

Jonathan Brush, Board Counsel
FBISD Staff and Employees

1. Meeting Called to Order

President Dae called the meeting to order at 6:11 p.m. announcing the presence of a quorum and that the meeting had been duly called and the notice posted for the time and matter required by law.

2. Superintendent Update

In her report, Dr. Whitbeck:

- Shared excitement and appreciation regarding the recent FBISD graduation ceremonies, which were held at Mercer Stadium. Dr. Whitbeck thanked members of the Executive Team and Board members for their participation, as well as the many FBISD staff members who worked to support the event, and showed a short video that included graduation highlights.
- Recognized three middle school soccer programs that made it to the District championship, including Baines Middle School Girls Soccer Team A, Bowie Middle School Girls Soccer Team B, and Thornton Middle School Boys Teams A and B.
- Recognized seniors in FBISD Fine Arts programs, who received a total of \$28 million in scholarships.
- Shared that learning continues this summer, as 400 district leaders are currently participating in two-day “Focus on Learning” sessions, examining district priorities and setting direction for the upcoming school year.

3. Public Comment

There were no public comments.

4. Information

A. 3rd Quarter Financial Report for 2022-23, Budget and Legislative Update

Chief Financial Officer Bryan Guinn shared an overview of the 3rd Quarter Financials, an update on the legislative session, and update on the current budget. Guinn reported that as of March 31, student enrollment was 1,623 higher than budgeted; however, attendance was below the district’s historic trend of 96% and the District finished the year at around 94.5%, which will offset the enrollment gains. Guinn shared that interest earnings are also higher than anticipated due to multiple rate hikes by the federal government, and expenditures are on track with the budget. Guinn also shared that expenditures and revenues are on track in the Debt Service Fund, and staff is projecting a \$4.3 million loss due to higher than anticipated claims costs.

Recapping the 88th Legislative Session, Guinn shared the only increase in funding that school districts received were through the statutorily required increase to the Tier 2 golden penny yield, and there was also a small increase in the safety and security, amounting to about \$18.1 million in anticipated funding; however, staff is analyzing the expenditure requirements associated with the safety and security allotment. Guinn pointed out there was no increase to the basic allotment, funding for teacher raises, or adjustments to weighted funding for special education or other specialized programming; however, the Governor has indicated there will be multiple special sessions called to address work that did not occur in the regular session.

Guinn shared that due to the \$18.1 million in new funding, FBISD will be able to balance the 2023-24 budget without the use of ESSER, however, this does not allow for a general compensation increase. Guinn shared that a teacher step is funded, and reminded the Board that as the special sessions progress, should there be additional new K-12 funding, the district's budget may be amended in the future. Guinn shared that as a result of the redirection of ESSER funding, FBISD can fund recruitment and retention supplements for staff, which on the evening's agenda.

Following the budget update, Board members provided feedback and asked questions. In response, Mr. Guinn confirmed that the district can redirect \$15.1 million in ESSER funds for the retention and recruitment supplement, and those funds will not be available in 2024-25 and beyond as the ESSER funds will have expired and will no longer be available. Mr. Guinn also provided clarification regarding the budget forecasts. During discussion, Dr. Whitbeck also noted that of the total budget, administrative costs amount to 2.4%, which has been reduced from 2.9%. Guinn shared this amounts to approximately \$3.8 million in reductions.

5. Review

- A. Review the minutes of Fort Bend ISD Board of Trustees meetings and/or public hearings on the following dates:
 - 1. February 16, 2023 Special Called Meeting (pulled for correction on 4/17/23)
 - 2. February 24, 2023 Special Called Meeting Almeta Crawford HS Attendance Community Workshop
 - 3. February 27, 2023 Special Called Meeting
 - 4. March 6, 2023 Special Called Meeting and Agenda Review

No discussion.

- B. Review for the adoption and revision of Policies FNG (Local), and FO (Local).

Coby Wilbanks, Executive Director of Legal Services, shared the proposed policy revisions were more compliance-based in nature, resulting in minor substantive changes. FNG (Local) provide clarity regarding special education and 504 complaints, and ads reference to child nutrition complaints. Policy FO (Local) is related to student discipline and addresses the available uses of student restraint.

- C. Consideration and approval of international travel during the summer of 2024 for Fort Bend ISD Honor Orchestra, comprised of students from all FBISD high schools. Students will participate in the American Celebration of Music in Great Britain and attend workshops at the Royal Academy of Music.

During discussion, Director of Fine Arts Jim Drew confirmed that students from each high school's top two orchestras are encouraged to apply for this opportunity, and students could participate in fundraising opportunities. Board members expressed their desire to see students from all schools be able to participate and encouraged leaders to continue exploring fundraising opportunities so that cost is not a prohibiting factor from participation. Drew confirmed that all participants would sign liability waivers and the travel company has trip insurance.

- D. Review for approval of a Low Attendance Waiver and granting the Superintendent authority to approve and submit all necessary waiver requests for the 2022-23 school year.

During discussion, Chief Information Officer Long Pham explained that low attendance on May 10 was attributed to a weather/rain event.

- E. Review and consider approval to authorize the Superintendent, or her designee, to execute agreements with the authorized residential and day treatment service providers listed as needed for the 2023-24 school year.

No discussion.

- F. Review an Interlocal Agreement with Purchasing Solutions Alliance (PSA), and authorization for the Superintendent to negotiate and execute the agreement.

No discussion.

- G. Review for the purchase of Benefits Management Consulting Services and authorization for the Superintendent to negotiate and execute the agreements through December 2028.

During discussion, LaShonda Walls, Director of Benefits and Wellness, shared that Gallagher is the incumbent for benefit services, and it is a commission-based service, so the district does not pay for these services.

- H. Review the recommendation for District Legal Services providers, including Board Counsel.

During discussion, President Dae shared that Board members have the authority to make decision regarding board counsel, and three Board officers participated in the process to interview and rank three law firms, unanimously ranking the current counsel as their recommendation. Coby Wilbanks further explained that there are two portions to this RFQ, and for outside counsel, the district received 11 proposals and reviewed and ranked according to same criteria, selecting the top six. The top three firms are currently incumbents, and the district also included additional different firms to expand options and have available should unique needs arise. Rob Scamardo also clarified there is no expectation that each one of the selected firms will get work, but instead they are available should they be needed.

- I. Review a Committed Fund Balance Resolution.

No discussion.

- J. Review to consider endorsement of a candidate to represent Region IV, Position G as a Director on the Texas Association of School Boards (TASB) Board.

Trustee Malone shared she is currently serving on the TASB Board after assuming the position from a former board member, and expressed interest in continuing to serve in this capacity. During discussion, Malone shared she currently serves on the Budget and Finance committee and has participated in various meetings representing in Fort Bend ISD.

- K. Review the use of 2018 Bond Program Contingency Program as proposed.

During discussion, Kelly Schlacks, Director of Finance, confirmed the \$90,000 referenced in this item as “miscellaneous” refers to capital expenditures that are currently in the general fund, and the district is moving the funds to preserve the general fund balance.

6. Review the proposed expenses that exceed \$50,000: Specifically for:

- A. Consideration and approval for the Superintendent to negotiate and execute the Event License Agreement, and other related agreements between Fort Bend ISD and the Fort Bend Epicenter for the 2023-24 Commencement exercises.

During discussion, Deputy Superintendent Steve Bassett shared that the cost comparison provided to Board members does not yet include the additional costs for catering and transportation, nor the staffing costs associated with the use of approximately 40 FBISD staff members who supported graduation at the district’s facility. Board members expressed concerns related to the cost of the Fort Bend Epicenter, especially considering the district’s current finances and the Board’s desire to support teachers, while also noting the benefits of an indoor facility for graduation ceremonies. Board members asked the administration to continue negotiations with the county prior to the next meeting.

- B. Review the purchase of print shop equipment, maintenance and supplies from multiple cooperative contracts in amount not-to-exceed \$964,877 and authorization for the Superintendent to negotiate and execute the agreement through May 2027.

During discussion, Chief Financial Officer Bryan Guinn clarified that the funds that would be used for this purpose would be coming from the Enterprise Fund, with no impact on the General Fund fund balance. Executive Director of Business Services Richard Gay also provided information about efforts to analyze current FBISD print shop practices in order to create efficiencies and optimize services, such as transitioning from leasing equipment for a pre-set period to a rental system. Gay shared the purchase of the wide format printer would offer schools additional services that are currently outsourced outside of the district. Board members asked for additional clarity related to the expenditure prior to the next meeting.

- C. Review a construction services agreement with E Contractors LLC to perform a parking lot replacement at Progressive High School (PKG053), a contract amount not- to-exceed \$765,000, and authorization for the Superintendent to negotiate and execute or terminate the agreement.

During discussion, Carolina Fuzetti, Executive Director of Design and Construction, confirmed that this project has taken longer than anticipated and explained reasons for the delay. This included a lack of project managers and issues that required the assistance of an architect.

- D. Review for approval for purchase of a data analytics platform to track assessments and support student achievement from Eduphoria in an amount not-to-exceed \$1,717,765 and authorization for the Superintendent to negotiate and execute agreements through July 2028.

During discussion, board members expressed excitement about the new platform and the new committee regarding student achievement.

- E. Review for the purchase of Instructional Software, Subscriptions, Related Products and Services (Supplemental) and authorization for the Superintendent to negotiate and

execute the agreements through November 2027.

No discussion.

- F. Review for the purchase of trucking and trailer rental services from various vendors, under cooperative contracts with Central Texas Purchasing Alliance (CTPA) and Choice Partners Purchasing cooperatives in an amount not-to-exceed \$1,200,000, and authorization for the Superintendent to negotiate and execute the agreements through July 2026.

During discussion, Fine Arts Director Jim Drew confirmed that the district currently rents semi tractors and box trucks to haul band, orchestra and one-act play equipment to contest sites. Drew also shared that the 2023 Bond includes \$2 million that he plans to spend on several box trucks, semi-tractors and trailers, thereby reducing future rental costs.

- G. Review for approval of a General Fund and Debt Service Fund budget amendment for 2022-23.

During discussion, Bryan Guinn explained that each year at fiscal year end, the district will true up the budget so that the anticipated revenues at the end of the year match to the projection, and the same is done with expenditures. Guinn explained this is not an authorization of additional expenditures, but rather reconciliation of the budget.

- H. Review for approval of the 2023-24 General Fund (199), Debt Service Fund (599), and Child Nutrition Fund (240) budgets as presented for the Fiscal Year 2023-24 budget document.

During discussion, Mr. Guinn shared this will be action item for consideration on June 26, based on information that was shared during the public hearing.

- I. Review for the purchase of small kitchen equipment from various vendors, under cooperative contracts with BuyBoard in an amount not-to-exceed \$500,000, and authorization for the Superintendent to negotiate and execute the agreement through November 2025.

No discussion.

- J. Review for approval of the purchase of an Albert Sensor through the Central Texas Purchasing Alliance contact from Center for Internet Security, Inc. in an amount not-to-exceed \$307,881 and authorization for the Superintendent to negotiate and execute the agreement through June 2028.

During discussion, Long Pham confirmed this item is related to the purpose of an appliance used for intrusion-detection, and the district does not currently have a product for this purpose.

- K. Review the Professional Services Firms: Architectural Design Teams (A/E) and pool selection for the 2023 Bond Program, assignment of bid packages to design firms, and authorization for the Superintendent to negotiate and execute or terminate the agreements with the identified vendors.

During discussion, Carolina Fuzetti shared information about the District's educational specifications, which define how schools and facilities will be designed, and how stakeholder feedback is incorporated into the process. Fuzetti also shared information about the RFQ and selection process, and rationale for the recommendation to approve and assign architects at this time, which staff believes is the most efficient and organized way to execute the bond program.

- L. Review 2023 Bond Program Master Project Packages, to serve as the Board-approved project budgets as defined by Board Policy CV (Local).

During discussion, Board members expressed concerns about approving the entirety of the bid packages at one time and interest in gaining a greater understanding of administration's plans to execute the bond program.

- M. Review for the purchase of online eProcurement Catalog from Amazon Business Services, Inc. in an amount not-to-exceed \$15,000,000 and authorization for the Superintendent to negotiate and execute the agreement through August 2028.

During discussion, Richard Gay provided information about the items available via Amazon Business Services, the benefits to departments and campuses, and the checks and balances processes in place for approval of all purchases.

- N. Review for delegation of authority to execute a contract for Natural Gas on behalf of Fort Bend Independent School District.

During discussion, Richard Gay confirmed the purchasing cooperative is through Region 8, and the district has engaged a consultant to determine the best options for the district.

- O. Review for the purchase of remediation and restoration services from various cooperative contracts in an amount not-to-exceed \$1,369,295 and authorization for the Superintendent to negotiate and execute the agreement through July 2026.

No discussion.

7. Closed Session

The Board convened in closed session at 9:20 p.m. under Texas Open Meetings Act, Texas Government Code, Chapter 551 under the following sections: 551.071 - For the purpose of a private consultation with the Board's attorney on any or all subjects or matters authorized by law; Section 551.072 - Consider purchase, exchange, lease, or value of real property, Section 551.074 - Personnel matters, Section 551.076 - Security matters, Section 551.082 - Student discipline matter or complaint, or Section 551.0821 - Personally identifiable information about public school student

- A. Deliberate Chief Communications Officer recommendation.
- B. Deliberate Chief Operations Officer recommendation.

8. Reconvene in Open Session

The Trustees reconvened in open session at 10:38 p.m.

9. Consider Action on Closed Session Items

- MOTION by Mrs. Malone and SECONDED by Dr. Gilliam that the Board of Trustees accept the superintendent's recommendation and approve the employment of Kimberly Smith as Chief Communications Officer of Fort Bend ISD.
MOTION CARRIES, 7 -0.
Ayes: Dae, Gilliam, Hamilton, Malone, Garcia, Hanan, Jones
- MOTION BY Mrs. Hanan and SECONDED by Dr. Gilliam that the Board of Trustees accept the superintendent's recommendation and approve the promotion of Damian Viltz as Chief Operations Officer of Fort Bend ISD.
MOTION CARRIES, 6-1.
Ayes: Dae, Gilliam, Hamilton, Malone, Garcia, Hanan
Nay: Jones

10. Action

B. Consideration and approval of proposed revision of policy DNA (Local).

MOTION by Hamilton and SECONDED by Hanan that the Board of Trustees approve the revision of policy DNA (Local) concerning the appraisal and evaluation of teachers as presented.

During discussion, Mr. Hamilton shared that this policy is related to teacher evaluations, and the administration asked that it be brought forward as an effort to support teachers and boost retention without a cost to the district. Mr. Hamilton shared the the policy would allow teachers who meet certain qualifications to be evaluated less frequently. Coby Wilbanks shared that the related procedures will be developed by the Human Resources department and provided board members with an idea of the qualifications that have been discussed.

MOTION CARRIES, 7-0.

Ayes: Dae, Gilliam, Hamilton, Malone, Garcia, Hanan, Jones

A. Consideration and approval of a Retention Supplement Resolution.

MOTION by Dr. Gilliam and SECONDED by Mrs. Malone that the Board of Trustees adopt the resolution as presented, finding there is a legitimate public interest in promoting employee recruitment and retention, and authorizing the superintendent to pay a retention supplement to eligible employees, and further authorizing the superintendent to offer a recruitment payment for new employees, provided sufficient funding is identified for this purpose.

During discussion, Board members expressed appreciation to the administration for efforts to provide this supplement, and staff confirmed eligibility requirements.

MOTION CARRIES, 7-0.

Ayes: Dae, Gilliam, Hamilton, Malone, Garcia, Hanan, Jones

C. Consideration and approval of a Child Nutrition Department Budget Amendment for 2022-23.

MOTION by Mrs. Malone and SECONDED by Dr. Gilliam to approve Item C as presented.

MOTION CARRIES, 7-0.

Ayes: Dae, Gilliam, Hamilton, Malone, Garcia, Hanan, Jones

- D. Consideration of Professional Services Agreement with Jacobs Project Management Company for Project Management Services to help with the execution of Bond 2023 work in an amount not to exceed \$27,389,156, approval of the budget, and authorization for the Superintendent to negotiate and execute the agreement.

MOTION made by Mrs. Hanan and SECONDED by Ms. Jones to approve Jacobs Project Management Company to assist in the execution of Bond 2023 and authorize the superintendent to negotiate and execute a professional services agreement for project management owner representative services, in the amount not to exceed \$27,389,156.

During discussion, Carolina Fuzetti shared information about the evaluation process for project management, which is based on qualifications. Fuzetti shared that pricing negotiation is then based on the anticipated staffing needs. Fuzetti also shared information about how the district uses a project management company to assist in the execution of the bond program.

MOTION CARRIES, 7-0.

Ayes: Dae, Gilliam, Hamilton, Malone, Garcia, Hanan, Jones

11. Adjournment

Having no further business before the Board, MOTION was made by Dr. Gilliam to adjourn the meeting at 11:03 p.m.

Judy Dae, President

David Hamilton, Secretary

Minutes
Fort Bend ISD Board of Trustees
Special Called Meeting
June 26, 2023

A Board of Trustees Special Called Meeting was held on Monday, June 26, 2023, beginning at 4:36 p.m. in the Board Room of the Administration Building located at 16431 Lexington Blvd., Sugar Land, Texas.

A quorum of the Board of Trustees attended in-person at this location. The agenda packet for the meeting can be found here:

<https://meetings.boardbook.org/Public/Agenda/649?meeting=589363>

The meeting was recorded as required by law, and the recording is available to the public at:

<https://fortbendisd.new.swagit.com/videos/251021>.

Presiding Officer.....Mrs. Judy Dae, President

Board Members Present

Dr. Shirley Rose-Gilliam, Vice President
Mr. Rick Garcia
Mrs. Angie Hanan
Ms. Sonya Jones

1. Meeting Called to Order

President Dae called the meeting to order at 4:36 p.m. announcing the presence of a quorum.

2. Convene in Closed Session

The Board convened in closed session at 4:36 p.m. under Texas Open Meetings Act, Texas Government Code, Chapter 551 under the following sections: 551.071 - For the purpose of a private consultation with the Board's attorney on any or all subjects or matters authorized by law; Section 551.072 - Consider purchase, exchange, lease, or value of real property, Section 551.074 - Personnel matters, Section 551.076 - Security matters, Section 551.082 - Student discipline matter or complaint, or Section 551.0821 - Personally identifiable information about public school student.

A. Summative Superintendent Evaluation Presentation

3 - 4 Reconvene in Open Session/Adjournment

Having no further business before the Board, the meeting adjourned at 5:36 p.m.

Judy Dae, President

David Hamilton, Secretary

Minutes
Fort Bend ISD Board of Trustees
Regular Business Meeting
June 26, 2023

A Board of Trustees Regular Business Meeting was held on Monday, June 26, 2023 beginning at 6:02 p.m. in the Board Room of the Administration Building located at 16431 Lexington Blvd., Sugar Land, Texas. The Live Stream of the meeting was available at <https://www.fortbendisd.com/boardmeetinglivestream>. The meeting was recorded as required by law, and the recording is available to the public at:

<https://fortbendisd.new.swagit.com/videos/251024>.

The agenda packet for the meeting can be found here:
<https://meetings.boardbook.org/Public/Agenda/649?meeting=563985>.

Presiding Officer.....Mrs. Judy Dae, President

Board Members Present

Dr. Shirley Rose-Gilliam, Vice President
Mr. David Hamilton, Secretary
Mrs. Kristen Davison Malone
Mr. Rick Garcia
Mrs. Angie Hanan
Ms. Sonya Jones

School Officials Present

Dr. Christie Whitbeck, Superintendent of Schools
Steve Bassett, Deputy Superintendent
Beth Martinez, Deputy Superintendent
Bryan Guinn, Chief Financial Officer
Glenda Johnson, Chief Human Resources Officer
Dr. Kimberly Lawson, Chief Academic Officer
Dr. Kwabena Mensah, Chief of Schools
Long Pham, Chief Information Officer
Christopher Juntti, Interim Chief Operations Officer
David Rider, Chief of Police
Coby Wilbanks, Executive Director, Legal Services
Amanda Bubela, Recording Secretary (virtual)

Others Present

Rick Morris, Board Counsel
FBISD Staff and Employees

1.-3. Meeting Called to Order, National Anthem, Moment of Silence

President Dae called the meeting to order at 6:02 p.m. announcing the presence of a quorum, that the meeting had been duly called and the notice posted for the time and matter required by law. Mrs. Dae asked everyone to stand for the National Anthem, performed by the Fort Bend ISD Kodaly Institute members. Following the performance, everyone was asked to remain standing for a moment of silence.

4. Recognitions

The Board recognized several students and campuses including:

The Fort Bend ISD Kodaly Institute members who performed the National Anthem.

- Julie Boettiger, Fort Bend ISD Elementary Music Coordinator
- Holley Linder, Highlands Elementary
- Madeline McCoy, Malala Elementary
- Hannah Rainwater, Sugar Mill Elementary
- John Richardson, Elkins High School
- Abigail Rodrigue, Ridgemont Elementary
- Aura Trevino, Scanlan Oaks Elementary
- Chelcy Williams, Heritage Rose Elementary
- Cinnamon Dove, Cornerstone Elementary

Representatives from Kempner High School's One-Act Play, as Kempner and Bush High School both advanced to the state competition in their respective divisions.

- Isabella Fish, Kempner High School
- Robert Archer, Director

Clements High School student Sahir Budwani, who participated in the National Narrative Monologue contest and advanced to the national finals.

Kempner High School Student Noey Do, who claimed his second consecutive Class 5A UIL state title in Tennis for the Boys' single division.

Recipients of the Fort Bend ISD Athletics Department's Scholar Champion Award, which was established to recognize student athletes who excel in the classroom, within the community, and in competition.

- Austin High School
 - Kelechi Dike (Basketball)
- Clements High School
 - Rohan Parikh (Golf)
- Elkins High School
 - Hannah Larson (Track & Field)
- Hightower High School
 - Madison Simpson (Student Trainer)
- Marshall High School
 - Jacob Avelar (Soccer)

- Ridge Point High School
 - Ethan Hunter (Swim/Dive)

Representatives of Marshall High School Boys' Track & Field team, which claimed its second consecutive class 5A championship team title at the UIL State Meet. This is the team's sixth team championship title and eighth overall state title for the Track & Field program.

- William Mitchell
- Nolen Richie
- Devin Wilkerson
- Kameron Williams
- Mason Roseboro
- Namann Roberts
- Jaiden Lewis
- Arveyon Davis
- Llyod Banks, Head Coach

5. Superintendent Update

Dr. Whitbeck shared with the Board several district updates, events and celebrations.

- Dr. Whitbeck shared pride and appreciation regarding the recent FBISD graduation ceremonies, held at Mercer Stadium.
- Dr. Whitbeck shared an update on Austin High School JROTC cadet Reva Jogdand, who has started her training at the prestigious Naval Air Force Summer Flight Academy. The elite flight academy is held on the campus of Delaware State University.
- Dr. Whitbeck recognized six 2023 graduates who were recently awarded college scholarships from the "Men for Change" organization. The students are Bryce Chance McDonald from Bush High School, Wallace Tai from Dulles High School, Amel Simon from Elkins High School, Morgan Williams from Hightower High School, Ashton Kahey from Marshall High School, and Kaleb Williams from Willowridge High School.
- Dr. Whitbeck shared that she and members of the Executive Team recently attended the Texas School Alliance's meeting to hear a recap of the 88th Legislative Session, and said the district has been reaching out to lawmakers to encourage them to take funding action to support students, staff and families in public schools.
- Dr. Whitbeck shared that she recently had conversations with State Senator Lois Kolkhorst and State Representative Suleman Lalani, and she shared thoughts on how the state is not prioritizing public education, including the importance of funding teacher raises and special education services.
- Dr. Whitbeck shared that FBISD Human Resources team has been holding virtual recruiting sessions to connect with potential teaching candidates, with the next event taking place July 12.
- Dr. Whitbeck shared that school continues in FBISD, with 4,826 students participating in summer school.

6. Board Members' Reports

A. Activity Report

Mr. Hamilton shared that in the last month, Board members have participated in the following:

- Strategic Planning Workshop
- SHAC Meeting
- FAB Awards – FBISD Athletics Best (FAB) Awards
- Dulles FFA Banquet
- SHAC Advocacy Sub-Committee Meeting
- Policy Review Committee Meetings
- Board Officers Meetings
- Fort Bend Chamber’s 2023 State of Higher Education Luncheon
- TASB Summer Leadership Institute
- Vision & Planning Committee Meeting
- Budget & Bond Committee Meetings
- Tour of FBISD Print Shop
- Bush High School Symphony and Percussion Send Off Concert

B. Committee Reports

Mrs. Malone reported that the Budget and Finance Committee held its first meeting on June 12. The predominant focus of the meeting was the proposed resolution that is on the agenda for consideration and approval, as the committee understands financial reporting and transparency is a priority.

7. Public Comment

- Willie Rainwater addressed board members and requested that funds allocated to Blue Ridge Elementary be left in the school’s feeder patterns when the school is eventually closed. Mr. Rainwater also asked the board work to provide teacher raises and invest in early childhood education.
- Trisha Gurnani, a student at the Travis Global Studies Academy, addressed board members regarding with concerns about student ranking, as she is currently zoned to Austin High School and will be compared with students she has never met.
- Gina Tory, the sister of Lisa Torry Smith, addressed board members and asked that FBISD consider naming a new school after Lisa Torry Smith. Torry Smith was killed in a 2017 crosswalk accident as she walked her children to Jan Schiff Elementary and the Lisa Torry Smith act was signed into law by Governor Greg Abbott in 2021.
- Lynn Clouser, a Missouri City resident and a parent of a student with autism, addressed Board members and shared information about a support group she and others founded, Austim Caregivers Around the Bend. Clouser shared that recent meetings have been focused about deficiencies within the school system, and asked the Board to take action to support students with autism.
- Pete Olson, a former United States Representative and current Fort Bend County resident, spoke in support of naming Elementary School 56 in honor of Lisa Torry Smith. Olson said the school should inspire youth, and noted that no school has been named after an FBISD parent.

- Melody DiPasca, a parent of two boys who attend to FBISD, one who is on the spectrum, addressed Board members regarding special education services. DiPasca specifically addressed the the long times students spend on the bus, a lack of teacher training in how to handle challenging student behaviors, and the lag in time for special education evaluation services.
- Marissa Morgan, the grandparent of a 13 year old FBISD student on the spectrum, addressed Board members regarding the changes students experience as they mature and the need for more teacher training to handle these growing pains. Morgan asked for better speech therapy services and that the district utilize state funding to improve services.

8. Information

A. Intruder Detection Audit Report Findings

Fort Bend ISD Police Chief David Rider shared results of the final Intruder Detection Audits of the 2022-23 school year. Rider shared that since the last update on May 15, the district had six additional audits, and all six resulted in no findings or corrective actions. Rider shared that during the 2022-23 school year, there were a total of 62 audits conducted at 62 campuses. Eight of the campuses had findings, and of those eight, four findings were related to mechanical room doors that did not access the interior of the schools.

Rider recognized Bart Rosebure, the District's Emergency Management Coordinator, who personally visited each school with findings to ensure corrective actions were taken immediately, and expressed appreciation to staff and students for working to ensure that all doors are locked.

During discussion, Board members expressed appreciation to Chief Rider and Rosebure.

9. Consent Agenda

During discussion, board members requested that Items A.2, 9.H, L.1, L.2, L.10, and L.11 be pulled from the consent agenda.

MOTION made by Dr. Gilliam and SECONDED by Mrs. Malone to approve the Consent Agenda as presented, with the exception of 9.H, L.1, L.2, L.10, L.11 and A.2.

Following discussion, and with consent of the Board, MOTION WITHDRAWN.

MOTION made by Dr. Gilliam and SECONDED by Mr. Hamilton to approve the Consent Agenda as-is, with the exception of 9.H, L.1, L.2, L.10, L.11, L.9 and A.2.

MOTION CARRIES. Ayes 7, Nays 0.

Yea: Dae, Gilliam, Hamilton, Malone, Garcia, Hanan, Jones

A. Consideration and approval of minutes of the following Fort Bend Board of Trustees meetings:

1. February 16, 2023 Special Called Meeting (pulled for correction on 4/17/23)
3. February 27, 2023 Special Called Meeting
4. March 6, 2023 Special Called Meeting and Agenda Review

- B. Consideration and approval of the adoption and revision of Policies FNG (Local), and FO (Local).
 - 1. Policy FNG (Local)
 - 2. Policy FO (Local)
- C. Consideration and approval of international travel during the summer of 2024 for Fort Bend ISD Honor Orchestra, comprised of students from all FBISD high schools. Students will participate in the American Celebration of Music in Great Britain and attend workshops at the Royal Academy of Music.
- D. Consideration and approval of a Low Attendance Waiver and granting the Superintendent authority to approve and submit all necessary waiver requests for the 2022-23 school year.
- E. Consideration and approval to authorize the Superintendent, or her designee, to execute agreements with the authorized residential and day treatment service providers listed as needed for the 2023-24 school year.
- F. Consideration and approval of an Interlocal Agreement with Purchasing Solutions Alliance (PSA), and authorization for the Superintendent to negotiate and execute the agreement.
- G. Consideration and approval for the purchase of Benefits Management Consulting Services and authorization for the Superintendent to negotiate and execute the agreements through December 2028.
- I. Consideration and approval of a Committed Fund Balance Resolution.
- J. Consideration and approval to nominate and endorse Kristen Davison Malone to represent Region IV, Position G as a Director on the Texas Association of School Boards (TASB) Board.
- K. Consideration and approval for the use of 2018 Bond Program Contingency Program as proposed.
- L. Consideration and approval for proposed purchases exceeding \$50,000. Specifically for:
 - 3. Consideration and approval of a construction services agreement with E Contractors LLC to perform a parking lot replacement at Progressive High School (PKG053), a contract amount not-to-exceed \$765,000, and authorization for the Superintendent to negotiate and execute or terminate the agreement.
 - 4. Consideration and approval for purchase of a data analytics platform to track assessments and support student achievement from Eduphoria in an amount not-to-exceed \$1,717,765 and authorization for the Superintendent to negotiate and execute agreements through July 2028.
 - 5. Consideration and approval for the purchase of Instructional Software, Subscriptions, Related Products and Services (Supplemental) and authorization for the Superintendent to negotiate and execute the agreements through November 2027.
 - 6. Consideration and approval for the purchase of trucking and trailer rental services from various vendors, under cooperative contracts with Central Texas Purchasing Alliance (CTPA) and Choice Partners Purchasing cooperatives in an amount not-to-exceed \$1,200,000, and authorization for the Superintendent to negotiate and execute the agreements through July 2026.
 - 7. Consideration and approval for the purchase of small kitchen equipment from various vendors, under cooperative contracts with BuyBoard in an amount not-to- exceed \$500,000, and authorization for the Superintendent to negotiate and execute the agreement through November 2025.

8. Consideration and approval for the purchase of an Albert Sensor through the Central Texas Purchasing Alliance contact from Center for Internet Security, Inc. in an amount not-to-exceed \$307,881 and authorization for the Superintendent to negotiate and execute the agreement through June 2028.
12. Consideration and approval for delegation of authority to execute a contract for Natural Gas on behalf of Fort Bend Independent School District.
13. Consideration and approval for the purchase of remediation and restoration services from various cooperative contracts in an amount not-to-exceed \$1,369,295 and authorization for the Superintendent to negotiate and execute the agreement through July 2026.

Action on Items Removed from the Consent Agenda

- 9.H. Consideration and approval of the recommendation for District Legal Services providers, including Board Counsel.

MOTION made by Mrs. Malone and SECONDED by Mr. Hamilton to approve item 9.H as presented.

During discussion, Coby Wilbanks shared that since the review meeting, the district has reduced the number of recommended firms from six to five, and provided rationale for the recommendation. Wilbanks shared that the district is identifying firms to support the district, should their services be needed, and payment would only occur on an as-needed basis.

With unanimous consent of the Board, previous MOTION WITHDRAWN.

MOTION made by Mrs. Dae and SECONDED by Dr. Gilliam for the approval for the law firm for the Board Attorney with recommended Rogers, Morris, & Grover.

MOTION CARRIES, 7-0.

Yea: Dae, Gilliam, Hamilton, Malone, Garcia, Hanan, Jones

MOTION made by Mrs. Dae and SECONDED by Dr. Gilliam to approve the administration's recommendation for the district attorney with five firms as recommended.

During discussion, the administration clarified that there is no guarantee of work to any of the firms, and provided additional information about the qualification process and the recommended firms.

Following discussion, Mrs. Hanan called for the question, with a SECOND from Dr. Gilliam.

MOTION CARRIES, 5-2.

Yea: Gilliam, Malone, Garcia, Hanan, Jones

Nay: Dae, Hamilton

- 9.L.1. Consideration and approval for the Superintendent to negotiate and execute the Event License Agreement, and other related agreements between Fort Bend ISD and the Fort Bend Epicenter for the 2023-24 Commencement exercises.

MOTION made by Mrs. Malone and SECONDED by Mrs. Hanan that the Board approve Item 9.L.1 as presented.

During discussion, Mr. Bassett provided clarification regarding the updated cost estimates between the use of Mercer Stadium and the proposed venue, which is attributed to updated internal staffing costs, a reduction of the facility rental rate, and the inclusion of A/V services.

MOTION CARRIES, 7-0.

Yea: Dae, Gilliam, Hamilton, Malone, Garcia, Hanan, Jones

- 9.L.2. Consideration and approval for the purchase of print shop equipment, maintenance and supplies from multiple cooperative contracts in amount not-to-exceed \$964,877 and authorization for the Superintendent to negotiate and execute the agreement through May 2027.

MOTION by Mrs. Malone and SECONDED by Mrs. Hanan that the Board approve item 9.L.2 as presented.

During discussion, Bryan Guinn explained that the recommendation will give the district access to a wide format printer, which the district does not have, and will give the district the ability to do this work in house. Currently the district outsources this work, amounting to an estimated \$140,000 annually. Mr. Gay also provided information about the advantages of the proposed rentals, versus fixed-term leases.

MOTION CARRIES, 7-0.

Yea: Dae, Gilliam, Hamilton, Malone, Garcia, Hanan, Jones

- 9.L.11. Consideration and approval for the purchase of online eProcurement Catalog from Amazon Business Services, Inc. in an amount not-to-exceed \$15,000,000 and authorization for the Superintendent to negotiate and execute the agreement through August 2028.

MOTION made by Dr. Gilliam and SECONDED by Mrs. Hanan to approve Consent Agenda 9.L.11 as presented.

During discussion, Mr. Gay clarified that the recommendation would add Amazon Business, which is not the same Amazon that consumers use, and the amount-not-to-exceed is based on expenditures in the past and over a five year period, but the District would only spend what is allocated in the budget. Mr. Guinn also confirmed that all existing purchasing procedures would still be followed, and flow through the established requisition process.

MOTION CARRIES, 7-0.

Yea: Dae, Gilliam, Hamilton, Malone, Garcia, Hanan, Jones

Prior to consideration of item 9.L.10, Mrs. Dae shared that the Budget Committee requested a resolution that is tied to this Item, and she was moving up Action Item 13.G. so that discussion could occur prior to action on 9.L.10.

- 13.G. Consideration and approval of a Board Resolution related to Bond 2023 to be presented by a Board member.

MOTION made by Dr. Gilliam and SECONDED by Mrs. Malone that the Board approve Consent Agenda 13.G as presented.

Mrs. Malone shared information about the proposed resolution, which resulted from a recent discussion with the newly-formed Budget Committee in an attempt to get consensus over approving the entirety of the bond budget. Mrs. Malone shared the resolution was drafted by the Board's counsel, at the request of the committee, to demonstrate accountability and transparency to the public and the Board's intent to provide safeguards. During discussion, board members discussed the possibility of tabling the resolution for future action out of respect for staff, as the resolution was drafted over the weekend and staff had not yet had the opportunity to thoroughly review. Board members also expressed interest in gaining a better understanding of the resolution and how it compares to the existing CV (LOCAL).

In response to Board comments and questions, the administration provided background information on previous resolutions adopted for the 2014 and 2018 bond programs and the Bond Oversight Committee. This committee meets quarterly, and includes representation from subject matter experts as well as parents and community members to review and discuss bond progress and spending.

Following discussion, MOTION made by Mrs. Malone and SECONDED by Mrs. Hanan to postpone Item 13.G until the August Board meeting.

MOTION CARRIES, 7-0.

Yea: Dae, Gilliam, Hamilton, Malone, Garcia, Hanan, Jones

- 9.L.10. Consideration and approval of 2023 Bond Program Master Project Packages, to serve as the Board-approved project budgets as defined by Board Policy CV (Local).

MOTION made by Mrs. Malone and SECONDED by Mr. Hamilton to approve item 9.L.10 as presented.

During discussion, Board members reiterated the importance of accountability and transparency in the execution of the bond program and expressed appreciation of the budget committee's work thus far.

MOTION CARRIES, 7-0.

Yea: Dae, Gilliam, Hamilton, Malone, Garcia, Hanan, Jones

Prior to discussion of Item 9.L.9, Mrs. Dae informed the Board that the assistance of legal counsel was requested, and advised the Board would therefore convene in closed session at this time.

10. Convene in Closed Session

The Board convened in closed session at 8:22 p.m. under Texas Open Meetings Act, Texas Government Code, Chapter 551 under the following sections: 551.071 - For the purpose of a private consultation with the Board's attorney on any or all subjects or matters authorized by law; Section 551.072 - Consider purchase, exchange, lease, or value of real property, Section 551.074 - Personnel matters, Section 551.076 - Security matters, Section 551.082 - Student discipline matter or complaint, or Section 551.0821 - Personally identifiable information about public school student.

- A. Deliberate Executive Director of Human Resources recommendation.
- B. Deliberate General Counsel recommendation.
- C. Deliberate Ronald Thornton Middle School Principal recommendation.
- D. Deliberate assigning FNG student/parent grievance of Eva Frazier to the Board hearing officer, or to schedule a future board meeting to hear and consider the grievance.
- E. Deliberate assigning FNG student/parent grievance of Jacenta Green to the Board hearing officer, or to schedule a future board meeting to hear and consider the grievance.
- F. Deliberate approval of Resolution Agreement in TEA Docket No. 257-SE-0423-A.

11. Reconvene in Open Session

The Trustees reconvened in open session at 10:46 p.m.

- 9.L.9. Consideration and approval of Professional Services Firms: Architectural Design Teams (A/E) and pool selection for the 2023 Bond Program, assignment of bid packages to design firms, and authorization for the Superintendent to negotiate and execute or terminate the agreements with the identified vendors.

MOTION by Dr. Gilliam and SECONDED by Mrs. Hanan to approve Consent Agenda 9.L.9 as presented.

MOTION CARRIES, 7-0.

Yea: Dae, Gilliam, Hamilton, Malone, Garcia, Hanan, Jones

MOTION made by Mrs. Hanan and SECONDED by Mrs. Malone to rescind the Board's vote approving the minutes of the March 6, 2023 Special Called Meeting and Agenda Review and that the Board approve the minutes of the February 24, 2023 Special Called Meeting Almeta Crawford High School Attendance Community Workshop.

MOTION CARRIES, 7-0.

Yea: Dae, Gilliam, Hamilton, Malone, Garcia, Hanan, Jones

12. Consider Action on Closed Session Items

MOTION by Dr. Gilliam and SECONDED Mrs. Hanan by to approve Action Item 13.F as presented.

MOTION CARRIES, 7-0.

Yea: Dae, Gilliam, Hamilton, Malone, Garcia, Hanan, Jones

MOTION made by Mrs. Malone and SECONDED by Mr. Garcia that the Board of Trustees approve the resolution agreement in TEA Docket No. 257-SE-0423-A and authorize the superintendent to execute the agreement.

MOTION CARRIES, 7-0.

Yea: Dae, Gilliam, Hamilton, Malone, Garcia, Hanan, Jones

MOTION made by Ms. Jones and SECONDED by Mrs. Hanan that the Board of Trustees accept the Superintendent's recommendation and appoint Amber Williams to the position of Executive Director of Human Resources.

MOTION CARRIES, 7-0.

Yea: Dae, Gilliam, Hamilton, Malone, Garcia, Hanan, Jones

MOTION made by Dr. Gilliam and SECONDED by Mrs. Malone that the Board of Trustees accept the Superintendent's recommendation and appoint Kathryn Kargbo to the position of Principal – Ronald Thornton Middle School.

MOTION CARRIES, 7-0.

Yea: Dae, Gilliam, Hamilton, Malone, Garcia, Hanan, Jones

MOTION made by Ms. Jones and SECONDED by Mrs. Hanan that the Board of Trustees assign the Level Three FNG parent complaint of Eva Frazier to the Board's designated hearing officer, Myra Schexnayder, under Board Policy FNG (LOCAL).

MOTION CARRIES, 7-0.

Yea: Dae, Gilliam, Hamilton, Malone, Garcia, Hanan, Jones

MOTION made by Dr. Gilliam and SECONDED by Mrs. Hanan that the Board of Trustees adopt the resolution regarding the joint representation by Walsh Gallegos Trevino Kyle & Robinson PC of all member districts in the Brazoria-Fort Bend Regional Day School Program for the Deaf Shared Services Arrangement and delegating authority to the Superintendent to sign the resulting agreement.

MOTION CARRIES, 7-0.

Yea: Dae, Gilliam, Hamilton, Malone, Garcia, Hanan, Jones

MOTION made by Mr. Garcia and SECONDED by Mrs. Hanan that the Board of Trustees assign the Level Three FNG parent complaint of Jacenta Green to the Board's designated hearing officer, Myra Schexnayder, under Board Policy FNG (LOCAL).

MOTION CARRIES, 7-0.

Yea: Dae, Gilliam, Hamilton, Malone, Garcia, Hanan, Jones

MOTION made by Mr. Garcia and SECONDED by Dr. Gilliam that the Board of Trustees accept the Superintendent's recommendation and appoint Mr. Coby Wilbanks to the position of General Counsel of Fort Bend ISD.

MOTION CARRIES, 7-0.

Yea: Dae, Gilliam, Hamilton, Malone, Garcia, Hanan, Jones

13. Action

- A. Consideration and approval of a Resolution regarding the joint representation of Walsh Gallegos Trevino Kyle & Robinson P.C. ("Walsh Gallegos") of all Member Districts in drafting, reviewing, or revising the Brazoria-Fort Bend Regional Day School Program for the Deaf Shared Services Agreement ("SSA") and delegating authority to the Superintendent to sign the agreement.

[This action was taken previously on the agenda, following closed session]

- B. Consideration and approval of the 2023-24 General Fund (199), Debt Service Fund (599), and Child Nutrition Fund (240) budgets as presented for the Fiscal Year 2023- 24 budget document.

MOTION made by Dr. Gilliam and SECONDED by Mrs. Hanan that the Board of Trustees approve the 2023-24 General Fund (199), Debt Service Fund (599) and Child Nutrition Fund (240) budgets as presented.

During discussion, staff confirmed that the legislature is planning additional special sessions, and that could result in additional state funding that would result in the need to amend the budget.

MOTION CARRIES, 7-0.

Yea: Dae, Gilliam, Hamilton, Malone, Garcia, Hanan, Jones

- C. Consideration and approval of a General Fund and Debt Service Fund budget amendment for 2022-23.

MOTION made by Dr. Gilliam and SECONDED by Mr. Garcia that the Board of Trustees approve the General Fund and Debt Service Fund budget amendment for 2022-23 as presented.

MOTION CARRIES, 7-0.

Yea: Dae, Gilliam, Hamilton, Malone, Garcia, Hanan, Jones

- D. Consideration and approval of Cadence McShane Construction Company, LLC as Construction Manager-at-Risk (CMaR) BP001 Briargate Elementary rebuild, and authorization for the Superintendent to negotiate and execute the agreement.

MOTION made by Dr. Gilliam and SECONDED BY Mr. Hamilton that the Board of Trustees approve Cadence McShane Construction Company LLC as the Construction Manager-at-Risk for BP001 Briargate Elementary rebuild, and authorize the Superintendent to negotiate and execute the agreement.

MOTION CARRIES, 7-0.

Yea: Dae, Gilliam, Hamilton, Malone, Garcia, Hanan, Jones

- E. Consideration and approval of Satterfield & Pontikes Construction Company, Inc. as Construction Manager-at-Risk (CMaR) for BP002 Mission Bend Elementary rebuild, and authorization for the Superintendent to negotiate and execute the agreement.

MOTION made by Dr. Gilliam and SECONDED by Ms. Jones that the Board of Trustees approve Satterfield & Pontikes Construction, Inc. as the Construction Manager-at-Risk for BP002 Mission Bend Elementary rebuild, and authorize the Superintendent to negotiate and execute the agreement.

MOTION CARRIES, 7-0.

Yea: Dae, Gilliam, Hamilton, Malone, Garcia, Hanan, Jones

- F. Consideration and approval of an Efficiency Audit Engagement Letter with Whitley Penn, LLP.

[This action was taken previously on the agenda following closed session]

- G. Consideration and approval of a Board Resolution related to Bond 2023 to be presented by a Board member.

[This action was taken previously on the agenda]

14. Adjournment

Having no further business before the Board, MOTION was made by Mrs. Malone to adjourn the meeting at 10:58 p.m.

Judy Dae, President

David Hamilton, Secretary

For: Fort Bend ISD Board of Trustees
Date: September 11, 2023
Action: Review: Consideration and Approval
International Student Travel
References: Board Policies FMG (Local) and FD
(Legal)
District Goal 4
Department: Department of School Leadership

Recommendation

Consideration and approval of international travel during December 2023 by Clements High School students to participate in the 2023 KAKEHASHI PROJECT, Japan's Friendship Ties Programs.

Summary

Clements High School students have the opportunity to promote an understanding of Japan's economy, society, history, diverse culture, politics and diplomatic relations among students. Kalehashi Program also offers homestay and visit to a Japanese High School. The students will be immersed in Japanese language and culture, experience Japanese family life and opportunity to attend Japanese High School.

Clements High School is requesting permission for approximately 6 students and 2 adults which will be Clements High School Japanese teacher, Ms. Yoshimi Sheridan and First Colony Middle School Assistant Principal, Geordie Daniel. The trip will occur December 18 to December 26, 2023.

The Kalehashi Program is fully funded by Japanese government, no cost to students, sponsor, or FBISD. Suggested spending money of \$500 is recommended per student.

Recommended by:

Christie Whitbeck
Superintendent of Schools

Submitted by:

Kwabena Mensah
Chief of Schools

For: Fort Bend ISD Board of Trustees
Date: September 11, 2023
Action: Review: 2023–24 T-TESS
Appraisers
References: Board Policy DNA
Department: Human Resources

Recommendation

Consideration and approval of certified campus-based T-TESS Appraisers in administrative positions to serve as teacher appraisers for the 2023-24 school year.

Summary

The Texas Teacher Evaluation and Support System (T-TESS) requires all appraisers to successfully complete appraisal training and pass a certification exam prior to conducting formal observations. Upon conclusion of the three-day training, appraisers must successfully complete an annual online certification test to assume the role of certified appraisers.

Appraisers assess teaching proficiency and ensure teachers and administrators derive reliable and meaningful information from the teacher evaluation process. By providing evidence-based feedback, appraisers help teachers and administrators make decisions that support efforts to improve instructional quality and student performance.

Upon approval by the Board of Trustees, the Administration will validate and verify each appraiser as meeting all requirements set forth in Chapter 150-Commissioner’s Rules concerning Educator Appraisal.

Recommended by:

Christie Whitbeck
Superintendent of Schools

Submitted by:

Glenda Johnson
Chief Human Resources Officer

T-TESS Certified Assistant Principals

Agina, Tiffany	Cuillier, Joseph	Kirkpatrick, James	Roach, Stefanie
Alexopoulos, Alexia	Daniel, Geordie	Krantz, Danielle	Rogers, Dawn
Allen, Carissa	Davis, Jennifer	La, Fleur, Dawn	Russell, Stephanie*
Alvarez, Dionna	Delesbore, Sharon	Lewis, Carlos	Schultz, Patrick
Amey, Errynne	Dowd, Mary	Lewis, Dontee*	Schulz, Joe
Bakus, Susan	East, Timothy	Long, George	Scott, Nekiva
Barnes, Paulette	Eiland, Deanna	Loomis, Brittany	Sellers, Marcy
Bartels, Jennifer	Elissetche, Gilberto	Lowe, Theodus	Sells, Britney
Bassett, Damien	Farooq, Aneela	Lyons-Irving, Dakita	Silas, Camille
Bates, Ricardo	Feges, Timothy	Machado, Anagha	Simpson, Christina
Bathe, Theresa	Fields, Shannon	Mackay, Charles	Skinner, Lita
Benavides, Walter	Fletcher, Danica	Maldonado, Joseph	Smith, Jerrold
Bennett, Elainea	Gaines, Ricardo	Mallory, Tammi	Snyder, Cindy
Bennett, Michael	Garza, Jorge	Martinez, Abraham	Squires, Heather
Boler, Megan	Gibson, Thristle*	Mayfield, Misty	Stewart, Christina
Border, Courtney	Glasper, Lynn	Mccabe, Matthew	Sweeney, Eric*
Bostick, Benjamin	Goodwin, Luster	Mccormick, Stephen	Sweeney, Carla
Bowie, Kimsheka	Gray, Robin	Mcdowell, Stephanie	Swilley, Jason
Bowman, Etima	Gray, Shannon	Mcmullen, Jana	Taylor, Ashli
Brewer, Elizabeth	Gregory, Alisha	Mercedes, Luis	Thomas, Marion
Briceno, Felipa	Guerra, Elizabeth	Mikel, Shaketha	Thompson, Alan
Brown, Jasim	Hayes, Jesse	Miles-Essone, Jeannie	Udechukwu, Adaun
Brown, Sarah	Hitchcock, Brad	Milner, Matthew	Walter, Suni
Brown, Terrick	Holmes, Felicia	Moore, Brittany	Warren, Matthew
Byrd, Kevin	Hooper, Bradley	Morvant, Sarah	Washington, Laronda
Byrd, Angelina	Isaac, Natacha	Nnamani, Chinasa	Watson, Patrick
Calhoun, Jorhon	Jack, Candus	Parsad, Ann-Marie	Wells, Paul
Campbell, Tania	Jackson, Mylana	Patel, Milli	Williams, Tiffany
Cardenas, Marcos	Jedkins, Rontreall	Phillips, Lashonda	Williams, Tonichia
Carrington, Felecia	Johnson, Rafeal	Pike, Michael	Wilson, Blake
Cheek, Sandra	Johnson, Tonisha	Pope, Derryk	Woodard, Brandon
Chenier, Gwen	Joiner, Deirdri	Powers, Erick*	Woodard, Stephanie
Clark, Courtney	Jones, Brandi	Pyles, Sonni	Woodard, Anetria
Colter, Michelle	Jones, Sheri	Qazi, Shazia	Wooten, Rachelle
Cousin, Lawrence	Jones, Desmond	Raza, Usama	Yim, Anthony
Croft, Michele	Khan, Meraj	Rebler, Meagan	
Crowley, Deborah	Kirkpatrick, Cynthia	Reese, Shannon	

T-TESS Certified Associate Principals

Austin, Latoya	Crespo, Romulo	Martin, Monika	Rutledge, Lori
Baker, Tara	Harris, Mateba	Masculino, Mharbe	Squires, David
Braucht, Katherine	Holland, Alfred	Montelongo, Lori	Taylor, Matthew
Brigham, Deandria	Johnson, Kimberly	Ogle, Karissa	Thomas, Nancy
Campbell, Philip	Johnson, Sunday	Rich, Tracey	Walker, Tamera
Clemons, Shawndreka	Lovetinsky, Kyle	Richmond, Candace	Williams, Shannon
Craft, Hykeem	Macdonald, Mario	Riggs, Nadia	

T-TESS Certified Deans

Benavides, Heather
Green, Mary

Johnson, Sheryl
Mack, Ishaka*

Pierce, Efrem
Pistor, Jill

Waters, Latonya
Williams, Kristen*

T-TESS Certified Principals

Anthony, Lakisha
Arana, Clementine
Blackmer, Cindel
Bogle, Latecha
Bolden, Felicia
Bolding, Melissa
Brogan, Leonard
Brooks, Brandi
Brown, Reginald
Brown, Stacy
Bruhn, Kari
Charles, Kimberly
Church, Cozette
Clay, Kellie
Collins, Cory
Cortez, Rachel
Craig, Lori
Curtis, Tonya
Diaz, Framy
Dow, Angela

Durham, Kristi
Edmond, Erika
Erdie, Julia
Evans, Sonya
Fickel, Keith
Foulds, Gregory
Garrett, Latoya
Garza, Gabriella
Geis, Jaimie
Granger, Gregory
Griffin, Kyella
Haas, Raymond
Hamilton, Tasha
Hayden, Terence
Hopkins, Christina
Huerta, Yvette
Hummel, Nancy
Issac, Kellie
Jackson, Danielle
James, Felicia

Kargbo, Kathryn
Kowrach, Justin
Laberge, Sarah
Leiva, Carlo
Lemon, Trevor
Macklin, Audrey
Marsters, April
Mc Clanahan, Alena
Moss, Danielle
Muceus, Courtney
Murphy, Margaret
Oglesby, Cholly
Olson, Deanna
Patton, Carla
Pena, Jorge
Petru, Jennifer
Prudhomme, Alexis
Rivas, Marta
Roberson, Veronica
Roberson, Andre

Roberts, Nikki
Roberts, Jennifer
Rosier, Rachel
Sanchez, Nancy
Sanders, Ogechi
Schwinger, Joy
Shillingburg, James
Stewart, Corey
Sutton, Jonathan
Ude, Audra
Viado, Stephanie
Wallace, Angela
Wells, Fidel
Whisonant, Donna
Williams, Lavanta
Williams, Elizabeth
Williams, Jennifer
Wilson, Anitra
Yelvington, Michael
Young, She Nee

T-TESS Certified Substitute Administrators

Adams, Ronnie
Blake, Yvette
Bolding, Melissa

Damian, Eddie
DeFlora, Lucretia
Dyson, Cassandra

Fennick, Michelle
Fields, Yvonne
Garza, Ellie

Harvey, Hannah
Salina, Sylvia
Yaffie, David

* Pending Verification of Certification and/or Annual Certification/Renewal

For: Fort Bend ISD Board of Trustees
Date: September 11, 2023
Action: Review: Class Size Exception Waiver
References: Board Policy EEB (Legal)
Texas Education Code (TEC) 25.112
District Goal 1
Department: School Leadership

Recommendation

Consideration and approval of a Texas Education Agency (TEA) Exception for Class Size Waiver in grades PreK-4 for elementary schools that exceed a teacher to student ratio of 22 students per classroom teacher (22:1).

Summary

For the 2023-24 school year, the Administration is requesting an Exception for Class Size Waivers due to the District's continued growth, available classroom space, and current budget pressures. Furthermore, as the school year has launched, principals are continually recruiting highly qualified teachers to hire for current or anticipated vacancies. With class size exceptions approved, staff will work with principals to ensure appropriate supports to ensure learning environments that are conducive to the highest levels of student achievement.

When projecting teacher staffing for 2023-24 school year, staff used the PASA "moderate" growth projection for each campus.

Note: Final recommendation will be provided to the Board in preparation for the September 18 Regular Board Meeting.

Recommended by:

Christie Whitbeck
Superintendent

Submitted by:

Kwabena Mensah
Chief of Schools

FBISD Class Size Exceptions PreK-4th Grade

Campus Name	Exception Requested by Grade Level/Explanation						Total Exception Requested for Campus
	PK	K	1	2	3	4	
Armstrong		2					2
	• 2 sections in K with 2 @ 23						
Austin Parkway				3			3
	• 3 sections in 2nd with 2 @ 23, 1 @ 24						
Barrington Place					1		1
	• 1 section in 3rd with 1 @ 23						
Bhuchar				1			1
	• 1 section in 2nd with 1 @ 23						
Blue Ridge/Briargate		3					3
	• 3 sections in K with 2 @ 23, 1 @ 24						
Burton		3					3
	• 3 sections in K with 1 @ 23, 1 @ 24, 1 @ 25						
Colony Meadows						5	5
	• 5 sections in 4th with 3 @ 24, 2 @ 25						
Commonwealth				1		1	2
	• 1 section in 2nd with 1 @ 23 • 1 section in 4th with 1 @ 23						
Drabek		2				5	7
	• 2 sections in K with 2 @ 23 • 5 sections in 4th with 4 @ 23, 1 @ 24						
Dulles					5		5
	• 5 sections in 3rd with 5 @ 23						
Ferguson		4	4	2	3	4	17
	• 4 sections in K with 1 @ 23, 1 @ 24, 1 @ 25, 1 @ 26 • 4 sections in 1st with 4 @ 24 • 2 sections in 2nd with 1 @ 23, 1 @ 24 • 3 sections in 3rd with 1 @ 23, 2 @ 24 • 4 sections in 4th with 1 @ 24, 1 @ 25, 1 @ 27, 1 @ 28						
Fleming				1	2		3
	• 1 section in 2nd Bilingual with 1 @ 23 • 1 section in 3rd with 1 @ 25 • 1 section in 3rd Bilingual with 1 @ 26						
Goodman			3	2	3	3	11
	• 3 sections in 1st Bilingual with 2 @ 23, 1 @ 24 • 2 sections in 2nd Bilingual with 2 @ 24 • 3 sections in 3rd with 1 @ 24, 1 @ 25, 1 @ 26 • 1 section in 4th with 1 @ 23 • 2 sections in 4th Bilingual with 1 @ 23, 1 @ 24						
Heritage Rose			1	5	6		12
	• 1 section in 1st with 1 @ 23 • 5 sections in 2nd with 4 @ 26, 1 @ 27 • 6 sections in 3rd with 3 @ 28, 3 @ 29						
Highlands			4		2		6
	• 4 sections in 1st with 1 @ 23, 2 @ 24, 1 @ 25 • 2 sections in 3rd with 1 @ 23, 1 @ 24						
Lakeview		1	1		2	2	6
	• 1 section in K with 1 @ 23 • 1 section in 1st with 1 @ 23 • 2 sections in 3rd with 1 @ 23, 1 @ 24 • 2 sections in 4th with 2 @ 24						
Lantern Lane			1				1
	• 1 section in 1st with 1 @ 23						
Leonetti				1		1	2
	• 1 section in 2nd with 1 @ 23 • 1 section in 4th with 1 @ 23						
Lexington Creek					2		2
	• 2 sections in 3rd with 2 @ 23						

FBISD Class Size Exceptions PreK-4th Grade

Campus Name	Exception Requested by Grade Level/Explanation						Total Exception Requested for Campus
	PK	K	1	2	3	4	
Madden			1	6		1	8
	<ul style="list-style-type: none"> • 1 section in 1st with 1 @ 23 • 6 sections in 2nd with 3 @ 24, 1 @ 25, 2 @ 27 • 1 section in 4th with 1 @ 23 						
Malala			2	4		7	13
	<ul style="list-style-type: none"> • 2 sections in 1st with 2 @ 23 • 4 sections in 2nd with 3 @ 23, 1 @ 24 • 7 sections in 4th with 2 @ 23, 5 @ 25 						
Neil			2		6	6	14
	<ul style="list-style-type: none"> • 2 section in 1st with 2 @ 23 • 6 sections in 3rd with 6 @ 23 • 6 sections in 4th with 5 @ 23, 1 @ 24 						
Oyster Creek					6		6
	<ul style="list-style-type: none"> • 6 sections in 3rd with 4 @ 23, 2 @ 24 						
Palmer		1	4			5	10
	<ul style="list-style-type: none"> • 1 section in K with 1 @ 23 • 4 sections in 1st with 1 @ 23, 3 @ 24 • 5 sections in 2nd with 2 @ 23, 3 @ 24 						
Parks					1	2	3
	<ul style="list-style-type: none"> • 1 section in 3rd with 1 @ 24 • 2 sections in 4th with 1 @ 23, 1 @ 24 						
Pecan Grove				4	5	2	11
	<ul style="list-style-type: none"> • 4 sections in 2nd with 1 @ 24, 1 @ 25, 1 @ 26, 1 @ 27 • 5 sections in 3rd with 1 @ 23, 3 @ 24, 1 @ 25 • 2 sections in 4th with 2 @ 23 						
Quail Valley				3	3	3	9
	<ul style="list-style-type: none"> • 3 sections in 2nd with 1 @ 23, 1 @ 24, 1 @ 25 • 3 sections in 3rd with 2 @ 24, 1 @ 25 • 3 sections in 4th with 3 @ 23 						
Ridgegate						1	1
	<ul style="list-style-type: none"> • 1 section in 4th Bilingual with 1 @ 23 						
Scanlan Oaks					1		1
	<ul style="list-style-type: none"> • 1 section in 3rd with 1 @ 23 						
Schiff			1	2	1	1	5
	<ul style="list-style-type: none"> • 1 section in 1st with 1 @ 23 • 2 sections in 2nd with 2 @ 23 • 1 section in 3rd with 1 @ 24 • 1 section in 4th with 1 @ 23 						
Seguin					3		3
	<ul style="list-style-type: none"> • 3 sections in 3rd with 3 @ 23 						
Sienna Crossing		2		7		8	17
	<ul style="list-style-type: none"> • 2 sections in K with 2 @ 23 • 7 sections in 2nd with 2 @ 24, 3 @ 25, 1 @ 26, 1 @ 27 • 8 sections in 4th with 7 @ 23, 1 @ 24 						
Sugar Mill		2				2	4
	<ul style="list-style-type: none"> • 2 sections in K with 2 @ 23 • 2 sections in 4th with 1 @ 24, 1 @ 25 						
Sullivan			2	7	6	8	23
	<ul style="list-style-type: none"> • 2 sections in 1st with 2 @ 23 • 7 sections in 2nd with 4 @ 25, 3 @ 26 • 6 sections in 3rd with 5 @ 24, 1 @ 25 • 8 sections in 4th with 1 @ 23, 2 @ 24, 4 @ 25, 1 @ 26 						
Townewest				1			1
	<ul style="list-style-type: none"> • 1 section in 2nd Bilingual with 1 @ 25 						
Walker Station					1		1
	<ul style="list-style-type: none"> • 1 section in 3rd with 1 @ 23 						
TOTAL NUMBER OF EXCEPTIONS							222
	103 @ 23	61 @ 24	32 @ 25	13 @ 26	6 @ 27		
	4 @ 28	3 @ 29					9/5/2023

For: Fort Bend ISD Board of Trustees
Date: September 11, 2023
Action: Review 2023 – 2024 Instructional
Apprentice Waivers
Department: Human Resources

Recommendation

Consideration and approval of Texas Education Agency Waivers for non-certified campus-based Instructional Apprentice in teaching positions for the 2023-2024 school year.

Summary

For the 2023-24 school year, the Administration is requesting a waiver for non-certified campus based Instructional Apprentice positions due to supporting staffing needs amid the national staffing shortage.

Instructional Apprentice positions are full-time, exempt positions and are benefit eligible and their salaries contribute to the Texas Retirement System (TRS). Candidates must be actively enrolled in an ACP (Alternative Certification Program) and demonstrate they are pursuing a teaching certification. They are expected to hold a probationary certificate no later than March 2024.

Instructional Apprentices will receive ongoing, job-embedded support throughout the school year through a campus mentor. Human Resources will continue to support each apprentice to ensure each is working toward their teaching certification. Upon completion of the requirements, the apprentice will receive an offer for a full-time certified teaching position and sign a Chapter 21 contract. If an apprentice does not complete requirements, the apprentice will complete the current assignment through the remainder of this school year.

Fort Bend ISD's priority is to hire certified candidates to lead instruction. In addition, an instructional apprentice position was created to assist in classroom instruction.

Recommended by:

Christie Whitbeck
Superintendent of Schools

Submitted by:

Glenda Johnson
Chief Human Resources Officer

For: Fort Bend ISD Board of Trustees
Date: September 11, 2023
Action: Review: CenterPoint Energy
Blanket Easement – Middle
School 16
References: Board Policy CV (Local)
District Goal 5
Department: Operations

Recommendation

Consideration and approval of a blanket (short form) easement with CenterPoint Energy for the electrical services to the new Middle School 16 and authorization for the FBISD Board President and/or designee to negotiate and execute this easement, as well as the CenterPoint Energy long form easement to be provided near the conclusion of the project.

Summary

The blanket easement (short form blanket easement) is required by CenterPoint Energy to install permanent underground and overhead electrical services to the new Middle School 16.

The blanket easement will be in place until FBISD and CenterPoint Energy have completed and executed the long form easement. When the service (a new transformer) is energized to the site, CenterPoint will generate a long form easement. The long form easement will contain a detailed descriptive easement for the site, including sketches. The long form easement will replace the blanket easement, as this is only a temporary easement in order to expedite the installation of the new transformer.

The new Middle School 16 project has been designed with consideration to all the other utility easements. As such, the approval of these easements (short form blanket easement and long form easement) will not conflict with any site design elements.

Recommended by:

Christie Whitbeck
Superintendent of Schools

Submitted by:

Damian Viltz
Chief Operations Officer

SHORT FORM BLANKET EASEMENT

NOTICE OF CONFIDENTIALITY RIGHTS: IF YOU ARE A NATURAL PERSON, YOU MAY REMOVE OR STRIKE ANY OR ALL OF THE FOLLOWING INFORMATION FROM ANY INSTRUMENT THAT TRANSFERS AN INTEREST IN REAL PROPERTY BEFORE IT IS FILED FOR RECORD IN THE PUBLIC RECORDS: YOUR SOCIAL SECURITY NUMBER OR YOUR DRIVER’S LICENSE NUMBER.

STATE OF TEXAS }
COUNTY OF FORT BEND }

KNOW ALL PERSONS BY THESE PRESENTS:

THAT, Fort Bend Independent School District, its successors and assigns, hereinafter referred to as “Grantor”, whether one or more, for and in consideration of the sum of ONE DOLLAR (\$1.00) CASH to Grantor paid by CenterPoint Energy Houston Electric, LLC, its successors and assigns, hereinafter referred to as “Grantee”, whose principal address is P. O. Box 1700, Houston, Texas 77251-1700, has **GRANTED, SOLD AND CONVEYED** and by these presents, does **GRANT, SELL AND CONVEY** unto said Grantee, all or in part, a perpetual **blanket** easement, hereinafter referred to as the “Easement”, for electric distribution facilities and related communication facilities consisting of a variable number of wires and cables and all necessary and desirable equipment and appurtenances, including, but not limited to, towers or poles made of wood, metal or other materials, props and guys, hereinafter referred to as “Facilities”, located on, over, under and across the following described lands owned by Grantor, (“Grantor’s Property”), to wit:

Restricted Reserve “A” of Final Plat of Fort Bend ISD Middle School #16, a subdivision situated in the Thomas Barnett Survey, Abstract 7, Fort Bend County, Texas, according to the map or plat thereof recorded in Plat No. 20220011 of the Plat Records of said County and State, (the “Easement Area”).

The Easement Area herein granted is a blanket easement and shall apply only insofar as the boundaries of Grantor's Property will permit. Grantee further reserves the right to extend services and drops within Grantor's Property and to adjacent landowners from said Facilities.

Grantor or its successors or assigns shall observe and exercise all notification laws as per the Underground Facility Damage Prevention and Safety Act, also known as "ONE CALL" & "CALL BEFORE YOU DIG" when working in or near the Easement Area.

To the extent that such laws and codes apply to Grantor, its successors and assigns, Grantor, its successors and assigns shall observe all safety codes and laws which apply to working along, within and or near the Easement Area and Facilities during construction activities and safe clearance from such Facilities, including the Occupational Safety and Health Administration ("O.S.H.A."), Chapter 752 of the Texas Health and Safety Code, the National Electric Code, and the National Electrical Safety Code.

Grantor herein reserves the right to grant easements in favor of third parties across the herein described Easement Area in a near perpendicular fashion to Grantee's Facilities, the approximate locations of which are shown on Exhibit "A", attached hereto and made a part hereof, provided (i) no other utilities are permitted to cross within a vertical distance of twenty-four (24) inches of Grantee's below ground Facilities, (ii) no other facilities or structures shall be permitted longitudinally within a distance of five (5) feet of the centerline of any of Grantee's below ground and above ground Facilities, (iii) no other utilities or structures shall be permitted longitudinally within a distance of fifteen (15) feet of the centerline of any of Grantee's overhead Facilities, beginning at a plane sixteen (16) feet above the ground and extending upward, hereinafter collectively referred to as "Grantee's Exclusive Easement Area", and, (iv) doing so does not, in the sole

opinion of Grantee, endanger or interfere with the efficient, safe and proper operation and maintenance of Grantee's Facilities.

Grantor herein covenants and agrees that, in the event that any third party facilities or obstructions are located within Grantee's Exclusive Easement Area, Grantor will take immediate action to remove and/or relocate said facilities and/or obstructions to a location outside of Grantee's Exclusive Easement Area at Grantor's sole cost and expense.

If Grantor, its successors or assigns should, at any future date, request that the Easement herein granted be further defined, Grantee agrees, at Grantor's expense, to prepare a new, defined easement described by a sealed survey sketch. Defined easements shall be unobstructed and may be further described by, but not limited to, the following descriptions:

- 1.) A ten (10) foot wide easement (for above and below ground facilities);
- 2.) A ten (10) foot wide easement together with ten (10) foot aerial easement adjoining both sides of said ten (10) foot wide easement (for above ground and overhead facilities that are not located adjacent to property lines);
- 3.) A ten (10) foot wide easement together with an adjoining eleven (11) foot, six (6) inch wide aerial easement (for above ground and overhead perimeter facilities);
- 4.) A fourteen (14) foot wide easement together with an adjoining seven (7) foot, six (6) inch wide aerial easement (for above ground and overhead perimeter facilities);
- 5.) An easement sixteen (16) feet wide and twenty-four (24) feet long (for Grantee's pad-mounted transformer station purposes).

Grantee further agrees to release this Easement upon execution and delivery of the new defined easement by Grantor.

In the event that Grantor, its successors and assigns, desires that Grantee's Facilities be relocated, then Grantee agrees to relocate said Facilities provided that Grantor furnishes a suitable and feasible site or location for such relocation and, provided that Grantor, its successors and assigns, shall, if requested by Grantee, furnish to

Grantee a suitable and acceptable easement covering the new location. Any and all costs associated with relocating said Facilities will be at Grantor's sole expense.

Grantee shall also have reasonable rights of ingress and egress to and from said Easement Area, together with reasonable working space, for the purposes of erecting, installing, operating, maintaining, replacing, inspecting, and removing said Facilities, together with the additional right to remove from said Easement Area, all bushes, trees and parts thereof, or other structures which, in the opinion of Grantee, endanger or may interfere with the efficient, safe and proper operation, and maintenance of said Facilities.

TO HAVE AND TO HOLD the above described Easement, together with all and singular the rights and appurtenances thereto in anywise belonging, unto Grantee forever, and Grantor does hereby bind itself and its successors, heirs, assigns, and legal representatives, to fully warrant and forever defend all and singular the above described Easement Area and rights unto said Grantee, against every person whomsoever lawfully claiming or to claim the same or any part thereof, by, through or under Grantor, but not otherwise. In the event of a deficiency in title or actions taken by others which results in the relocation of Grantee's Facilities, the Grantor herein, its successors and assigns, will be responsible for all costs associated with the relocation and/or removal of Grantee's Facilities.

The terms, conditions and provisions contained herein constitute the complete and final agreement between Grantor and Grantee, (collectively the "Parties") with respect to the subject matter hereof and supersedes all prior agreements, representations and understandings of the Parties and, by Grantor's signature affixed hereto and Grantee's use of the Easement, the Parties evidence their agreement thereof. No oral or written agreements made or discussed prior to, or subsequent to, the execution of this Easement shall supersede those contained herein. Any and all revisions, amendments and/or exceptions to the terms, conditions and provisions contained in this Easement shall be in written, recordable form and executed by both parties, or their respective successors or assigns in order to be deemed valid.

EXECUTED this [redacted] day of [redacted], 20[redacted].

Fort Bend Independent School District

BY: [redacted]
Signature

[redacted]
Name typed or printed

[redacted]
Title

STATE OF TEXAS }

COUNTY OF [redacted] }

BEFORE ME, the undersigned authority, a Notary Public in and for the State of Texas, on this day personally appeared [redacted], [redacted] of Fort Bend Independent School District, known to me to be the person whose name is subscribed to the foregoing instrument and acknowledged to me that ()he executed the same for the purposes and consideration therein expressed, in the capacity therein stated, and as the act and deed of said district.

Given under my hand and seal of office this [redacted] day of [redacted], 20[redacted].

[redacted]
Notary's Signature

[redacted]
Name typed or printed

[redacted]
Commission Expires

EXECUTED this [] day of [], 20[].

Fort Bend Independent School District

BY: []
Signature

[]
Title

[]
Name typed or printed

SUBSCRIBED and SWORN before me this [] day of [], 20[].

[]
Notary's Signature

[]
Name typed or printed

[]
Commission Expires

**AFTER RECORDING RETURN TO:
SURVEYING & RIGHT OF WAY
CENTERPOINT ENERGY HOUSTON ELECTRIC, LLC
P. O. BOX 1700
HOUSTON, TX 77251-1700**



NOTES FOR CONSTRUCTION:

SECONDARY AND STREET LIGHT(S) TO BE TRANSFERRED TO NEW POLE(S), IF APPLICABLE

VERTICAL FRAMING TOWARDS ROADWAY

CONFIRM ALL R.O.W. IS ACQUIRED PRIOR TO CONSTRUCTION

STAKING REQUIRED - NOTES:

CLASS H3 POLE(S) TO BE PLACED NEXT TO EXIST. POLE(S) INSIDE EASEMENT, INLINE WITH OVERHEAD, UNLESS OTHERWISE NOTED

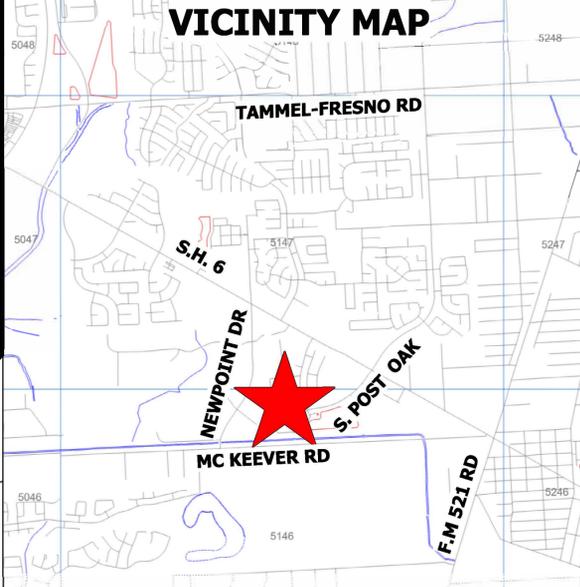
CLASS H3 POLE(S) TO BE STAKED AT 2' INTO R.O.W., UNLESS OTHERWISE NOTED

POLE(S) TO BE STAKED INSIDE EXIST. EASEMENT OR R.O.W., INLINE W/ EXIST. OVERHEAD, UNLESS OTHERWISE NOTED

Stake Poles 37-43

All distances +/-

VICINITY MAP



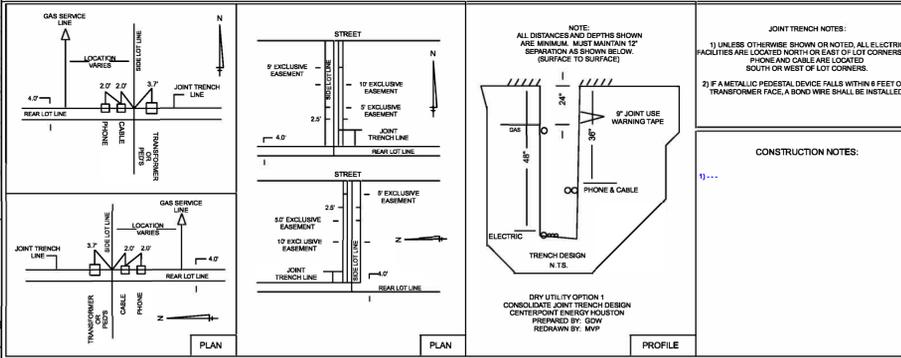
DEVELOPER AGREEMENT

By signing below, I acknowledge that I am the developer, or an authorized representative of the developer, of this project and that I have read and understand all statements, notes, detail drawings, and all attendant contracts and agreements (collectively the "materials") furnished to the developer regarding construction of the electrical facilities as indicated on this layout/plat. I understand that if I have not seen and read the materials, I may request a copy of them before I sign below. Further, I understand that by signing below, I agree to the Easement Requirements set out below and all electric utility facility locations as depicted on this layout/plat, and that future relocations of any electric utility facilities after installation will be performed solely at the cost of the developer/owner. The developer must furnish copies of this layout/plat to all builders working on this project; builders must furnish copies to all electricians working within the boundaries of this layout/plat. Electricians must wire service connections as shown on this layout/plat unless otherwise approved by an authorized CenterPoint Energy representative.

Signature: _____ Title: _____
Printed Name: _____ Date: _____

Easement Requirements

- The below referenced Easements shall not overlap or overhang any detention, retention, drainage, pipeline, water, storm or sanitary sewer easements, existing, planned, or evidenced on the ground.
- 5' UE located along side lot lines where underground streetlights are planned.
 - 10' UE for dry utilities located along side lot lines where underground electric or gas primary or joint utilities are planned.
 - 14' UE and Aerial Easement for dry utilities in back-to-back locations or perimeter locations, along front or rear lot lines.
 - 16' UE and Aerial Easement for water and dry utilities in back-to-back locations or perimeter locations, along front or rear lot lines.
 - 3' Operations, Maintenance and Access Easement (OMAE) located along side lot lines, when transformers are planned in the rear of the lot.
 - 5' Operations, Maintenance and Access Easement (OMAE) located along side lot lines, when transformers are planned in the rear of the lot.
- CenterPoint Energy reserves the right to install and operate and maintain its electric distribution and related communication facilities (consisting of all necessary and desirable equipment and appurtenances), on, over, under, and across the area shown hereon. CenterPoint Energy shall have unobstructed rights of ingress and egress to and from the easements, together with reasonable working space, and the additional right to remove from the easements and the land immediately adjoining thereto, all buildings, trees, and parts thereof or other structures and improvements, which, in the sole opinion of CenterPoint Energy, endanger or may interfere with the efficient, safe and proper installation, operation, and maintenance of said electric distribution and related communication facilities.



Illustrations are provided for approximate facility locations only; actual locations could vary.

LIGHTING LEGEND

NEW STREET LIGHT INSTALLATION SYMBOLS		
SYMBOLS	QUANTITY	SINGLE LAMP WATTAGE AND TYPE (Circle One Lamp Type for Each Wattage)
OH - 0	0	100W HPS MH LED LEGEND
UG - 0	0	150W HPS MH 45W OH - 0 JIG - 0
OH - 0	0	175W HPS MH 95W OH - 0 JIG - 0
UG - 0	0	250W HPS MH 115W OH - 0 JIG - 0
OH - 0	0	400W HPS MH 180W OH - 0 JIG - 0
DUAL UG ONLY LAMP WATTAGE AND TYPE (Circle One Lamp Type for Each Wattage)		
OH - 0	0	100W HPS MH 45W 0
UG - 0	0	150W HPS MH 95W 0
OH - 0	0	250W HPS MH 115W 0
UG - 0	0	400W HPS MH 180W 0
ADDITIONAL INSTALLATION MATERIAL SYMBOLS		
TP	0	TERMINAL POLE
R	72	RELAY
0	0	PULLBOX
0	0	UNDERGROUND CONDUCTOR (Check One) Direct Embedded Wire Conduit and Wire
0	0	OVERHEAD CONDUCTOR #4 2C TWIST (UNLESS OTHERWISE NOTED)
EXISTING STREET LIGHT SYMBOLS AND WATTAGES		
General	0	70 100 150 175 250 400
INSTALLATION VOLTAGE: (Circle One Only) 120 240 480		

LEGEND	
	EXISTING OH PRIMARY (NOTE PHASE AND SIZE)
	PROPOSED OH PRIMARY (NOTE PHASE AND SIZE)
	EXISTING OVERHEAD TRANSFORMER
	PROPOSED OVERHEAD TRANSFORMER
UNDERGROUND CONSTRUCTION	
	EXISTING UG PRIMARY
	PROPOSED UG PRIMARY
	EXISTING UG SECONDARY
	PROPOSED UG SECONDARY
	EXISTING STREET LIGHT SECONDARY
	PROPOSED STREET LIGHT SECONDARY
	EXISTING PULLHOLE
	PROPOSED PULLHOLE
	EXISTING PAD MOUNTED TRANSFORMER
	PROPOSED PAD MOUNTED TRANSFORMER
	EXISTING TERMINAL POLE
	PROPOSED TERMINAL POLE
	EXISTING SECONDARY PEDESTAL
	PROPOSED SECONDARY PEDESTAL
	EXISTING SECONDARY PEDESTAL
	PROPOSED SECONDARY PEDESTAL

Meter Locations:
Electric meter must be placed on the side of the house or garage. Access to the meter shall not be blocked by gates, walls, or fences at any time.

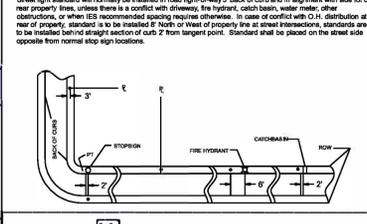
Transformer Size	Amperes Sym.
25 kVA	6,100
37.5 kVA	9,200
47 kVA	12,300
50 kVA	12,300
75 kVA	18,400
100 kVA	24,500
167 kVA	41,000
250 kVA	49,600

Minimum conductor size of customer's service drop shall not exceed 350MCM when entering transformer or pedestal.

STREET LIGHT NOTES

All streets must be curbed and guttered prior to the installation of street lighting facilities unless otherwise approved by the Lighting Design Service Division.
Dedicated street lighting easements are required along all placements of street lighting facilities when such facilities are installed along private streets. Street lighting will only be installed along private streets that can be accessed for maintenance and only when such a street is constructed with an easement intended to contain private street waterlines, sanitary sewer lines, storm sewers, and such other utility or franchise infrastructures as can be accommodated and which, for the purpose of established setback, will be considered to be the equal of a public street.
The design of all streets, utility easements, and storm sewer easements must be approved by all appropriate reviewing agencies before the installation of street lighting.
Street lighting will be installed to the recommendations of the Illuminating Engineering Society unless otherwise requested and agreed upon in writing by the requester of street lighting services.

STREET LIGHT PLACEMENT DETAIL



The street lighting as shown on this layout/plat is the design of CenterPoint Energy Design - IE8 Compliant.
Non-CMP Design - IE8 Compliance Unknown
Design by: _____
No Street Lights Requested

SUPERIOR WORK ORDER: 103335255						
	WORK ORDER #	ORDER TYPE	MAIN. ACT. TYPE	FUNCT. LOCATION		
<input checked="" type="checkbox"/>	OH WO 1	104941528	HDC2	61	DIS-010942-OVH	
<input checked="" type="checkbox"/>	OH WO 2	103335699	HDC1	61	DIS-010942-OVH	
<input checked="" type="checkbox"/>	URD LP1	103335229	HDC1	66	DIS-0 -URD	
<input checked="" type="checkbox"/>	URD LP2				DIS-0 -URD	
<input checked="" type="checkbox"/>	URD LP3				DIS-0 -URD	
<input checked="" type="checkbox"/>	REHAB				DIS-0 -URD	
<input checked="" type="checkbox"/>	S.L. WO 1	103335260	HLC1	SL7	LDS-UNMTRD-	
<input checked="" type="checkbox"/>	S.L. WO 2				LDS-UNMTRD-	

LAMBERT: 5147D3 GLN: 514655693 KEY MAP: 651F CKT: AR42 JT PROJECT #: 7328
TITLE: POST OAK POINTE SEC 3
LOCATION: POLE O M T 2 MILEAGE: 0.90 MI
F.A.C.L. A.Y. Q.U.T.B.Y.: GH DATE: 06/23/2022
OH WO BY: URD DATE: 08/01/2022
S.L. LAYOUT BY: AS DATE: 06/23/2022
G LAYOUT BY: DATE: 06/23/2022
REVISOR: DATE: 06/23/2022

SVC CONSULTANT SIGNATURE: **DDS DESIGN**
FACILITY LAYOUTS APPROVED BY: _____
SERVICE CENTER: _____
GAS DISTRICT: _____
PHONE: _____ SCALE: 1:80

For: Fort Bend ISD Board of Trustees
Date: September 11, 2023
**Review: Consideration and Adoption of a
Resolution Regarding Armed
Security Personnel**
References: Board Policy CKE (Local)
Department: Police, Legal Services

Recommendation

Consideration and adoption of a resolution regarding armed security personnel.

Summary

House Bill 3, signed by the Governor on June 14, 2023, requires the Board of Trustees to “determine the appropriate number of armed security officers for each district campus. The board must ensure that at least one armed security officer is present during regular school hours at each district campus.” For this requirement, an armed security officer is either a District peace officer, school resource officer, or a commissioned peace officer employed as security personnel.

If the District is unable to comply with this requirement due to the unavailability of funding or qualified personnel, the District must claim a “good cause exception” and develop an alternative standard with which the District is able to comply.

The recommended resolution claims a good cause exception to the requirement due to a lack of funding and availability of qualified police officers. The resolution also establishes the following as an alternative standard:

- The District’s goal is to provide at least one armed District police officer per District campus.
- Until the District is able to secure the necessary funding and personnel to meet this goal, the District shall provide at least one armed security personnel per campus by utilizing available District police officers and commissioned security officers as defined by Texas Occupations Code section 1702.
- In the event the District is unable to secure the necessary funding and/or personnel to provide at least one District police officer or commissioned security officer per campus, the District shall ensure the presence of armed personnel on each campus by assigning available personnel to a rotation between no more than 2 campuses per day.
- Finally, in the event the District is unable to secure the necessary funding and/or personnel to maintain a rotation of personnel between no more than 2 campuses per day, the District shall ensure it maintains at least one District police officer per high school, at least one District police officer per middle school, and at least one District police officer per high school feeder pattern that is assigned to patrol the elementary schools within the respective feeder pattern.

Recommended by:

Christie Whitbeck
Superintendent of Schools

Submitted by:

David Rider
Chief of Police

Coby Wilbanks
General Counsel

RESOLUTION
FORT BEND INDEPENDENT SCHOOL DISTRICT
REGARDING ARMED SECURITY PERSONNEL

WHEREAS, Section 37.0814 of the Texas Education Code requires the board of trustees of each school district to determine the appropriate number of armed security officers for each district campus, ensuring at least one armed security officer is present during regular school hours at each district campus;

WHEREAS, Section 37.0814 of the Texas Education Code further requires the armed security officer at each campus be a commissioned peace officer, namely a school district peace officer; a school resource officer; or a commissioned peace officer employed as security personnel under Section 37.081 of the Texas Education Code;

WHEREAS, Section 37.0814(c) of the Texas Education Code provides that if the board of trustees of a school district is unable to comply with this section, the board may claim a good cause exception if the district's noncompliance is due to the availability of funding or qualified personnel, and develop an alternative standard with which it is able to comply;

WHEREAS, with regard to the availability of personnel, the District recognizes:

1. Law enforcement agencies across the region, state, and nation have experienced difficulty in recruiting qualified law enforcement officers;
2. The District currently has 15 police officer vacancies;
3. Since 2019, the District has consistently had open police officer vacancies, and has been unable to recruit qualified police officers; and
4. Posting an armed District police officer at each District campus will require an additional 50 police officer positions, *in addition to any current vacancies*;

WHEREAS, with regard to the availability of funding, the District recognizes:

1. In 2022, the District included called a Voter Approved Tax Ratification Election (VATRE) to raise the District's tax rate, in part, to provide at least one armed District police officer on every District campus; the 2022 VATRE did not pass;
2. The District estimates the cost of hiring additional District police officers necessary for at least one officer per elementary campus to be \$4.6 million.
3. The District's allocation of state funding as a result of House Bill 3 is estimated to be \$1.4 million; and
4. During the course of the 2023 fiscal year, the District made significant cuts to balance a \$40 million dollar budget deficit;

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of Fort Bend Independent School District claims a good cause exception and determines, due to the lack of available funding and lack of available qualified personnel, the District is unable to ensure that at least one armed security officer, as defined by law, is present during regular school hours at each district campus;

BE IT FURTHER RESOLVED that, in accordance with Sections 37.0814(d) and (e) of the Texas Education Code, the Board of Trustees adopts the following alternative standard:

1. The District's goal is to provide at least one armed District police officer per District campus.
2. Until the District is able to secure the necessary funding and personnel to meet this goal, the District shall provide at least one armed security personnel per campus by utilizing available District police officers and commissioned security officers as defined by Texas Occupations Code section 1702.
3. In the event the District is unable to secure the necessary funding and/or personnel to provide at least one District police officer or commissioned security officer per campus, the District shall ensure the presence of armed personnel on each campus by assigning available personnel to a rotation between no more than 2 campuses per day.
4. Finally, in the event the District is unable to secure the necessary funding and/or personnel to maintain a rotation of personnel between no more than 2 campuses per day, the District shall ensure it maintains at least one District police officer per high school, at least one District police officer per middle school, and at least one District police officer per high school feeder pattern that is assigned to patrol the elementary schools within the respective feeder pattern.

ADOPTED THIS 18th DAY OF SEPTEMBER, 2023.

FORT BEND INDEPENDENT SCHOOL DISTRICT

Judy Dae, President
Board of Trustees

ATTEST:

David Hamilton, Secretary
Board of Trustees

BOT Meeting:	September 11,2023
Solicitation No.:	RFQ 23-057AL
References:	District Goal 5
Description:	<p>Real Estate Broker Consulting Services</p> <p><u>Recommendation</u></p> <p>Consideration and approval for the purchase of Real Estate Broker Consulting Services and authorization for the Superintendent to negotiate and execute the agreements through September 2028.</p> <p><u>Summary</u></p> <p>A commercial real estate broker provides general real estate services for marketing Fort Bend ISD surplus and vacant properties. This Request for Qualification (RFQ) establishes a contract, which will allow for the legal acquisition of real estate services. In the past, this service has been used to help with acquisition of land to support the building of schools and other specialty buildings for the District.</p> <p>The licensed real estate broker services will include but are not limited to:</p> <ul style="list-style-type: none"> • Represent the District in all real estate transactions related to the purchase, sale, or lease of property • Coordinate and secure title information, real estate transaction closings, and handling all other customary activities and services associated with real estate transactions • Conduct due diligence investigations of each potential property’s suitability for District requirements • Develop strategies for rental, acquisition and/or sale of properties. • Provide appraisals or coordinate with Real Estate Appraisers • Assist the District in determining appropriate shortlists of candidate properties • Prepare presentations comparing alternatives for the District • Coordinate execution of all transaction documents • Assist Fort Bend ISD with valuation, listing and sale, and/or lease transactions of the properties owned by Fort Bend ISD • Assist with negotiations with MUD Districts for utility capacity and connection fees. <p>On April 4, 2023, Fort Bend ISD issued RFQ 23-057AL soliciting qualifications for Real Estate Broker Consulting Services to identify qualified, licensed commercial real estate brokers. Fort Bend ISD does not have the expertise necessary and requires assistance with Buyer/Tenant representation for the purchase or lease of property for future school/school business related sites acquired conventionally or through condemnation or threat of condemnation, Owner/Landlord representation for the lease or sale of property owned by Fort Bend ISD, and non-transaction related advisory work including, but not limited to,</p>

	<p>broker property evaluations, bond preparation work, demographic research, flood plain/drainage studies, constructability studies, road/utility availability studies, water/sewer capacity studies, etc.</p> <p>An evaluation team comprised of Fort Bend ISD staff members from the Business and Finance Department reviewed the submissions. Vendors were evaluated based on firm’s approach, methodology, qualifications, and vendors experience to conduct real estate services. The vendors were selected by the evaluation team because they represent the best overall value for the District.</p> <p>The term of this contract is for three (3) years with two (2) optional one-year extensions. The contract term will begin on September 18, 2023, and will run through September 17, 2026. With the two (2) option years, the contract can be extended until September 17, 2028.</p> <p><u>Background</u></p> <p>Expenditures for these services in 2022-23 were \$24,000.</p>
Requested By:	Damian Viltz, Chief Operating Officer Bryan Guinn, Chief Financial Officer
Vendors:	Colliers*** Edmonds & Company Real Estate, LLC
Budget Sources:	General Fund Bond Funds
Other Supporting Information	
Sole Source:	No
Number of vendors contacted by FBISD:	2243
Number of vendors downloaded the solicitation:	86
Number of responses received:	9
Number of “no bid” responses received:	1
Length of commitment:	Through September 2028
Last solicitation date:	April 2018
Supporting documents:	Evaluation Summary and Criteria
Disclosure under Board Policy CH, CV, or DBD (Local):	None

***Previously awarded a contract of the same scope with the District

RFQ 23-057AL Real Estate Broker Consulting Services

	Evaluation Criteria	Point System
1	<p>Firm's Approach</p> <ul style="list-style-type: none"> Firm's approach, supporting documentation, evidence of competence to undertake such effort 	20 points
2	<p>Methodology</p> <ul style="list-style-type: none"> Firm's experience in providing services as a real estate broker including explanation of project methodology, unique challenges, or any other relevant information 	25 points
3	<p>Qualifications</p> <ul style="list-style-type: none"> Professional qualifications, expertise, educational levels and availability of principals and staff proposed for project 	25 points
4	<p>Past Experience</p> <ul style="list-style-type: none"> Firm's past experience with Fort Bend ISD and/or other districts K-12 Experience, Higher Education or Governmental Experience Past performance of the firm with respect to quality services on prior projects, meeting schedules and providing accurate documentation relative to the requirements and expectations of your client, or in this case Fort Bend ISD, regarding the assigned work 	20 points
5	<p>References</p> <ul style="list-style-type: none"> Five (5) references from prior clients for which your firm has provided comparable services List of references should come from past project examples listed within this RFQ. References will be contacted via e-mail with a deadline. If no response is received by the deadline, there will be points deducted in this section. 	10 points
	TOTAL	100 points

Evaluation Summary
RFQ 23-057AL - Real Estate Broker Consulting Services

Vendor	Firm's approach, supporting documentation, evidence of competence to undertake such effort (20 pts. Max)	Firm's experience in providing services as a real estate broker including explanation of project methodology, unique challenges any other relevant information (25 pts. Max)	Professional qualifications, expertise, educational levels and availability of principals and staff proposed for the project (25 pts. Max)	Past experience with FBISD and/or other Districts. K-12 Experience, Higher Education or Governmental Experience (20 pts. Max)	Five (5) References from prior clients for which your firm has provided comparable services (10 pts. Max)	Proposer's Total Score (100 pts. Max)	Proposer's Ranking
Colliers	12.67	17.67	20.00	19.00	8.22	77.56	1
Edmonds & Company - Real Estate LLC	12.33	17.33	18.67	16.00	6.70	71.03	2
ARVO Realty Advisors	17.00	15.67	15.67	13.33	7.93	69.60	3
CBRE, Inc.	13.33	15.33	14.00	15.67	7.93	66.26	4
Jones Lang LaSalle Brokerage, Inc.	13.67	15.67	18.00	16.00	1.00	64.34	5
Pollan Hausman Real Estate Services, LLC	11.67	15.33	14.00	12.67	10.00	63.67	6
Kevin Riles Commercial	10.67	13.33	10.00	10.67	6.70	51.37	7
DG Direct, LLC Brokered by eXp Commercial, LLC	10.67	11.00	10.00	1.67	6.70	40.04	8
eXp Commercaill - Viking Enterprise Team	3.33	5.00	2.33	0.00	1.00	11.67	9

For: Fort Bend ISD Board of Trustees
Date: September 11, 2023
Action: Review – Fiscal and Budgetary Strategy
References: Board Policy CH (Legal)
Department: Business and Finance

Recommendation

Consideration and approval of the District's Fiscal and Budgetary Strategy.

Summary

The Fiscal and Budgetary Strategy provides the framework for the District’s budgetary and financial processes. The document provides assurance to the various rating agencies that the District’s financial processes and procedures are sound. Best practice is to review the document annually.

The following changes are proposed.

Page	Change	Rationale
2	District Strategic Plan Goals	Changed the goals to reflect the goals in the latest approved District Strategic Plan
11	Operating Reserves	Added verbiage to change calculation of 90-day General Fund to be calculated based on greater of current year adjusted budget or anticipated next year budget as well as exclude non-recurring or one-time budgeted expenditures.
11	Frequency of Board Reporting	Since issuance of commercial paper is done on an “as needed” basis, quarterly reporting is a more appropriate reporting timeframe.
12	Debt Service Fund Balance	In an effort to keep the lowest tax rate possible, the 20% requirement of the next year’s debt service payments is being removed.

Recommended by:

Christie Whitbeck
Superintendent

Submitted by:

Bryan Guinn
Chief Financial Officer

I. PURPOSE

The Fort Bend Independent School District (the “District”) is committed to sound financial management through integrity, prudent stewardship, planning, accountability, full transparency, and open communication. The purpose of the Fiscal and Budgetary Strategy is to enable the District to achieve and maintain a stable long-term financial condition, provide guidelines for the day-to-day planning and operations of the District’s financial affairs, and communicate the District’s financial practices to stakeholders.

Fort Bend ISD’s general obligation bonds are currently rated at AA+ by Fitch and AA+ by Standard & Poor’s Investor Services. A high credit rating typically reduces the interest costs the District pays on the amounts borrowed. This in turn directly correlates to a lower tax rate on the outstanding debt of the District.

To help maintain the District’s creditworthiness, an established strategy of managing the District’s financial resources is essential and in the District’s best economic interest. The District shall take all practical precautions and proactive measures to avoid any financial decision that will negatively impact the credit ratings on existing or future debt issues.

The scope of the fiscal strategy encompasses accounting and financial reporting, internal controls, operating and capital budgeting, revenue management, investment and asset management, debt management, maintenance of fund balance, and forecasting. This is done to:

1. Demonstrate to Fort Bend ISD taxpayers, citizens, investment community, and bond rating agencies that the District is committed to a system of strong fiscal operations;
2. Provide precedents for future policy-makers and financial managers on common financial goals and strategies;
3. Fairly present and fully disclose the financial position of the District in conformity with generally accepted accounting principles (GAAP); and
4. Demonstrate compliance with finance-related legal and contractual issues in accordance with the Texas Education Code and other legal mandates.

This Fiscal and Budgetary Strategy shall be reviewed and updated as necessary, but not less than annually.

The Fort Bend Independent School District financial statements include the following fund types:

Governmental Funds:

General Fund accounts for the financial resources of the District and includes transactions as a result of revenues received primarily from local maintenance taxes, foundation entitlements, and other Foundation School Program resources,

Special Revenue Funds account for the proceeds of specific revenues that are legally restricted or committed to expenditure for specific purposes through federal, state, and local grant awards.

Debt Service Fund accounts for financial resources that are restricted, committed, or assigned to expenditure for principal and interest payments on the outstanding debt obligations of the District. These resources include Interest and Sinking Tax Revenues, which are considered restricted and for which a tax has been dedicated.

Capital Project Funds account for resources that are restricted, committed, or assigned to expenditures for capital outlay that include acquisition or construction of capital facilities and other capital assets that are financed through voter approved debt.

Proprietary Funds:

Internal Service Fund accounts for the activities of the District’s Print Shop, self-funded health, unemployment, technology, and Worker’s Compensation accounts.

Enterprise Fund accounts for the activities of the District's Extended Day program. Operations that generate revenue from outside sources are typically accounted for as Enterprise funds. Facility rentals, advertising, Career and Technology services, and other non-traditional revenue sources will also be accounted for in an Enterprise fund.

Fiduciary Funds:

Trust and Agency Fund accounts for assets held by a school district in a trustee capacity or as an agent for student organizations and scholarship funds. Funds maintained for the non-Teacher Retirement System (TRS) pension plan (Fort Bend ISD 457(b) Deferred Compensation Plan) . are held the District in a trustee capacity only.

Basis of Accounting and Basis of Budgeting - The District accounts and budgets for all **Governmental Funds** using the modified accrual basis of accounting. This basis means that revenue is recognized in the accounting period in which it becomes available and measurable, while expenditures are recognized in the accounting period in which they are incurred. Because the appropriated budget is used as the basis for control and comparison of budgeted and actual amounts, the basis for preparing the budget is the same as the basis of accounting. Governmental funds would include the District's general, special revenue, debt service, and capital projects funds.

The District's Internal Service Funds and Enterprise Funds, which function as **Proprietary Funds**, are accounted and budgeted for using the full-accrual basis of accounting. Under this method, revenues are recognized when they are earned and measurable, while expenses are recognized when they are incurred.

II. OPERATING BUDGET

The budgeting process is an essential element of the financial planning, control and evaluation process of the District. The legal basis for the budget process is established in the Texas Education Code sections 44.002 through 44.006 and local policy.

The operating budget is Fort Bend Independent School District's annual financial operating plan. The adopted annual budget shall include allocations for campuses, departments, and approved positions of the district.

Strategic Plan – The District Strategic Plan (DSP) provides a strategic focus for district operations and student achievement and is adopted annually by the Board of Trustees. Funding for District programs shall be based upon the objectives contained in the District Strategic Plan and further outlined by the identified targets for success.

Specifically, the DSP provides the following goals for the District:

District Goal 1: FBISD will provide an equitable learning environment that provides all students access to the FBISD curriculum.

District Goal 2: FBISD will ensure students own and are responsible for their learning, behavior, and progress through the FBISD curriculum

District Goal 3: FBISD will provide an inclusive, collaborative, and fluid learning environment with opportunities for both risk-taking and success.

District Goal 4: FBISD will develop students' social-emotional, academic, literacy, language, and life skills in a safe and secure Collaborative Community at every school.

District Goal 5: FBISD will develop an organizational culture that embraces care, respect, safety, and inclusion.

Preparation – The Texas Education Code requires that the District budget be prepared by a date set by the State Board of Education, currently June 19th for districts that have a June 30th fiscal year end. The code further requires that the president of the Board of Trustees call a public meeting to discuss and adopt the budget and proposed tax rate. Notice under this subsection shall be published not earlier than the 30th day or later than the 10th day before the date of the hearing. Section 44.0041 of the Education Code, requires that, "concurrently with the publication of notice of the budget, a school district shall post a summary of the proposed budget on the school district's website.

Fort Bend Independent School District
Fiscal and Budgetary Strategy

The budget summary must include: (1) information relating to per student and aggregate spending on (A) instruction; (B) instructional support; (C) central administration; (D) district operations; (E) debt service; and (F) any other category designated by the commissioner; (2) a comparison to the previous year's actual spending.”

The Board of Trustees must adopt the prepared budget, inclusive of any amendments, no later than June 30th. The officially adopted District budget must be filed with the Texas Education Agency (TEA) through the Public Education Information Management System by the date prescribed annually by TEA.

1. **Proposed Budget** – A proposed budget shall be prepared by the Superintendent and Chief Financial Officer with participation of campus and department stakeholders within the provisions outlined in the District’s strategic plan and federal and state mandated program guidelines.
 - a. The budget shall include four basic segments for review and evaluation:
 - i. Revenues
 - ii. Personnel Costs
 - iii. Operational Costs
 - iv. Capital and other non-project costs
 - b. The budget review process will include Board of Trustee participation and will allow for sufficient time for the Board to address the strategic plan and fiscal issues.
 - c. The proposed budget and all preliminary budgetary information will be available on the District’s website for public view.
2. **Adoption** – Upon finalization of the proposed budget, the Board of Trustees will hold a public hearing, and subsequently adopt the final budget as amended. The budget will be effective for the fiscal year beginning July 1st.
3. **Tax Rate Adoption** – Not later than April 30th, the chief appraiser shall prepare and certify to the school district an estimate of the taxable value of property in that taxing unit. The District may adopt a tax rate, prior to the adoption of the budget, based upon this certified property estimate. The certified estimate shall be used in the calculation of the effective tax rate and the rollback tax rate of the District.

If the district elects to establish the tax rate after receiving the certified appraisal roll as defined by Section 26.01 of the Property Tax Code, typically July 25th, and the tax rate exceeds the rate proposed in the District’s notice prepared for the budget hearing or the District’s rollback rate as determined under Section 26.08 of the Property Tax Code, the District must publish a revised notice and hold another public meeting before adopting the tax rate.

Balanced Budget – The goal of the District is to balance the operating budget with current revenues, whereby current revenues would match and fund on-going expenditures. Unassigned fund balance in the general operating fund may be used for onetime non-recurring expenditures or capital needs.

Planning – The budget process will be coordinated so that major strategic issues are identified prior to the budget approval date. This will allow the Board of Trustees adequate time for consideration of appropriate decisions and analysis of the associated financial impacts.

Reporting – Written financial reports will be presented to the Board of Trustees on a monthly basis. In addition, the Administration will provide a quarterly report on financial outcomes at regularly scheduled meetings of the Board. These reports will enable the Board to understand the overall budget and financial status of the District. The reports shall include comparative financial statements, a budget amendment report, the investment report, tax collection report, and statement of cash flow. In addition, the budget will be electronically reported to TEA as required by the prescribed deadlines established by TEA.

Control and Accountability – Each campus and departmental administrator is responsible for the administration and oversight of their budget, which is controlled on an organizational basis. This includes accomplishing the targets

adopted as part of the budget and monitoring each campus and departmental budget for compliance within approved spending limitations.

Budget Amendments – The District budget shall be amended as required. Budget amendments between fund and increases in expenditures require the approval of the Board of Trustees. The Board of Trustees may authorize an amendment to the budget for those items not included in the originally approved budget due to unforeseen circumstances.

III. REVENUE MANAGEMENT

The District will understand its revenue sources and enact consistent policies to provide assurances that the revenue base will materialize according to the budget. Revenues shall be estimated realistically and conservatively taking into account potential changes in law related to property valuation and state and federal funding.

Revenues shall be monitored as they are received and regularly compared to budgeted revenues; variances will be investigated as they are identified. Any abnormalities shall be included in the quarterly financial report and the budget shall be amended to appropriately reflect the change in anticipated revenue.

State Funding – The District shall ensure that the Weighted Average Daily Attendance (WADA) is maximized by accurately reporting student attendance and shall have processes in place to ensure that special program information is appropriately reflected in the information uploaded to the Public Education Information Management System (PEIMS). Information regarding property value, property tax collections, employee counts, and other information required by TEA for the purposes of state funding computation shall be reported within the prescribed timelines. The Board of Trustees authorized the superintendent to file waivers for missed days and low attendance days as needed. The Superintendent will inform the Board of any waivers submitted to TEA.

Property Tax Revenues – All real and business personal property located within the District shall be valued at 100% of fair market value for any given year based upon the current appraisal supplied by the Fort Bend County Appraisal District. Tax collections estimates utilized in the development of the budget will be based upon a prudent analysis of historical collection percentages and the current economic trends.

Current state funding guidelines penalize districts that adopt tax rates below the compressed tax rate. For budgeting purposes, the District will forecast the proposed property tax rate for maintenance and operations (M&O) the greater of the compressed rate, the compressed rate plus four cents (\$.04) or the voter approved rollback rate, not to exceed the current legal limit.

The District shall also consider the interest and sinking (I&S) tax rate in an amount to fund tax supported debt service that is due and payable for the corresponding calendar year period.

Interest Income – General, debt service, capital projects, food service, and internal service funds shall be invested individually in accordance with the Investment Strategy approved annually by the Board of Trustees. Interest earned from each investment account shall be credited to the fund from which the monies were provided.

User-Based Fees and Service Charges – For services associated with a user fee, such as building usage and instrument rental, the direct or indirect costs of that service will be offset by a fee where possible. The District shall update the usage fee schedule as required to ensure that fees provide adequate coverage for the cost of services.

Other Revenue – The District will pursue the full utilization of its assets to include trademarks of logos, rentals of facilities and real estate, and multiple forms of advertising. Advertising will include space on scoreboards, fences, gyms, buses, websites, etc.

Intergovernmental Revenues – The District shall carefully analyze grant opportunities to ensure that all grants comply with the overall District mission and strategic plan. All potential grants shall be examined for matching requirements, or other potential financial implications, prior to application to ensure that adequate funds are available from the general funds of the District.

Efforts should be made to ensure that grants are self-sustaining. However, it must be clearly understood that the operational requirements (on-going costs) set up as a result of a grant program could be discontinued once the terms and conditions of the program have been completed in the event that sufficient resources are not available in the District's general operating budget.

Collection of Delinquent Receivables - All Fort Bend ISD campuses, programs and departments will, to the extent practicable, require payment in advance. Aged balances (90 days +) owed to the District will be pursued for collections and can be submitted to a collection agency at the discretion of Administration according to written District guidelines.

IV. EXPENDITURE POLICIES

Appropriations – The budget for all funds shall be controlled at the organizational level. Budget managers are authorized to transfer funds included in their basic budget within fund, function, and program intent code without prior approval. Budget amendments between fund, function, and program intent code require administrative approval. Approval of the Board of Trustees is required for all budget amendments between fund and any increases to fund expenditures. The cumulative transfer of funds between functions District-wide will be included in the next amendment for board approval.

Staffing – The staffing guidelines of the District shall be administered jointly by Human Resources, Department of School Leadership (DOSL), Curriculum and Instruction, and Business and Finance using established staffing guidelines and a system of position control.

In addition to teaching units, staffing guidelines shall also provide guidance for appropriate levels of staffing in the administrative, counseling, nursing, art, music, physical education, and educational and clerical support at each campus. Staffing allocations shall be distributed based upon the total student population and with additional consideration for special education, bilingual and at-risk student programming.

Course schedules shall be carefully reviewed to ensure that instructional units are used to best meet the instructional needs of the District within the available resources. Based upon sufficient revenues, additional staff members may be allocated to campuses based upon input from the Superintendent, Chief Human Resources Officer, DOSL, Curriculum and Instruction, and Business and Finance to balance class loads or to address the unique needs of a particular campus. Adjustments for student enrollment in grades K-4 shall be done only after a careful analysis of historical attendance patterns and available classroom capacity.

To the extent possible, the payroll for all employees, substitutes and temporaries will be done via direct deposit.

Benefits – To ensure the long-term health of the District's self-funded benefit programs, the budget shall be sufficient to provide for a fiscally sound health and worker's compensation program along with other state and federally mandated benefits including Medicare and Teacher Retirement System above state minimum.

The District's self-insured employee insurance program shall be funded by both District and employee contributions for employees and their supplemental dependents. The fund shall be evaluated annually by a third-party actuary to ensure that the premium structure is sufficient to meet the long-term needs of the District's employees.

The plans shall be administered by a third-party plan administrator and shall be bid periodically to ensure that the network reimbursement rates and employee co-pays are comparable to those provided within the marketplace. The District shall seek to ensure that insurance services are provided in both a cost efficient and compassionate manner to ensure the success of the program.

The District's self-insured worker's compensation program shall be funded through the budget process to ensure that the program has sufficient assets to meet both short and long-term worker's compensation claims. The district has established a comprehensive safety program to minimize the District's claims exposure and shall ensure that the plan is evaluated annually by a third-party actuary to ensure that the funding for the plan is sufficient.

Ongoing Maintenance Repair and Replacement – Ongoing maintenance and repair costs are included within the departmental operating budgets. These costs are generally considered systematic repairs and are not capitalized for

accounting purposes. They include such items such as athletic equipment, routine musical instrument repair, HVAC maintenance and repair, and other general routine maintenance.

Major Maintenance Repair and Replacement – Repair costs that exceed departmental operating budgets, are considered non-routine, and are due to a major breakdown or extensive damage.

Each year, if sufficient fund balance capacity is available, funds are included in designated fund balance in the General Fund to address unexpected maintenance costs caused by weather incidents or catastrophic failure. Additionally, the District typically has contingency within Capital Projects Funds that is available due to project cost savings and interest earnings. On a quarterly basis, the Business & Finance and Facilities Maintenance departments will evaluate expenditures made to date within the Facilities Maintenance department and determine if any are eligible for use of major maintenance or bond contingency funds. The final list of items identified will be included in the year-end budget amendment recommended to the Board of Trustees to reallocate the expenditures to the source of funding that is most appropriate for use. If fund balance capacity is not available and the expenditure is not eligible for use of bond contingency, operating funds will be used.

Capital Projects – The District’s goal is to maintain its facilities and infrastructure in order to provide exemplary educational services for its students, meet the needs of a growing community, and to comply with all local, state, and federal regulations. The District shall regularly review building capacity, enrollment projections, and planned subdivision and other housing information for the purpose of determining the number and timing of future facilities. Capital project budgets shall be developed according to the projects approved by the voters. Excess capital project funds generated as a result of investment income and project savings may not be directed to other needs of the District without the specific approval of the Board of Trustees.

Technology – It is the policy of the District to plan and fund the maintenance and replacement of its computer network and other technology systems (infrastructure) through capital funding. These funds will be transferred to the technology internal service fund or maintained in a capital fund.

Ongoing replacement of computer devices (PCs, laptops, printers, etc.) will be funded through ongoing contributions from the general fund into the technology internal service fund. These ongoing contributions may include one-time transfers from the general fund. In some cases, administration may recommend replacement using bond funds. When using bond funds, the weighted average maturity of the bonds issued for technology will not exceed the weighted average economic life of the bond financed assets by more than 120%.

Accounts Payable – To the extent practical, all vendors doing business with the District must be able to accept payments electronically via ACH (automated clearing house).

V. BUDGET CONTINGENCY PLAN

This strategy is designed to establish general guidelines for managing revenue shortfalls resulting from local and state economic downturns that may adversely affect the District’s revenue stream.

Once a budgetary shortfall is projected, the Superintendent may take the necessary actions to offset any revenue shortfalls with a reduction in current expenses to include but not be limited to the following:

- ❖ Review all staffing levels;
- ❖ Freeze all new hire and vacant positions except those deemed to be a necessity to the instructional process or the safety of students;
- ❖ Review all planned capital expenditures;
- ❖ Forego out-of-state staff development;
- ❖ Review of all planned staff development activities;
- ❖ Curtail after-hours facility usage;
- ❖ Forego extracurricular field trips; and,
- ❖ Delay all non-essential spending or equipment replacement purchases.

If the above actions are insufficient to offset the revenue deficit and the shortfall continues to increase, the Superintendent shall develop an expenditure reduction plan for approval by the Board of Trustees that will further reduce operating expenses to balance the variance.

VI. ACCOUNTING, AUDITING, AND FINANCIAL REPORTING

Accounting – The District is solely responsible for the recording and reporting of its financial affairs, both internally and externally. The Chief Financial Officer is responsible for establishing the structure for the District’s Chart of Accounts and for ensuring that procedures are in place to properly record financial transactions and report the District’s financial position. All financial reports shall be published on the District’s website.

Audit of Accounts – In accordance with Texas Education Code 44.008, the Board of Trustees shall cause the District’s accounts to be audited at the close of each fiscal year, currently June 30th, by an auditor holding a valid permit from the Texas State Board of Public Accountancy.

The auditor shall perform the audit in accordance with generally accepted governmental auditing standards published by the United States General Accounting Office, commonly referred to as the Yellow Book. The financial statements shall be prepared on a government-wide basis and shall be in conformity with all pronouncements of the Governmental Accounting Standards Board (GASB).

External Reporting - The audit shall be accepted and completed within 150 days of year end and filed with the Texas Education Agency (TEA), Municipal Securities Rulemaking Board (MSRB), the Federal Audit Clearinghouse, Health and Human Services and the Liquidity Provider and Remarketing agent for the debt commercial paper program. In addition, certain schedules required by the TEA to be completed electronically shall be submitted no later than this date along with the publication of schedules required by law in a locally published newspaper.

No later than January 27th of each year, and in accordance with TEA published guidelines, the audit shall be transmitted electronically into the Public Education Information Management System (PEIMS).

Internal Auditing and Reporting – In accordance with Texas Education Code Section 11.170, consultants serving as the internal auditor shall report directly to the Board of Trustees. The internal auditor shall conduct internal audits on a rotational basis in accordance with the audit plan adopted annually by the Board of Trustees. The reports shall be of sufficient detail to identify areas of needed improvement and potential lapses of internal control. The internal audit staff, in conjunction with the finance staff and any other appropriate department of the District, shall make recommendations for improvement and develop improved financial processes based upon the prepared reports.

Each departmental director or campus principal is responsible for ensuring that good internal controls are adhered to throughout their organization and that all Financial Services procedures and policies are implemented. The Financial Services Department will periodically review and update written internal control processes and procedures.

Internal Risk Assessment – Departmental managers in the business area shall perform on-going risk assessments of their area of supervision to ensure that internal controls and business practices are sufficient to protect the assets of the District and prevent fraudulent activity.

VII. ASSET MANAGEMENT

Cash Management and Investments - The Board of Trustees has formally approved a separate Investment Strategy for Fort Bend ISD that meets the requirements of the Public Funds Investment Act (PFIA), Chapter 2256 of the Texas Local Government Code. This strategy is reviewed annually by the Board of Trustees and applies to all financial assets held by the District.

The District shall maintain a comprehensive cash management program to include the effective collection of all accounts receivable, prompt deposit of receipts to the District's depository and payment of obligations, and the prudent investment of idle funds in accordance with the approved investment strategy.

The District's investment program will be conducted in such a manner to accomplish the following listed in the order of priority:

1. Safety of principal
2. Liquidity and availability of cash to pay obligations when due
3. Receive the highest possible rate of return (yield) consistent with the District's investment strategy

Fixed Assets – These assets will be reasonably safeguarded, properly accounted for, and prudently insured. For purposes of budgeting and accounting classification, the following criteria must be met in order for an item to be capitalized:

1. The expected useful life of the asset must be longer than one year, or extend the life of an identified existing asset by more than one year
2. The original cost of the asset must be at least \$5,000
3. The asset must be tangible

On-going repairs and general maintenance are not capitalized. In the event that improvements are made to an asset that extends its original life or makes the asset more valuable, the cost will be capitalized. The replacement of asset components will normally be expensed unless it is of a significant nature and meets all capitalization criteria.

Business and Finance will maintain the permanent records of the District's fixed asset inventory including description, cost, department of responsibility, date of acquisition, depreciation, and expected useful life. Periodically random sampling at the department or campus level will be performed to inventory fixed assets assigned to that department or campus. Responsibility for safeguarding the District's fixed assets lies with the department or campus supervisor whose department has been assigned the asset.

VIII. DEBT MANAGEMENT

Fort Bend ISD faces continuing capital infrastructure requirements and recognizes that the primary purpose of capital debt is to provide educational services designed to meet the demands of the twenty first century. Debt financing is a tool that shall be judiciously used within the District's legal, financial, and debt market capacities.

The use of debt financing to meet the continued student population growth must be evaluated according to projected student growth by area, long-term facility efficiency, facility equity across the District, and limitations on total debt imposed by Texas Education Code Section 45.0031. The District realizes that failure to meet the demands of student growth may inhibit its continued educational success, but also realizes that failure to manage outstanding debt and repayment schedules may have long-term detrimental effects on the District's financial condition.

The District may issue long-term debt in accordance with Texas Education Code Section 45.001 for the following:

1. The construction, acquisition, and equipment of school buildings in the District.
2. The acquisition of property or refinancing of property financed under a contract entered under Subchapter A, Chapter 271, Local Government Code.
3. The purchase of the necessary sites for school buildings.
4. The purchase of new school buses.

The District will ensure that its long-term debt is soundly financed by conservatively projecting growth in taxable valuations and anticipated interest rates. The District will not finance improvements or purchases over a period greater than its estimated useful life and will determine that the cost benefit of the facilities, renovations, and equipment supported by the debt will have a positive impact on the District's student population and community.

The District shall, when planning for the issuance of new debt, consider the impact of such new debt on overlapping debt and the financing plans of local, state, and other governments that overlap the District. The District shall assess

financial alternatives to include new and innovative financing approaches, including whenever feasible categorical grants, or other types of aid to minimize voter approved debt.

General Obligation Bonds (GO) – General obligation bonds must be authorized by a majority of the voters in a District election for the issuance of debt. General obligation bonds may be used only to fund capital assets of the District and are not to be used to fund on-going operational needs. The District shall determine the amortization schedule that will best fit with the overall debt structure of the District at the time the new debt is issued.

The District’s unlimited debt service ad valorem taxing authority shall back general obligation bonds and the District shall endeavor to maintain the best possible credit rating for each debt issue. Where possible, the District shall also seek the guarantee of the Permanent School Fund for all debt issued.

Revenue Anticipation Notes – The District may issue fixed or variable rate tax and revenue anticipation notes that allow the District to meet its cash flow requirements. However, the District shall generally manage its cash position in a manner so that internally generated cash flow is sufficient to meet expenditures.

Lease-Purchase Agreements – Lease-purchase obligations are a routine and appropriate means of financing capital equipment. However, lease obligations are repaid from the District’s maintenance and operations ad valorem tax and, therefore, have the greatest impact on budget flexibility. Therefore, efforts will be made to fund capital equipment directly through the budget process or with voter approved debt. Only the highest priority equipment purchases will be funded with lease obligations when it is determined that the cost benefit of such an arrangement is advantageous to the District.

Maintenance Tax Notes – The District may authorize the issuance of maintenance tax notes for the acquisition of personal public property, such as equipment. Maintenance tax notes are repaid from the District’s maintenance and operations ad valorem tax. Each issuance will be assessed to ensure the cost effectiveness and the repayment schedule will not exceed the useful life of the asset and that the District has sufficient capacity in future budgets to ensure that the issuance does not place undue burden on the operating budget.

Use of Reserve Funds – The District may authorize the use of reserve funds to potentially delay or eliminate a proposed project from a future bond issue. This may occur due to higher than anticipated fund balances in prior years, thus eliminating or reducing the need for debt proceeds or when the timing of the related capital improvement does not correspond with a planned bond issue. Funds used in such manner should be used judiciously and with extreme care after careful analysis of the effect on the future funding needs of the District.

Method of Sale – The District will thoroughly analyze the conditions in the bond market prior to determining the method of sale that will be used to market bonds. The District may utilize a competitive bidding process, negotiated bid or private placement. The District will publicly present the reasons for the selected method of sale prior to the sale date.

Competitive sales shall be awarded based upon the lowest offered True Interest Cost (TIC). The District’s Financial Advisor shall ensure that interest costs offered in a negotiated sale are in accordance with comparable market interest rates. In a negotiated sale, the District will rely on the recommendation of the Superintendent, Deputy Superintendent, Chief Financial Officer, and the contracted Financial Advisor in the selection of the underwriter(s). The contracted financial advisory firm may not serve in an underwriting capacity.

Following the bid award, the financial advisor shall prepare a post-sale summary and analysis that documents the pricing of the bonds relative to other similar transactions priced at or near the time of the District’s bond sale.

Private placement sales shall only be utilized when the sale must be structured for a single or limited number of purchasers, such as would be present in a Qualified Zone Academy Bond (QZAB) or Qualified School Construction Bond (QSCB) offering.

Debt Structuring – The District shall seek to repay its debt in an expeditious manner within the District’s overall financial objectives and will issue bonds with an average life of no more than thirty (30) years, not to exceed the useful life of the asset acquired. Pursuant to State law, the District can issue fixed rate, variable rate, or capital

Fort Bend Independent School District
Fiscal and Budgetary Strategy

appreciation bonds. Market factors, such as the effects of legislative statutes, level of debt service fund balance, and the cost of early debt redemption will be given consideration during the structuring of long term debt instruments.

The District shall keep its variable rate exposure, to the extent not hedged or swapped to a fixed rate, at or below twenty-five percent (25%) of the total principal outstanding. If variable rate debt is used, the Chief Financial Officer will periodically, and no later than annually, determine whether it is appropriate to convert the debt to fixed interest rates.

The District issues commercial paper (which is variable rate debt by its nature) in blocks totaling up to \$150 million at a time. The District may exceed the 25% threshold, but only until that \$150 million of commercial paper is refunded by issuing fixed rate debt that would be expected to complete within a maximum time of six months.

Refunding and Restructuring Strategy – The District shall consider accelerated retirement and restructuring of its outstanding debt when financially advantageous or beneficial.

The Superintendent, Deputy Superintendent, and Chief Financial Officer shall review a net present value analysis of any proposed refunding in order to make a determination regarding the cost-effectiveness of the proposal. The target net present value savings as a percentage of the refunded aggregate principal amount shall be no less than three percent (3%) when a refunding is offered in conjunction with new debt. In the case of a standalone refunding, savings should be evaluated in conjunction with the call dates of the outstanding bonds and a higher net present value savings should generally be achieved.

Financing Team Members – The District shall conduct a Request for Proposal (RFP) to determine the District’s financial advisor and bond counsel when warranted. Generally, the District’s contracts with financial advisors and bond counsel shall be for a term of three years with the option to renew for two additional one year periods. In all cases, the District will attempt to ensure that the contractual terms align with voter approved debt.

All financing team members will be required to provide full and complete disclosure relative to any and all agreements with other financing team members and outside parties. No agreements will be permitted that will compromise a firm’s ability to provide independent advice that is solely in the best interest of the District or which could reasonably be perceived as a conflict of interest.

Markets – The District shall consider products and conditions in the bond market when meeting the District’s financing needs. When practical in its financing program, the District shall consider local and regional markets as well as retail and institutional investors.

Disclosure – Full disclosure of operating costs along with capital costs will be made to the bond rating agencies and other users of financial information. The District shall follow the Disclosure Strategy as outlined in Exhibit A of the Fiscal and Budgetary Strategy.

The District shall maintain information on its website so that interested persons have a convenient way to locate major financial reports and documents pertaining to the District’s finances and debt. The District will take responsibility for the accuracy of all financial information released.

The District shall prepare or cause to be prepared appropriate disclosures as required by the Securities and Exchange Commission Rule 15c2-12. District staff, with assistance of the financial advisor and bond counsel, will prepare the necessary materials for presentation to rating agencies and will aid in the production of the Preliminary Official Statements as required.

Federal Requirements – The District will maintain procedures to comply with arbitrage rebate and other Federal requirements in accordance with the Internal Revenue Code and applicable United States Treasury regulations.

Bond Reimbursement Resolution – The District may utilize reimbursements from bond proceeds as a tool to manage debt issues consistent with arbitrage requirements and project timing. In so doing, the District will utilize its general fund reserve cash balances to delay the bond issue until such time when the issuance and timing are favorable and beneficial to the District.

The District shall comply with Internal Revenue Service requirements that stipulate that the reimbursement occur the earlier of (i) eighteen (18) months after the capital item is placed in service or (ii) thirty-six (36) months from the date of the expenditure. The total outstanding bond reimbursements may not exceed the total amount of the District's operational reserve fund.

Commercial Paper – In order to minimize the overall costs of borrowing, the District may issue short-term commercial paper as market conditions and cash flow needs for construction projects dictate. The maturity of the commercial paper should never exceed 270 days. The issuance of commercial paper can only be done for un-issued authorized voter approved debt. Any other issuance of commercial paper must have the approval of the Board of Trustees. The Board must be informed of any issuance of commercial paper.

Impact on Operating Budget – When considering any debt issuance, the potential impact of debt service and additional operating costs induced by new projects on the operating budget of the District, both short and long-term will be evaluated.

IX. FINANCIAL CONDITIONS, FUND BALANCE RESERVES, AND STABILITY RATIOS

Fort Bend ISD will maintain sufficient reserves in the ending fund balances to provide for a secure, healthy financial base for the District in the event of a natural disaster or other emergency, to allow for stability of District operations should revenues fall short of budgeted projections, and to provide available resources to implement budgeted expenditures without regard to actual timing of cash flows into the District.

Operational Coverage – The District's goal is to maintain operating revenues that at least equal or exceed current operating expenditures. Unless advantageous to the District, deferrals, short-term loans, or one-time sources will be avoided as budget balancing techniques.

Operating Reserves – Due to the timing of the District's fiscal year (July 1) and the receipt of maintenance and tax revenues (typically, December 31st), the District will strive to maintain an unassigned general fund balance equal to the greater of sixty (60) days or seventeen percent (17%) of net budgeted operating expenditures. Unassigned fund balance requirements will be calculated as part of the annual budget process and will exclude TRS on behalf when calculating.

In order to protect the district from a potential loss in state revenue, the district will commit at least thirty (30) days or eight and a third (8.33%) of net budgeted operating expenditures to a Reserve for Potential Loss of State Revenue. When calculating the committed fund balance for potential loss of state revenue, TRS on behalf will be excluded from the calculation.

If operating reserves fall below the 60 days or seventeen percent (17%) in unassigned or below the 30 days or (8.33%) then strategies as more fully described V. Budget Contingency Plan above will be implemented. In addition, the District can utilize nonrecurring revenues, budget surpluses, excess resources in other funds (if legally permissible and there is a defensible rationale). The District shall make every effort to replenish the fund balances within one to three years.

The Board of Trustees will report the government fund balances per Governmental Accounting Standards Board (GASB) Statement 54 definitions in the balance sheet as follows: non-spendable, restricted, committed, assigned, and unassigned. The Board will utilize funds in the following spending order: restricted, committed, assigned, and then unassigned.

Unassigned fund balance is defined as the balance in excess of the optimum fund balance as defined by the Texas Education Agency and calculated annually in conjunction with the District's annual audit or the cash requirements for two months operating expenditures. Usage of the unassigned fund balance shall be approached with caution after careful review of both the optimum fund balance and the cash flow needs of the District for the upcoming three-year period.

The Board of Trustees may establish commitments of fund balance from time to time in order to meet specific District needs. The purpose of commitments must be approved by the Board resolution prior to the fiscal year end

but the amount of the commitment may be determined subsequent to June 30th. Amendments or modifications of the committed fund balance must also be approved by formal action of the Board.

Liabilities and Receivables – Procedures will be followed to maximize discounts and reduce penalties offered by creditors. Current liabilities will be paid within thirty (30) days of receiving the invoice. Accounts Receivable procedures will target collection for a maximum of thirty (30) days of service. To the extent allowable by law, non-collectible accounts that are delinquent for more than one year are considered uncollectible and shall be written off. To the extent allowable by law, patrons that owe the district money will be precluded from receiving district services. This includes patrons with open balances from Facility Rentals. Balances owed to the District can be submitted to a collection agency at the discretion of administration. A collection agency could be used for the all outstanding balance collections including, but not limited to the following:

- a. Unpaid facility rental fees
- b. Overpayments to former employees
- c. Unpaid Child Nutrition balances
- d. Unpaid advertising fees
- e. Unpaid tuition for Extended Learning programs

Capital Projects Funds – All reasonable efforts will be made to expend all monies within the Capital Project Funds within thirty-six (36) months of receipt. The restricted, committed, and assigned fund balance will be invested and the income generated will offset increases in construction costs or other costs associated with the project. Any excess funds remaining after the completion of the approved projects may be reallocated by the Board of Trustees to other capital projects to offset the cost of future bond issues or when the timing of a capital improvement does not correspond with a planned bond issue. Restricted, committed, or assigned funds shall be used judiciously and with extreme care after careful analysis of the effect on the future funding needs of the District.

Debt Service Funds – Revenues within this fund are stable, based on property tax revenues. Balances are maintained to meet contingencies and to make certain that the next year's debt service payments may be met in a timely manner. The fund balance should not fall below one month or 1/12th the annual debt service requirements in accordance with Internal Revenue Service guidelines. Fort Bend ISD has established an additional requirement that the current debt service requirement that would be covered by the restricted debt service fund balance, less the August debt payments and should be no less than twenty percent (20%) of the subsequent year's debt service requirements.

Investment of Funds – The non-spendable, restricted, committed, assigned, and unassigned funds will be invested in accordance with the District's approved investment strategy.

Ratio/Trend Analysis – Ratios and significant balances will be incorporated into the annual financial report. This information will provide users with meaningful data to identify major trends of the District's financial condition through analytical procedures. The following ratios/balances will be used as key financial indicators:

1. Fund Balance / Equity: Assets less liabilities
2. Working Capital Current assets less current liabilities
3. Current Ratio Current assets divided by current liabilities
4. Debt / Assessed Value Debt divided by assessed value
5. Debt Ratio Current liabilities plus long-term liabilities / Total assets

The District will develop minimum and maximum levels for the above ratios/balances by thoroughly analyzing District historical trends, projected growth and peer districts.

Special Situations - Changes in the state funding allocations, economic downturn, District programs or other unforeseen circumstances may from time to time produce situations that are not covered by this strategy. These situations may require modifications or exceptions to achieve strategy goals. Management flexibility is appropriate and necessary in such situations, provided specific authorization is received from the Board of Trustees.

X. OTHER FINANCIAL CONSIDERATIONS

Use of Unclaimed Lunch Credits - At the close of each fiscal year there are unpaid lunch balances as well as unclaimed lunch credits. The balances and credits are typically left by students who have left the district or graduated. Unpaid balances are charged to the General Fund as Federal statutes prevent the Child Nutrition Fund from absorbing these balances. At the close of each fiscal year, the unclaimed credits will be used to offset the unpaid balance amounts to avoid a negative financial impact to the General Fund. If a student or parent requests a refund of the credit after the amount has been used to offset the unpaid balances in the General Fund, a refund will be paid from the General Fund where the credits were used.

Designation of New Title I Campuses - The District is charged by the U.S. Department of Education and Texas Education Agency with deciding where to best utilize federal funding to have the greatest impact on student academic performance. Texas Education Agency allocates funding to the District based on a formula that includes district-wide poverty; therefore, designating additional campuses does not increase the federal funding received. The District follows all statutes and timelines when choosing to designate a campus as Title I. Aligned with current research and best practices, the District channels the majority of federal funds into the elementary level where it is most impactful.

The District planning process for reviewing campuses for Title I eligibility begins in March of each year. The District utilizes the February monthly report compiled by the Child Nutrition Department containing enrollment and free and reduced meal participation numbers to determine campuses that meet eligibility requirements. February data is used because it is the most recent period for which a full month of enrollment and free and reduced meal participation information is available.

A campus must be in an eligible attendance area, where the percentage of children from low income families is at least as high as the district-wide percentage of children from low income families, as referenced in 20 U.S.C. 6313(a)(2)(B). The district-wide percentage of low-income students from the Texas Academic Performance Report for the prior year is used to establish eligible attendance areas. Attendance areas that meet or exceed the district-wide percentage are considered for Title I designation.

The District chooses which campuses to serve, or allocate funding, within the structure of Federal statutes. If the funding is insufficient to serve all eligible school attendance areas, the District must:

- a. Rank the eligible attendance areas that exceed a 75% low income population based on February information compiled by the Child Nutrition Department, Section 1113 of Title I, Part A. Serve campuses that exceed 75% low income population first, in rank order, and without regard to grade spans (i.e. elementary or secondary schools) 20 U.S.C. 6313(a)(3).
 - i. If a campus exceeds a 75% low income population, the District can choose to not designate the campus as Title I and elect to provide supplemental funds from other state or local sources that equal or exceed the amount that would be provided to the campus under Title I.
 - ii. Allocate Title I funds based on the free and reduced numbers for each campus.
- b. Funds remaining after the allocation to campuses that exceed 75% low income population are allocated to existing Title I campuses that do not exceed the 75% low income population and meet the district threshold for being an eligible attendance area 20 U.S.C. 6313(a)(4). Allocation of remaining funds is done as follows:
 - i. Remaining eligible Elementary campuses are ranked using the February Free and Reduced Report information compiled by the Child Nutrition Department; campuses with a Free and Reduced percentage based on February data with a rate of 70% or greater receive Title I.
 - ii. Secondary campuses are not served until they have a low-income population greater than 75%, based on the District's decision to provide funding at the elementary level where it is most impactful.

EXHIBIT A

DISCLOSURE STRATEGY PURPOSE AND INTENT

It is the stated policy and objective of Fort Bend Independent School District (the “District”) to (i) ensure that the District’s financial disclosures are fair and accurate, and comply with all applicable securities laws, (ii) satisfy in a timely manner all contractual obligations undertaken pursuant to the District’s Continuing Disclosure Undertakings (as defined herein), and (iii) promote best practices relating to financial disclosures by the District.

The Board of Trustees has approved this Disclosure Strategy (referred to herein as the “Procedures”) as of the date set forth above for the purpose of establishing, maintaining, and evidencing compliance with internal procedures, promoting compliance with securities laws, documenting the process for preparing and reviewing Disclosure Documents, and assisting the District in complying with its Continuing Disclosure Undertakings.

It is the intention of the District to modify or amend these Procedures in the future in order to comply with any changes in legal or regulatory requirements to the extent such changes may apply to the District and its obligations, or improve the realization of the purpose and intent of these Procedures.

I. DEFINITIONS

Capitalized terms used in these Procedures shall have the meanings set forth below:

“*Auditor*” means the independent outside auditor retained by the District to conduct an annual audit of the District and prepare a report thereon.

“*Annual Report*” means the annual financial information and operating data required to be filed pursuant to the Continuing Disclosure Undertakings.

“*Annual Review*” means the annual evaluation of the Procedures that is performed by the DWG.

“*Periodic Training*” means periodic disclosure training for staff and officials of the District involved in preparing or approving the Disclosure Documents.

“*Audit Committee*” means the Audit Committee of the Board of Trustees.

“*Audited Financial Statements*” means the audited financial statements or comprehensive annual financial reports of the District.

“*Board of Trustees*” means the Board of Trustees of the District.

“*Bond Counsel*” means the attorney or law firm retained to provide an opinion regarding the validity of the bonds or other municipal securities described in the Offering Documents.

“*Continuing Disclosure Undertakings*” means the District’s contractual obligations relating to its outstanding securities entered into to permit the underwriters of such securities to comply with the Rule.

“*Continuing Disclosure Undertakings Master List*” means a current list of each Continuing Disclosure Undertaking of the District, identified by name of the issue covered and the CUSIP numbers associated therewith, for which the District remains obligated to advance funds to pay or support the municipal securities covered, together with a description of the tables and other matters required in the Annual Report for such Continuing Disclosure Undertaking, the date on or before which the Annual Report and Audited Financial Statements must be filed, a description of information required in any notice of a failure to file the Annual Report and Audited Financial

Statements, and a description of each event for which notice must be filed and whether the event must be filed in a timely manner or within ten business days of the occurrence of the event.

“Contributors” means those District staff members and officials involved in preparing or approving the Disclosure Documents or additional staff members assigned by the DWG Chair or identified to the DWG Chair by a director or manager of a department, or other unit of the District, to assist with the review or preparation of one or more sections of a Disclosure Document.

“Disclosure Document” means any of the District’s documents and materials prepared, issued, or distributed in connection with the District’s disclosure obligations under applicable federal securities laws or that could potentially subject the District to liability under applicable federal securities laws, and shall include, but not be limited to, the following: the Offering Documents; the Annual Report; any filing made by the District with EMMA pursuant to Continuing Disclosure Undertakings, including an Event Notice; any voluntary filing made by the District that is filed on EMMA; rating agency presentations; and any other document that is reviewed and approved in accordance with these Procedures.

“Disclosure Working Group” or *“DWG”* means the District’s Chief Financial Officer, Executive Director of Finance, Director of Finance, District Treasurer, and in-house General Counsel, or the designee of any of the foregoing.

“Disclosure Working Group Chair” or *“DWG Chair”* means the Chief Financial Officer (or the person acting in the capacity of the Chief Financial Officer), or a designee authorized by the Chief Financial Officer to act on his or her behalf.

“EMMA” means the Electronic Municipal Market Access system maintained by the MSRB.

“Event Notice” means a notice for any of the events listed in the Rule.

“Financial Advisor” means an individual or firm providing financial advice to the District, including a municipal advisor.

“Financial Obligation” means a: (A) debt obligation; (B) derivative instrument entered into in connection with, or pledged as security or a source of payment for, an existing or planned debt obligation; or (C) guarantee of (A) or (B). The term Financial Obligation does not include municipal securities as to which a final official statement has been provided to the MSRB consistent with the Rule. The terms used in the definition of Financial Obligation have the meanings ascribed to them in 83 F.R. 44700 (Aug. 31, 2018).

“Financial Obligations Master List” means a list of the District’s existing Financial Obligations. The Financial Obligations Master List should include for each Financial Obligation listed such terms of the Financial Obligation as may be necessary to comply with the information reporting requirements of event (15) under the Rule and monitoring requirements of event (16) under the Rule. The Financial Obligations Master List should be updated on a continuing basis upon incurrence of each new Financial Obligation or modification of an existing Financial Obligation.

“Financing Group” means the members of the DWG, Bond Counsel, the Financial Advisor, the Underwriter, counsel to the Underwriter, and any other party engaged by the District to assist in the offer, placement, and sale of the bonds or municipal securities described in an Offering Document.

“MSRB” means the Municipal Securities Rulemaking Board.

“Offering Documents” means all preliminary and final official statements, offering memoranda and other materials prepared by or for the District, together with any amendments or supplements thereto, for use in connection with the offering of notes, bonds, other municipal securities, or other obligations of the District subject to the antifraud provisions of federal securities law.

“Required Date” means the latest date or dates after the end of the District’s fiscal year when the Audited Financial Statements and Annual Report are required to be filed with the MSRB under the District’s Continuing Disclosure Undertakings, as identified by the Continuing Disclosure Undertakings Master List.

“Rule” means Securities and Exchange Commission Rule 15c2-12, adopted pursuant to the Securities Exchange Act of 1934, 17 CFR § 240.15c2-12, as amended from time to time.

“Underwriter” means the broker, dealer, or municipal securities dealer offering or placing the bonds or other municipal securities described in the Offering Documents to or with investors.

II. DISCLOSURE WORKING GROUP

A. DWG CHAIR RESPONSIBILITIES

The DWG Chair is responsible for oversight of compliance with these Procedures. The DWG Chair is the leader of the DWG.

The DWG Chair may designate staff or engage the Financial Advisor, Bond Counsel or other professional to assist in the execution of his or her responsibilities under these Procedures.

B. DWG RESPONSIBILITIES

The DWG is responsible for compliance with these Procedures and promoting compliance with federal securities laws.

The DWG shall meet (which meeting may be by phone or electronic means) not less than annually to fulfill its obligations under these Procedures. The DWG shall also meet (which meeting may be by phone or electronic means) prior to the posting of any Disclosure Document relating to the issuance of bonds. The DWG is encouraged to provide suggestions to improve these Procedures and the Disclosure Documents. The DWG may consult with Bond Counsel, the Financial Advisor, and the Auditor as necessary in connection with carrying out their obligations under these procedures.

Contributors, staff, and officials must cooperate with the DWG and provide the DWG with any information, assurances or certifications that it deems necessary to ensure that the Disclosure Documents are accurate and complete in all material respects.

III. DISCLOSURE PROCEDURES

A. PRIMARY DISCLOSURE

The following process will be used in connection with reviewing the form and content of Offering Documents and any supplements thereto.

1. DWG CHAIR

- The DWG Chair will coordinate with the members of the DWG to:
(i) ensure that all appropriate members of the DWG are included on the distribution lists of the Financing Group, (ii) assign portions of the Offering Documents, including appendices, to members of the DWG or Contributors with responsibility for the financial information or operating data described therein, and (iii) assign relevant portions of the Offering Document to Bond Counsel for review.

2. OFFERING DOCUMENT REVIEW PROCESS

- Unless the District has contracted with another party to provide such services, the Financial Advisor will prepare the initial draft of the Offering Document and appendices thereto for review by the DWG and Financing Group and manage the incorporation of comments to the Offering Document received from the DWG, Contributors and the Financing Group.
- The District Treasurer, with the assistance of the Financial Advisor, will be responsible for compiling the financial information and operating data contained in the tables in the Offering Document and assigning such information and operating data to the members of District's staff with responsibility for such financial information or operating data for review and comment.
- If the Offering Document will be a "final official statement" as defined in the Rule, the District Treasurer will be responsible for coordinating, with the assistance of the Financial Advisor, a review of the District's compliance with its Continuing Disclosure Undertakings for the past five years and reviewing the information regarding the same in the Offering Document. Such review shall include a review of the Continuing Disclosure Master List, the Financial Obligation Master List, and the District's filings with EMMA for the preceding five years to determine whether any failures to comply have occurred. The DWG will consider any identified failures to comply and may consult with Bond Counsel regarding whether the disclosure of any such failures is required in the Offering Document and the contents of any such disclosure. To the extent practicable, remedial filings with respect to any such failures to file shall be prepared and filed in accordance with these Procedures.
- The District's in-house General Counsel will review and, if necessary, consult with District staff and other consultants or attorneys regarding disclosures contained in the Offering Document related to litigation, ongoing investigations and other general legal matters.
- The Chief Financial Officer or his or her designee, with the assistance of the DWG, will be available to respond to diligence questions during the preparation of the Offering Documents.
- Bond Counsel will review and comment on disclosures related to the order or resolution authorizing the debt obligations, the description of the continuing disclosure undertaking, and federal income tax considerations contained in the Offering Document.
- The DWG will consult with Contributors and other appropriate District officials, the Auditor, the Financial Advisor, Bond Counsel, and other outside consultants, if necessary, regarding the disclosure in the Offering Documents.
- The DWG must approve the final version of an Offering Document prior to the approval or execution of the Offering Document by the DWG Chair or other District Official or the posting or distribution of the Offering Document when such approval or execution is not required. Before final approval, the DWG must determine that the material facts described therein are consistent with those known to the DWG, and that the final version of the Offering Document (1) does not make any untrue statement of a

material fact or omit any material fact necessary to make the statements made therein, in light of the circumstances in which they are made, not misleading, and (2) is accurate and complete in all material respects.

- Approval of an Offering Document shall be evidenced by written sign-off (which may be delivered by e-mail) from each member of the DWG with responsibility for the disclosure provided in the Offering Document. The DWG Chair should retain the written sign-offs received from such members of the DWG in accordance with the District's records retention policy. In circumstances in which approval or execution by the District or a District official other than the DWG Chair is not required, the DWG Chair will authorize the distribution of the Offering Document.
- If requested by the Board of Trustees or any District official signing the Offering Document or approving its use, the DWG Chair will certify that (i) the Offering Document has been prepared in accordance with these Procedures and (ii) to the knowledge of the DWG and the DWG Chair, the Offering Document is accurate and complete in all material respects and does not make any untrue statement of a material fact or omit any material fact necessary to make the statements made therein, in light of the circumstances in which they are made, not misleading. This process may occur with respect to: (1) posting or other distribution of (i) a preliminary Offering Document, and deeming final thereof, (ii) a final Offering Document, and (iii) any supplement or amendment to a preliminary or final Offering Document, and (2) execution of (i) any purchase agreement or (ii) closing document by an District official containing a representation, warranty, or certification that the Offering Document is accurate and complete in all material respects and does not make any untrue statement of a material fact or omit any material fact necessary to make the statements made therein, in light of the circumstances in which they are made, not misleading.
- The DWG Chair will keep a record of the members of the DWG, the Financing Group, Contributors or other outside consultants that reviewed, drafted, approved or certified the Offering Document.

3. REPORT TO THE BOARD OF TRUSTEES

- Following each transaction pricing and the posting of the final official statement, the DWG will provide the Board of Trustees with a summary of the pricing, a copy of the final official statement containing the Continuing Disclosure Undertaking entered into in connection with such transaction, and a statement that the Offering Documents for the transaction were prepared in accordance with these Procedures.

B. CONTINUING DISCLOSURE

In connection with the issuance of municipal securities, the District has entered into (and in the future may enter into) a Continuing Disclosure Undertaking for the benefit of the holders and beneficial owners of the municipal securities of each such issuance, as required by the Underwriters in accordance with the Rule. The District is required to comply with these Continuing Disclosure Undertakings for so long as it remains obligated to advance funds to pay or support the municipal securities covered by the respective Continuing Disclosure Undertaking.

Under the Continuing Disclosure Undertakings, the District is obligated to provide (1) annual financial information consisting of (i) Audited Financial Statements and (ii) the Annual Report on or before the date specified in the Continuing Disclosure Undertaking, and notice of any failure to

provide such annual financial information, and (2) in a timely manner, notice of any of the events specified in the Continuing Disclosure Undertaking to the MSRB by means of the EMMA system.

The District Treasurer will maintain the Continuing Disclosure Undertakings Master List of the District.

1. AUDITED FINANCIAL STATEMENTS

- The Director of Finance will work with relevant officials of the District to assure that the engagement letter with the Auditor requires completion and delivery by the Auditor of the District's annual Audited Financial Statements with sufficient time to permit the presentation to and acceptance by the District of the Audited Financial Statements and for the DWG to review and incorporate data and other information provided therein into the Annual Report prior to the respective Required Date.
- The Financial Advisor will file the Audited Financial Statements with EMMA upon availability or together with the Annual Report, provided such filing occurs on or before the respective Required Date. The Director of Finance or his or her designee shall be responsible for confirming that such filings have been made.
- If the Audited Financial Statements are not available by the Required Date, the Director of Finance will (i) if required under the District's Continuing Disclosure Undertakings, arrange for the review by the DWG and filing of unaudited financial statements with such cautionary statements and disclaimers as may be appropriate on or before the Required Date or as soon as practicable thereafter, and (ii) coordinate with Bond Counsel and the Financial Advisor for the drafting of and with the Financial Advisor for the filing of an Event Notice, in conformity with the failure to file notice provisions of the Continuing Disclosure Undertakings, stating that the Audited Financial Statements are not yet available and will not be filed by the Required Date. When the Audited Financial Statements become available, the Director of Finance shall make arrangements with the Financial Advisor for the filing of such Audited Financial Statements on EMMA and confirm that such filing was made.

2. ANNUAL REPORT

- The Director of Finance, with the assistance of the Financial Advisor, will schedule the preparation and drafting of the Annual Report with the DWG in time to file the Annual Report on or before the Required Date.
- The Director of Finance, with the assistance of the Financial Advisor, will assign drafting portions of the draft Annual Report, as appropriate, to DWG members and Contributors with responsibility for the financial information or operating data described therein.
- The DWG will review, comment on, and revise the initial and any subsequent drafts of the Annual Report; check, confirm and include or incorporate by reference, as appropriate, information contained in the Audited Financial Statements, and such other reports as required; and consult with appropriate staff and officials, the Auditor, Bond Counsel, the Financial Advisor and other outside consultants, if necessary, regarding the disclosure in the Annual Report.

- The DWG must approve of the final version of the Annual Report. Before final approval, the DWG must determine that the material facts described therein are consistent with those known to the DWG, and that the final version of the Annual Report (1) does not make any untrue statement of a material fact or omit any material fact necessary to make the statements made therein, in light of the circumstances in which they are made, not misleading, and (2) is accurate and complete in all material respects.
- Prior to releasing the Annual Report, the DWG Chair must receive written sign-off (which may be delivered by email) from each member of the DWG with responsibility for the disclosure provided in the Annual Report. The DWG Chair should retain the written sign-offs received from such members of the DWG in accordance with the District's records retention policy.
- If the Annual Report is not available by the Required Date, the Director of Finance shall coordinate with Bond Counsel and the Financial Advisor for the drafting of and with the Financial Advisor for the filing of an Event Notice, in conformity with the failure to file notice provisions of the Continuing Disclosure Undertakings, stating that the Annual Report is not yet available and will not be filed by the Required Date. When the Annual Report becomes available, the Director of Finance shall make arrangements with the Financial Advisor for the filing of such Audited Financial Statements on EMMA and confirm that such filing was made.

3. EVENT NOTICES

In its Continuing Disclosure Undertakings, the District is obligated to file notices of certain events on EMMA in a timely manner (in certain undertakings within ten business days) after the occurrence of the event, as set forth in the Continuing Disclosure Undertakings Master List. While the list of required event notices required under the District's Continuing Disclosure Undertakings has varied with changes in the Rule, a copy of the events for which event notices are required under the District's most recent Continuing Disclosure Undertakings and reflecting the amendments to the Rule that became effective in 2019 is attached hereto as **Attachment #1**.

A. EVENT NOTICES – GENERAL

- Each member of the DWG is expected to have an understanding of the events listed in the Continuing Disclosure Undertakings, as described in the Continuing Disclosure Undertakings Master List.
- At all times a DWG member is required to notify the DWG Chair if he or she becomes aware of any event or potential for the occurrence of an event described in the Continuing Disclosure Undertakings Master List that may require the filing of an Event Notice.
- The DWG shall identify District departments responsible for information relating to the District's Continuing Disclosure Undertakings and Event Notices. The DWG shall require all departments in the District to promptly notify the DWG regarding the occurrence of any event or the potential occurrence of an event triggering a requirement to file an Event of Default.

- Upon notification of the occurrence of an event or potential occurrence of an event that may require filing of an Event Notice, the DWG Chair will confer with members of the DWG, as well as District staff, Bond Counsel, the Financial Advisor and other outside consultants, if necessary, to determine whether an event has occurred and, if necessary, draft or assign the drafting of the Event Notice in sufficient time to allow the District to meet its continuing disclosure obligations described in the Continuing Disclosure Undertakings Master List.
- The DWG Chair will provide the DWG with a draft of the Event Notice and the DWG will review, revise, and comment on initial and revised drafts of the Event Notice. The DWG will consult with Contributors and other appropriate District staff and officials, the Auditor, Bond Counsel, the Financial Advisor and/or other outside consultants they deem necessary regarding the Event Notice.
- Before final approval, the DWG must determine that the material facts described in the Event Notice are consistent with those known to the DWG, and that the final version of the Event Notice (1) does not make any untrue statement of a material fact or omit any material fact necessary to make the statements made therein, in light of the circumstances in which they are made, not misleading, and (2) is accurate and complete in all material respects.
- Prior to releasing the Event Notice, the DWG Chair must receive written sign-off (which may be delivered by email) from each member of the DWG with responsibility for the disclosure provided in the Event Notice. The DWG Chair should retain the written sign-offs received from such members of the DWG in accordance with the District's records retention policy.
- If the DWG becomes aware of an Event Notice that was not filed, the DWG Chair will follow the process described above to promptly file such Event Notice.

B. EVENT NOTICES – FINANCIAL OBLIGATIONS

Beginning February 27, 2019, in connection with any primary offering subject to the Rule, the District will be required to include in Continuing Disclosure Undertakings an agreement to file, not in excess of ten business days, an Event Notice for: (15) incurrence of a Financial Obligation of the District, if material, or agreement to covenants, events of default, remedies, priority rights, or other similar terms of a Financial Obligation of the District, any of which affect security holders, if material; and (16) default, event of acceleration, termination event, modification of terms, or other similar events under the terms of a Financial Obligation of the District, any of which reflect financial difficulties. The terms used in events (15) and (16) shall have the meanings ascribed to them in 83 F.R. 44700 (Aug. 31, 2018).

- Each member of the DWG is expected to have an understanding of new events (15) and (16) under the Rule.
- The DWG will, in consultation with Bond Counsel and the Financial Advisor, be responsible for: (i) identifying existing material Financial Obligations; (ii) tracking new material Financial

Obligations, including amendments thereto; and (iii) monitoring Financial Obligations for events which may reflect financial difficulties.

- To assist in monitoring compliance with new events (15) and (16), the DWG Chair and the DWG will create the Financial Obligations Master List, with the assistance of the Financial Advisor, Bond Counsel, and other outside consultants, as the DWG Chair and DWG deem appropriate.
- The DWG Chair will maintain and update the Financial Obligations Master List, and upon approval of the DWG and the District, may retain a Financial Advisor or other outside consultants, as may be necessary, to effectively maintain and continuously update such Master List as well as to make all filings required to be made by the District under the Continuing Disclosure Undertakings.
- The DWG Chair shall review District agenda items in order to identify potential Financial Obligations (or a modification of an existing Financial Obligation) and shall follow-up with the individual responsible for the agenda item to determine if the item rises to the level of disclosure. For purposes of this section, at a minimum, items to be considered by the DWG as a potential “Financial Obligation” shall include, but are not limited to:
 1. A debt obligation;
 2. A derivative instrument entered into in connection with or pledged as security or a source of payment for, an existing or planned debt obligation;
 3. A guarantee of (1) or (2);
 4. A financing agreement, financing lease or energy savings performance contract where the District effectively borrows money at a rate of interest for the purchase of vehicles and equipment and pays back such borrowing over a number of years;
 5. A line of credit, credit agreement or commercial paper program; and
 6. Any other instrument that contains “debt-like” features or terms.
 - 7.
- The DWG shall review all potential Financial Obligations for materiality and recommend to the DWG chair whether filing is required. For purposes of this section, a determination as to the materiality of a potential Financial Obligation involves a determination as to whether a financial obligation or the terms of a financial obligation, if they affect security holders, would be important, to the total mix of information made available to a reasonable investor when making an investment decision.
- At all times the DWG members are required to notify the DWG Chair if they become aware of the occurrence or potential occurrence of events, amendments or new agreements, or other items that would constitute new events (15) and (16) under the Rule. If a DWG member provides such notice or the DWG Chair otherwise becomes aware of such actual or potential event, the

DWG Chair will follow the steps under “Section IV(B)(3)(A) Event Notices – General” of these Procedures in determining whether an event has occurred and, if necessary, the drafting and filing of the Event Notice and related record-keeping.

C. VOLUNTARY FILINGS WITH EMMA

- If District staff or officials desire to file a voluntary disclosure filing on EMMA, the staff or officials must make a request to the DWG Chair describing the reason for providing a voluntary disclosure. The DWG Chair will coordinate with the DWG, Bond Counsel and the Financial Advisor to determine whether a voluntary filing is appropriate and, if so, draft or assign the drafting of the voluntary disclosure filing.
- The DWG Chair will provide the DWG with a draft of the voluntary filing and the DWG will review, revise, and comment on initial and revised drafts of the voluntary filing. The DWG will consult with Contributors and other appropriate District staff and officials, the Auditor, the Financial Advisor, Bond Counsel, and other outside consultants, if necessary, regarding the voluntary filing.
- The DWG must approve of the final version of the voluntary filing. Before final approval, the DWG must determine that the material facts described therein are consistent with those known to the DWG, and that the final version of the voluntary filing (1) does not make any untrue statement of a material fact or omit any material fact necessary to make the statements made therein, in light of the circumstances in which they are made, not misleading, and (2) is accurate and complete in all material respects.
- Approval of a voluntary filing shall be evidenced by written sign-off (which may be delivered by e-mail) from each member of the DWG with responsibility for the disclosure provided in the voluntary filing. Upon receipt of sign-off from such members of the DWG, the DWG Chair shall file the voluntary filing with EMMA. The DWG Chair should retain the written sign-offs received from members of the DWG in accordance with the District’s records retention policy.

D. RATING AGENCY PRESENTATIONS

- In the event officials of the District are to make a presentation to a rating agency relating to the rating of outstanding or proposed municipal securities, the DWG Chair will assign portions of the draft rating agency presentation to DWG members and Contributors with responsibility for the financial and other information to be provided therein and to Bond Counsel and the Financial Advisor, as appropriate.
- The DWG will consult with Contributors and other appropriate District staff and officials, the Auditor, the Financial Advisor, Bond Counsel, and other outside consultants, if necessary, regarding the disclosure in the rating agency presentation. The DWG will review, revise, and comment on initial and revised drafts of the rating agency presentation.
- The DWG must approve the final version of any rating agency presentation prior to delivery to a rating agency. Before final approval, the DWG must determine that the material facts described therein are consistent with those known to the DWG, and that the final version of the rating agency presentation (1) does not make any untrue statement of a material fact or omit any material fact necessary to make the statements made therein, in light of the circumstances in which they are made, not misleading, and (2) is accurate and complete in all material respects.

- Approval of a rating agency presentation shall be evidenced by written sign-off (which may be delivered by e-mail) from each member of the DWG with responsibility for the disclosure provided in the rating agency presentation. Upon receipt of sign-off from such members of the DWG, the DWG Chair shall provide the rating agency presentation to the rating agency. The DWG Chair should retain the written sign-offs received from members of the DWG in the in accordance with the District's records retention policy.

IV. ANNUAL REVIEW OF PROCEDURES

- Each year the DWG will conduct the Annual Review. The purpose of the Annual Review is for the DWG to evaluate the design, operation and effectiveness of these Procedures.
- Following the Annual Review, the Procedures will be submitted to the Board of Trustees for review. If the DWG recommends any substantive amendment to these Procedures, the DWG Chair will prepare a written summary of such amendment and deliver such summary to the Board of Trustees together with the recommendations of the DWG. Any amendments to the Procedures will be discussed with Bond Counsel.
- In addition to a recommendation to amend these Procedures made in the Annual Review, the DWG, the DWG Chair, and any official or staff involved in preparing or approving the Disclosure Documents may at any time recommend an amendment to the Procedures.
- Following receipt of the recommendation for an amendment, the DWG will convene a meeting (which may be by phone or electronic means) to discuss the proposed amendment and determine whether such amendment should be approved. Any amendments to the Procedures will be discussed with Bond Counsel. If the DWG recommends that the Board of Trustees make any substantive amendment to these Procedures, the DWG Chair will prepare a written summary of such amendment and deliver such summary to the Board of Trustees together with the recommendations of the DWG.

V. PERIODIC TRAINING

- The District will provide Periodic Training for all staff and officials involved in preparing or approving the Disclosure Documents, including members of the DWG authorizing or participating in the preparation of or approval of any Offering Document for dissemination. The Periodic Training should be prepared by or with the assistance of Bond Counsel.
- The Periodic Training will generally include an overview of these Procedures, the disclosure obligations of the District under federal and state securities laws, and the responsibilities and potential liabilities of the staff and officials involved in preparing or approving the Disclosure Documents.
- All staff and officials involved in preparing or approving the Disclosure Documents are required to attend the Periodic Training or obtain comparable training approved by the DWG Chair.
- The DWG Chair will keep a record of those that attend the Periodic Training and maintain such record in accordance with these Procedures.

VI. INTERNAL USE ONLY

- These Procedures are intended for internal use only and are not intended to establish any duties in favor of or rights of any person other than the District.

Attachment #1

Example Event Notice Requirements (Reflecting Amendments to the Rule that Became Effective on February 27, 2019)

Event Notices.

- (a) The District shall provide the following to the MSRB, in an electronic format as prescribed by the MSRB, in a timely manner not in excess of ten (10) business days after the occurrence of the event, notice of any of the following events with respect to the Bonds:
- (1) Principal and interest payment delinquencies;
 - (2) Non-payment related defaults, if material;
 - (3) Unscheduled draws on debt service reserves reflecting financial difficulties;
 - (4) Unscheduled draws on credit enhancements reflecting financial difficulties;
 - (5) Substitution of credit or liquidity providers, or their failure to perform;
 - (6) Adverse tax opinions, the issuance by the Internal Revenue Service of proposed or final determinations of taxability, Notices of Proposed Issue (IRS Form 5701-TEB) or other material notices or determinations with respect to the tax status of the Bonds, or other material events affecting the tax status of the Bonds;
 - (7) Modifications to rights of the holders of the Bonds, if material;
 - (8) Bond calls, if material, and tender offers;
 - (9) Defeasances;
 - (10) Release, substitution, or sale of property securing repayment of the Bonds, if material;
 - (11) Rating changes;
 - (12) Bankruptcy, insolvency, receivership or similar event of the District;

Note to paragraph 12: For the purposes of the event identified in paragraph 12 of this section, the event is considered to occur when any of the following occur: the appointment of a receiver, fiscal agent or similar officer for the District in a proceeding under the U.S. Bankruptcy Code or in any other proceeding under state or federal law in which a court or governmental authority has assumed jurisdiction over substantially all of the assets or business of the District, or if such jurisdiction has been assumed by leaving the existing governing body and officials or officers in possession but subject to the supervision and orders of a court or governmental authority, or the entry of an order

confirming a plan of reorganization, arrangement or liquidation by a court or governmental authority having supervision or jurisdiction over substantially all of the assets or business of the District.

- (13) The consummation of a merger, consolidation, or acquisition involving the District or the sale of all or substantially all of the assets of the District, other than in the ordinary course of business, the entry into a definitive agreement to undertake such an action or the termination of a definitive agreement relating to any such actions, other than pursuant to its terms, if material;
- (14) Appointment of successor or additional paying agent/registrars or the change of name of a paying agent/registrars, if material;
- (15) Incurrence of a Financial Obligation of the District, if material, or agreement to covenants, events of default, remedies, priority rights, or other similar terms of a Financial Obligation of the District, any of which affect security holders, if material; and
- (16) Default, event of acceleration, termination event, modification of terms, or other similar events under the terms of a Financial Obligation of the District, any of which reflect financial difficulties.

Note to paragraphs (15) and (16): For purposes of the events identified in paragraphs (15) and (16) of this section and in the definition of Financial Obligation in Section 1.01, the District intends the words used in such paragraphs to have the meanings ascribed to them in SEC Release No. 34-83885 dated August 20, 2018 (the “2018 Release”) and any further written guidance provided by the SEC or its staff with respect to the amendments to the Rule effected by the 2018 Release.”

The District shall provide to the MSRB, in an electronic format as prescribed by the MSRB, in a timely manner, notice of a failure by the District to provide financial information and operating data (i.e. Annual Reports and Audited Financial Statements) in accordance with the requirements of the applicable Order. All documents provided to the MSRB should be accompanied by identifying information as prescribed by the MSRB.

Additionally, if the District changes its fiscal year, it must notify the MSRB of the change (and of the date of the new fiscal year end) prior to the next date by which the District otherwise would be required to provide its Annual Reports and Audited Financial Statements.

I. PURPOSE

The Fort Bend Independent School District (the “District”) is committed to sound financial management through integrity, prudent stewardship, planning, accountability, full transparency, and open communication. The purpose of the Fiscal and Budgetary Strategy is to enable the District to achieve and maintain a stable long-term financial condition, provide guidelines for the day-to-day planning and operations of the District’s financial affairs, and communicate the District’s financial practices to stakeholders.

Fort Bend ISD’s general obligation bonds are currently rated at AA+ by Fitch and AA+ by Standard & Poor’s Investor Services. A high credit rating typically reduces the interest costs the District pays on the amounts borrowed. This in turn directly correlates to a lower tax rate on the outstanding debt of the District.

To help maintain the District’s creditworthiness, an established strategy of managing the District’s financial resources is essential and in the District’s best economic interest. The District shall take all practical precautions and proactive measures to avoid any financial decision that will negatively impact the credit ratings on existing or future debt issues.

The scope of the fiscal strategy encompasses accounting and financial reporting, internal controls, operating and capital budgeting, revenue management, investment and asset management, debt management, maintenance of fund balance, and forecasting. This is done to:

1. Demonstrate to Fort Bend ISD taxpayers, citizens, investment community, and bond rating agencies that the District is committed to a system of strong fiscal operations;
2. Provide precedents for future policy-makers and financial managers on common financial goals and strategies;
3. Fairly present and fully disclose the financial position of the District in conformity with generally accepted accounting principles (GAAP); and
4. Demonstrate compliance with finance-related legal and contractual issues in accordance with the Texas Education Code and other legal mandates.

This Fiscal and Budgetary Strategy shall be reviewed and updated as necessary, but not less than annually.

The Fort Bend Independent School District financial statements include the following fund types:

Governmental Funds:

General Fund accounts for the financial resources of the District and includes transactions as a result of revenues received primarily from local maintenance taxes, foundation entitlements, and other Foundation School Program resources,

Special Revenue Funds account for the proceeds of specific revenues that are legally restricted or committed to expenditure for specific purposes through federal, state, and local grant awards.

Debt Service Fund accounts for financial resources that are restricted, committed, or assigned to expenditure for principal and interest payments on the outstanding debt obligations of the District. These resources include Interest and Sinking Tax Revenues, which are considered restricted and for which a tax has been dedicated.

Capital Project Funds account for resources that are restricted, committed, or assigned to expenditures for capital outlay that include acquisition or construction of capital facilities and other capital assets that are financed through voter approved debt.

Proprietary Funds:

Internal Service Fund accounts for the activities of the District’s Print Shop, self-funded health, unemployment, technology, and Worker’s Compensation accounts.

Enterprise Fund accounts for the activities of the District's Extended Day program. Operations that generate revenue from outside sources are typically accounted for as Enterprise funds. Facility rentals, advertising, Career and Technology services, and other non-traditional revenue sources will also be accounted for in an Enterprise fund.

Fiduciary Funds:

Trust and Agency Fund accounts for assets held by a school district in a trustee capacity or as an agent for student organizations and scholarship funds. Funds maintained for the non-Teacher Retirement System (TRS) pension plan (Fort Bend ISD 457(b) Deferred Compensation Plan) are held the District in a trustee capacity only.

Basis of Accounting and Basis of Budgeting - The District accounts and budgets for all **Governmental Funds** using the modified accrual basis of accounting. This basis means that revenue is recognized in the accounting period in which it becomes available and measurable, while expenditures are recognized in the accounting period in which they are incurred. Because the appropriated budget is used as the basis for control and comparison of budgeted and actual amounts, the basis for preparing the budget is the same as the basis of accounting. Governmental funds would include the District's general, special revenue, debt service, and capital projects funds.

The District's Internal Service Funds and Enterprise Funds, which function as **Proprietary Funds**, are accounted and budgeted for using the full-accrual basis of accounting. Under this method, revenues are recognized when they are earned and measurable, while expenses are recognized when they are incurred.

II. OPERATING BUDGET

The budgeting process is an essential element of the financial planning, control and evaluation process of the District. The legal basis for the budget process is established in the Texas Education Code sections 44.002 through 44.006 and local policy.

The operating budget is Fort Bend Independent School District's annual financial operating plan. The adopted annual budget shall include allocations for campuses, departments, and approved positions of the district.

Strategic Plan – The District Strategic Plan (DSP) provides a strategic focus for district operations and student achievement and is adopted annually by the Board of Trustees. Funding for District programs shall be based upon the objectives contained in the District Strategic Plan and further outlined by the identified targets for success.

Specifically, the DSP provides the following goals for the District:

District Goal 1: ~~FBISD will provide an equitable learning environment that provides all students access to the FBISD curriculum. The District will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students.~~

District Goal 2: ~~FBISD will ensure students own and are responsible for their learning, behavior, and progress through the FBISD curriculum. The District will provide a positive culture and climate that provides a safe and supportive environment for learning and working.~~

District Goal 3: ~~FBISD will provide an inclusive, collaborative, and fluid learning environment with opportunities for both risk-taking and success. The District will recruit, develop, and retain high quality teachers and staff.~~

District Goal 4: ~~FBISD will develop students' social-emotional, academic, literacy, language, and life skills in a safe and secure Collaborative Community at every school. The District will engage students, parents, staff, and the community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community.~~

District Goal 5: ~~FBISD will develop an organizational culture that embraces care, respect, safety, and inclusion. The District will utilize financial, material, and human capital resources to maximize district outcomes and student achievement.~~

Fort Bend Independent School District
Fiscal and Budgetary Strategy

Preparation – The Texas Education Code requires that the District budget be prepared by a date set by the State Board of Education, currently June 19th for districts that have a June 30th fiscal year end. The code further requires that the president of the Board of Trustees call a public meeting to discuss and adopt the budget and proposed tax rate. Notice under this subsection shall be published not earlier than the 30th day or later than the 10th day before the date of the hearing. Section 44.0041 of the Education Code, requires that, “concurrently with the publication of notice of the budget, a school district shall post a summary of the proposed budget on the school district’s website. The budget summary must include: (1) information relating to per student and aggregate spending on (A) instruction; (B) instructional support; (C) central administration; (D) district operations; (E) debt service; and (F) any other category designated by the commissioner; (2) a comparison to the previous year’s actual spending.”

The Board of Trustees must adopt the prepared budget, inclusive of any amendments, no later than June 30th. The officially adopted District budget must be filed with the Texas Education Agency (TEA) through the Public Education Information Management System by the date prescribed annually by TEA.

1. **Proposed Budget** – A proposed budget shall be prepared by the Superintendent and Chief Financial Officer with participation of campus and department stakeholders within the provisions outlined in the District’s strategic plan and federal and state mandated program guidelines.
 - a. The budget shall include four basic segments for review and evaluation:
 - i. Revenues
 - ii. Personnel Costs
 - iii. Operational Costs
 - iv. Capital and other non-project costs
 - b. The budget review process will include Board of Trustee participation and will allow for sufficient time for the Board to address the strategic plan and fiscal issues.
 - c. The proposed budget and all preliminary budgetary information will be available on the District’s website for public view.
2. **Adoption** – Upon finalization of the proposed budget, the Board of Trustees will hold a public hearing, and subsequently adopt the final budget as amended. The budget will be effective for the fiscal year beginning July 1st.
3. **Tax Rate Adoption** – Not later than April 30th, the chief appraiser shall prepare and certify to the school district an estimate of the taxable value of property in that taxing unit. The District may adopt a tax rate, prior to the adoption of the budget, based upon this certified property estimate. The certified estimate shall be used in the calculation of the effective tax rate and the rollback tax rate of the District.

If the district elects to establish the tax rate after receiving the certified appraisal roll as defined by Section 26.01 of the Property Tax Code, typically July 25th, and the tax rate exceeds the rate proposed in the District’s notice prepared for the budget hearing or the District’s rollback rate as determined under Section 26.08 of the Property Tax Code, the District must publish a revised notice and hold another public meeting before adopting the tax rate.

Balanced Budget – The goal of the District is to balance the operating budget with current revenues, whereby current revenues would match and fund on-going expenditures. Unassigned fund balance in the general operating fund may be used for onetime non-recurring expenditures or capital needs.

Planning – The budget process will be coordinated so that major strategic issues are identified prior to the budget approval date. This will allow the Board of Trustees adequate time for consideration of appropriate decisions and analysis of the associated financial impacts.

Reporting – Written financial reports will be presented to the Board of Trustees on a monthly basis. In addition, the Administration will provide a quarterly report on financial outcomes at regularly scheduled meetings of the Board. These reports will enable the Board to understand the overall budget and financial status of the District. The reports shall include comparative financial statements, a budget amendment report, the investment report, tax collection

report, and statement of cash flow. In addition, the budget will be electronically reported to TEA as required by the prescribed deadlines established by TEA.

Control and Accountability – Each campus and departmental administrator is responsible for the administration and oversight of their budget, which is controlled on an organizational basis. This includes accomplishing the targets adopted as part of the budget and monitoring each campus and departmental budget for compliance within approved spending limitations.

Budget Amendments – The District budget shall be amended as required. Budget amendments between fund and increases in expenditures require the approval of the Board of Trustees. The Board of Trustees may authorize an amendment to the budget for those items not included in the originally approved budget due to unforeseen circumstances.

III. REVENUE MANAGEMENT

The District will understand its revenue sources and enact consistent policies to provide assurances that the revenue base will materialize according to the budget. Revenues shall be estimated realistically and conservatively taking into account potential changes in law related to property valuation and state and federal funding.

Revenues shall be monitored as they are received and regularly compared to budgeted revenues; variances will be investigated as they are identified. Any abnormalities shall be included in the quarterly financial report and the budget shall be amended to appropriately reflect the change in anticipated revenue.

State Funding – The District shall ensure that the Weighted Average Daily Attendance (WADA) is maximized by accurately reporting student attendance and shall have processes in place to ensure that special program information is appropriately reflected in the information uploaded to the Public Education Information Management System (PEIMS). Information regarding property value, property tax collections, employee counts, and other information required by TEA for the purposes of state funding computation shall be reported within the prescribed timelines. The Board of Trustees authorized the superintendent to file waivers for missed days and low attendance days as needed. The Superintendent will inform the Board of any waivers submitted to TEA.

Property Tax Revenues – All real and business personal property located within the District shall be valued at 100% of fair market value for any given year based upon the current appraisal supplied by the Fort Bend County Appraisal District. Tax collections estimates utilized in the development of the budget will be based upon a prudent analysis of historical collection percentages and the current economic trends.

Current state funding guidelines penalize districts that adopt tax rates below the compressed tax rate. For budgeting purposes, the District will forecast the proposed property tax rate for maintenance and operations (M&O) the greater of the compressed rate, the compressed rate plus four cents (\$.04) or the voter approved rollback rate, not to exceed the current legal limit.

The District shall also consider the interest and sinking (I&S) tax rate in an amount to fund tax supported debt service that is due and payable for the corresponding calendar year period.

Interest Income – General, debt service, capital projects, food service, and internal service funds shall be invested individually in accordance with the Investment Strategy approved annually by the Board of Trustees. Interest earned from each investment account shall be credited to the fund from which the monies were provided.

User-Based Fees and Service Charges – For services associated with a user fee, such as building usage and instrument rental, the direct or indirect costs of that service will be offset by a fee where possible. The District shall update the usage fee schedule as required to ensure that fees provide adequate coverage for the cost of services.

Other Revenue – The District will pursue the full utilization of its assets to include trademarks of logos, rentals of facilities and real estate, and multiple forms of advertising. Advertising will include space on scoreboards, fences, gyms, buses, websites, etc.

Intergovernmental Revenues – The District shall carefully analyze grant opportunities to ensure that all grants comply with the overall District mission and strategic plan. All potential grants shall be examined for matching requirements, or other potential financial implications, prior to application to ensure that adequate funds are available from the general funds of the District.

Efforts should be made to ensure that grants are self-sustaining. However, it must be clearly understood that the operational requirements (on-going costs) set up as a result of a grant program could be discontinued once the terms and conditions of the program have been completed in the event that sufficient resources are not available in the District's general operating budget.

Collection of Delinquent Receivables - All Fort Bend ISD campuses, programs and departments will, to the extent practicable, require payment in advance. Aged balances (90 days +) owed to the District will be pursued for collections and can be submitted to a collection agency at the discretion of Administration according to written District guidelines.

IV. EXPENDITURE POLICIES

Appropriations – The budget for all funds shall be controlled at the organizational level. Budget managers are authorized to transfer funds included in their basic budget within fund, function, and program intent code without prior approval. Budget amendments between fund, function, and program intent code require administrative approval. Approval of the Board of Trustees is required for all budget amendments between fund and any increases to fund expenditures. The cumulative transfer of funds between functions District-wide will be included in the next amendment for board approval.

Staffing – The staffing guidelines of the District shall be administered jointly by Human Resources, Department of School Leadership (DOSL), Curriculum and Instruction, and Business and Finance using established staffing guidelines and a system of position control.

In addition to teaching units, staffing guidelines shall also provide guidance for appropriate levels of staffing in the administrative, counseling, nursing, art, music, physical education, and educational and clerical support at each campus. Staffing allocations shall be distributed based upon the total student population and with additional consideration for special education, bilingual and at-risk student programming.

Course schedules shall be carefully reviewed to ensure that instructional units are used to best meet the instructional needs of the District within the available resources. Based upon sufficient revenues, additional staff members may be allocated to campuses based upon input from the Superintendent, Chief Human Resources Officer, DOSL, Curriculum and Instruction, and Business and Finance to balance class loads or to address the unique needs of a particular campus. Adjustments for student enrollment in grades K-4 shall be done only after a careful analysis of historical attendance patterns and available classroom capacity.

To the extent possible, the payroll for all employees, substitutes and temporaries will be done via direct deposit.

Benefits – To ensure the long-term health of the District's self-funded benefit programs, the budget shall be sufficient to provide for a fiscally sound health and worker's compensation program along with other state and federally mandated benefits including Medicare and Teacher Retirement System above state minimum.

The District's self-insured employee insurance program shall be funded by both District and employee contributions for employees and their supplemental dependents. The fund shall be evaluated annually by a third-party actuary to ensure that the premium structure is sufficient to meet the long-term needs of the District's employees.

The plans shall be administered by a third-party plan administrator and shall be bid periodically to ensure that the network reimbursement rates and employee co-pays are comparable to those provided within the marketplace. The District shall seek to ensure that insurance services are provided in both a cost efficient and compassionate manner to ensure the success of the program.

The District's self-insured worker's compensation program shall be funded through the budget process to ensure that the program has sufficient assets to meet both short and long-term worker's compensation claims. The district has

established a comprehensive safety program to minimize the District's claims exposure and shall ensure that the plan is evaluated annually by a third-party actuary to ensure that the funding for the plan is sufficient.

Ongoing Maintenance Repair and Replacement – Ongoing maintenance and repair costs are included within the departmental operating budgets. These costs are generally considered systematic repairs and are not capitalized for accounting purposes. They include such items such as athletic equipment, routine musical instrument repair, HVAC maintenance and repair, and other general routine maintenance.

Major Maintenance Repair and Replacement – Repair costs that exceed departmental operating budgets, are considered non-routine, and are due to a major breakdown or extensive damage.

Each year, if sufficient fund balance capacity is available, funds are included in designated fund balance in the General Fund to address unexpected maintenance costs caused by weather incidents or catastrophic failure. Additionally, the District typically has contingency within Capital Projects Funds that is available due to project cost savings and interest earnings. On a quarterly basis, the Business & Finance and Facilities Maintenance departments will evaluate expenditures made to date within the Facilities Maintenance department and determine if any are eligible for use of major maintenance or bond contingency funds. The final list of items identified will be included in the year-end budget amendment recommended to the Board of Trustees to reallocate the expenditures to the source of funding that is most appropriate for use. If fund balance capacity is not available and the expenditure is not eligible for use of bond contingency, operating funds will be used.

Capital Projects – The District's goal is to maintain its facilities and infrastructure in order to provide exemplary educational services for its students, meet the needs of a growing community, and to comply with all local, state, and federal regulations. The District shall regularly review building capacity, enrollment projections, and planned subdivision and other housing information for the purpose of determining the number and timing of future facilities. Capital project budgets shall be developed according to the projects approved by the voters. Excess capital project funds generated as a result of investment income and project savings may not be directed to other needs of the District without the specific approval of the Board of Trustees.

Technology – It is the policy of the District to plan and fund the maintenance and replacement of its computer network and other technology systems (infrastructure) through capital funding. These funds will be transferred to the technology internal service fund or maintained in a capital fund.

Ongoing replacement of computer devices (PCs, laptops, printers, etc.) will be funded through ongoing contributions from the general fund into the technology internal service fund. These ongoing contributions may include one-time transfers from the general fund. In some cases, administration may recommend replacement using bond funds. When using bond funds, the weighted average maturity of the bonds issued for technology will not exceed the weighted average economic life of the bond financed assets by more than 120%.

Accounts Payable – To the extent practical, all vendors doing business with the District must be able to accept payments electronically via ACH (automated clearing house).

V. BUDGET CONTINGENCY PLAN

This strategy is designed to establish general guidelines for managing revenue shortfalls resulting from local and state economic downturns that may adversely affect the District's revenue stream.

Once a budgetary shortfall is projected, the Superintendent may take the necessary actions to offset any revenue shortfalls with a reduction in current expenses to include but not be limited to the following:

- ❖ Review all staffing levels;
- ❖ Freeze all new hire and vacant positions except those deemed to be a necessity to the instructional process or the safety of students;
- ❖ Review all planned capital expenditures;
- ❖ Forego out-of-state staff development;
- ❖ Review of all planned staff development activities;
- ❖ Curtail after-hours facility usage;

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- ❖ Forego extracurricular field trips; and,
- ❖ Delay all non-essential spending or equipment replacement purchases.

If the above actions are insufficient to offset the revenue deficit and the shortfall continues to increase, the Superintendent shall develop an expenditure reduction plan for approval by the Board of Trustees that will further reduce operating expenses to balance the variance.

VI. ACCOUNTING, AUDITING, AND FINANCIAL REPORTING

Accounting – The District is solely responsible for the recording and reporting of its financial affairs, both internally and externally. The Chief Financial Officer is responsible for establishing the structure for the District’s Chart of Accounts and for ensuring that procedures are in place to properly record financial transactions and report the District’s financial position. All financial reports shall be published on the District’s website.

Audit of Accounts – In accordance with Texas Education Code 44.008, the Board of Trustees shall cause the District’s accounts to be audited at the close of each fiscal year, currently June 30th, by an auditor holding a valid permit from the Texas State Board of Public Accountancy.

The auditor shall perform the audit in accordance with generally accepted governmental auditing standards published by the United States General Accounting Office, commonly referred to as the Yellow Book. The financial statements shall be prepared on a government-wide basis and shall be in conformity with all pronouncements of the Governmental Accounting Standards Board (GASB).

External Reporting - The audit shall be accepted and completed within 150 days of year end and filed with the Texas Education Agency (TEA), Municipal Securities Rulemaking Board (MSRB), the Federal Audit Clearinghouse, Health and Human Services and the Liquidity Provider and Remarketing agent for the debt commercial paper program. In addition, certain schedules required by the TEA to be completed electronically shall be submitted no later than this date along with the publication of schedules required by law in a locally published newspaper.

No later than January 27th of each year, and in accordance with TEA published guidelines, the audit shall be transmitted electronically into the Public Education Information Management System (PEIMS).

Internal Auditing and Reporting – In accordance with Texas Education Code Section 11.170, consultants serving as the internal auditor shall report directly to the Board of Trustees. The internal auditor shall conduct internal audits on a rotational basis in accordance with the audit plan adopted annually by the Board of Trustees. The reports shall be of sufficient detail to identify areas of needed improvement and potential lapses of internal control. The internal audit staff, in conjunction with the finance staff and any other appropriate department of the District, shall make recommendations for improvement and develop improved financial processes based upon the prepared reports.

Each departmental director or campus principal is responsible for ensuring that good internal controls are adhered to throughout their organization and that all Financial Services procedures and policies are implemented. The Financial Services Department will periodically review and update written internal control processes and procedures.

Internal Risk Assessment – Departmental managers in the business area shall perform on-going risk assessments of their area of supervision to ensure that internal controls and business practices are sufficient to protect the assets of the District and prevent fraudulent activity.

VII. ASSET MANAGEMENT

Cash Management and Investments - The Board of Trustees has formally approved a separate Investment Strategy for Fort Bend ISD that meets the requirements of the Public Funds Investment Act (PFIA), Chapter 2256 of the Texas Local Government Code. This strategy is reviewed annually by the Board of Trustees and applies to all financial assets held by the District.

The District shall maintain a comprehensive cash management program to include the effective collection of all accounts receivable, prompt deposit of receipts to the District's depository and payment of obligations, and the prudent investment of idle funds in accordance with the approved investment strategy.

The District's investment program will be conducted in such a manner to accomplish the following listed in the order of priority:

1. Safety of principal
2. Liquidity and availability of cash to pay obligations when due
3. Receive the highest possible rate of return (yield) consistent with the District's investment strategy

Fixed Assets – These assets will be reasonably safeguarded, properly accounted for, and prudently insured. For purposes of budgeting and accounting classification, the following criteria must be met in order for an item to be capitalized:

1. The expected useful life of the asset must be longer than one year, or extend the life of an identified existing asset by more than one year
2. The original cost of the asset must be at least \$5,000
3. The asset must be tangible

On-going repairs and general maintenance are not capitalized. In the event that improvements are made to an asset that extends its original life or makes the asset more valuable, the cost will be capitalized. The replacement of asset components will normally be expensed unless it is of a significant nature and meets all capitalization criteria.

Business and Finance will maintain the permanent records of the District's fixed asset inventory including description, cost, department of responsibility, date of acquisition, depreciation, and expected useful life. Periodically random sampling at the department or campus level will be performed to inventory fixed assets assigned to that department or campus. Responsibility for safeguarding the District's fixed assets lies with the department or campus supervisor whose department has been assigned the asset.

VIII. DEBT MANAGEMENT

Fort Bend ISD faces continuing capital infrastructure requirements and recognizes that the primary purpose of capital debt is to provide educational services designed to meet the demands of the twenty first century. Debt financing is a tool that shall be judiciously used within the District's legal, financial, and debt market capacities.

The use of debt financing to meet the continued student population growth must be evaluated according to projected student growth by area, long-term facility efficiency, facility equity across the District, and limitations on total debt imposed by Texas Education Code Section 45.0031. The District realizes that failure to meet the demands of student growth may inhibit its continued educational success, but also realizes that failure to manage outstanding debt and repayment schedules may have long-term detrimental effects on the District's financial condition.

The District may issue long-term debt in accordance with Texas Education Code Section 45.001 for the following:

1. The construction, acquisition, and equipment of school buildings in the District.
2. The acquisition of property or refinancing of property financed under a contract entered under Subchapter A, Chapter 271, Local Government Code.
3. The purchase of the necessary sites for school buildings.
4. The purchase of new school buses.

The District will ensure that its long-term debt is soundly financed by conservatively projecting growth in taxable valuations and anticipated interest rates. The District will not finance improvements or purchases over a period greater than its estimated useful life and will determine that the cost benefit of the facilities, renovations, and equipment supported by the debt will have a positive impact on the District's student population and community.

The District shall, when planning for the issuance of new debt, consider the impact of such new debt on overlapping debt and the financing plans of local, state, and other governments that overlap the District. The District shall assess financial alternatives to include new and innovative financing approaches, including whenever feasible categorical grants, or other types of aid to minimize voter approved debt.

General Obligation Bonds (GO) – General obligation bonds must be authorized by a majority of the voters in a District election for the issuance of debt. General obligation bonds may be used only to fund capital assets of the District and are not to be used to fund on-going operational needs. The District shall determine the amortization schedule that will best fit with the overall debt structure of the District at the time the new debt is issued.

The District’s unlimited debt service ad valorem taxing authority shall back general obligation bonds and the District shall endeavor to maintain the best possible credit rating for each debt issue. Where possible, the District shall also seek the guarantee of the Permanent School Fund for all debt issued.

Revenue Anticipation Notes – The District may issue fixed or variable rate tax and revenue anticipation notes that allow the District to meet its cash flow requirements. However, the District shall generally manage its cash position in a manner so that internally generated cash flow is sufficient to meet expenditures.

Lease-Purchase Agreements – Lease-purchase obligations are a routine and appropriate means of financing capital equipment. However, lease obligations are repaid from the District’s maintenance and operations ad valorem tax and, therefore, have the greatest impact on budget flexibility. Therefore, efforts will be made to fund capital equipment directly through the budget process or with voter approved debt. Only the highest priority equipment purchases will be funded with lease obligations when it is determined that the cost benefit of such an arrangement is advantageous to the District.

Maintenance Tax Notes – The District may authorize the issuance of maintenance tax notes for the acquisition of personal public property, such as equipment. Maintenance tax notes are repaid from the District’s maintenance and operations ad valorem tax. Each issuance will be assessed to ensure the cost effectiveness and the repayment schedule will not exceed the useful life of the asset and that the District has sufficient capacity in future budgets to ensure that the issuance does not place undue burden on the operating budget.

Use of Reserve Funds – The District may authorize the use of reserve funds to potentially delay or eliminate a proposed project from a future bond issue. This may occur due to higher than anticipated fund balances in prior years, thus eliminating or reducing the need for debt proceeds or when the timing of the related capital improvement does not correspond with a planned bond issue. Funds used in such manner should be used judiciously and with extreme care after careful analysis of the effect on the future funding needs of the District.

Method of Sale – The District will thoroughly analyze the conditions in the bond market prior to determining the method of sale that will be used to market bonds. The District may utilize a competitive bidding process, negotiated bid or private placement. The District will publicly present the reasons for the selected method of sale prior to the sale date.

Competitive sales shall be awarded based upon the lowest offered True Interest Cost (TIC). The District’s Financial Advisor shall ensure that interest costs offered in a negotiated sale are in accordance with comparable market interest rates. In a negotiated sale, the District will rely on the recommendation of the Superintendent, Deputy Superintendent, Chief Financial Officer, and the contracted Financial Advisor in the selection of the underwriter(s). The contracted financial advisory firm may not serve in an underwriting capacity.

Following the bid award, the financial advisor shall prepare a post-sale summary and analysis that documents the pricing of the bonds relative to other similar transactions priced at or near the time of the District’s bond sale.

Private placement sales shall only be utilized when the sale must be structured for a single or limited number of purchasers, such as would be present in a Qualified Zone Academy Bond (QZAB) or Qualified School Construction Bond (QSCB) offering.

Debt Structuring – The District shall seek to repay its debt in an expeditious manner within the District’s overall financial objectives and will issue bonds with an average life of no more than thirty (30) years, not to exceed the

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useful life of the asset acquired. Pursuant to State law, the District can issue fixed rate, variable rate, or capital appreciation bonds. Market factors, such as the effects of legislative statutes, level of debt service fund balance, and the cost of early debt redemption will be given consideration during the structuring of long term debt instruments.

The District shall keep its variable rate exposure, to the extent not hedged or swapped to a fixed rate, at or below twenty-five percent (25%) of the total principal outstanding. If variable rate debt is used, the Chief Financial Officer will periodically, and no later than annually, determine whether it is appropriate to convert the debt to fixed interest rates.

The District issues commercial paper (which is variable rate debt by its nature) in blocks totaling up to \$150 million at a time. The District may exceed the 25% threshold, but only until that \$150 million of commercial paper is refunded by issuing fixed rate debt that would be expected to complete within a maximum time of six months.

Refunding and Restructuring Strategy – The District shall consider accelerated retirement and restructuring of its outstanding debt when financially advantageous or beneficial.

The Superintendent, Deputy Superintendent, and Chief Financial Officer shall review a net present value analysis of any proposed refunding in order to make a determination regarding the cost-effectiveness of the proposal. The target net present value savings as a percentage of the refunded aggregate principal amount shall be no less than three percent (3%) when a refunding is offered in conjunction with new debt. In the case of a standalone refunding, savings should be evaluated in conjunction with the call dates of the outstanding bonds and a higher net present value savings should generally be achieved.

Financing Team Members – The District shall conduct a Request for Proposal (RFP) to determine the District’s financial advisor and bond counsel when warranted. Generally, the District’s contracts with financial advisors and bond counsel shall be for a term of three years with the option to renew for two additional one year periods. In all cases, the District will attempt to ensure that the contractual terms align with voter approved debt.

All financing team members will be required to provide full and complete disclosure relative to any and all agreements with other financing team members and outside parties. No agreements will be permitted that will compromise a firm’s ability to provide independent advice that is solely in the best interest of the District or which could reasonably be perceived as a conflict of interest.

Markets – The District shall consider products and conditions in the bond market when meeting the District’s financing needs. When practical in its financing program, the District shall consider local and regional markets as well as retail and institutional investors.

Disclosure – Full disclosure of operating costs along with capital costs will be made to the bond rating agencies and other users of financial information. The District shall follow the Disclosure Strategy as outlined in Exhibit A of the Fiscal and Budgetary Strategy.

The District shall maintain information on its website so that interested persons have a convenient way to locate major financial reports and documents pertaining to the District’s finances and debt. The District will take responsibility for the accuracy of all financial information released.

The District shall prepare or cause to be prepared appropriate disclosures as required by the Securities and Exchange Commission Rule 15c2-12. District staff, with assistance of the financial advisor and bond counsel, will prepare the necessary materials for presentation to rating agencies and will aid in the production of the Preliminary Official Statements as required.

Federal Requirements – The District will maintain procedures to comply with arbitrage rebate and other Federal requirements in accordance with the Internal Revenue Code and applicable United States Treasury regulations.

Bond Reimbursement Resolution – The District may utilize reimbursements from bond proceeds as a tool to manage debt issues consistent with arbitrage requirements and project timing. In so doing, the District will utilize its general fund reserve cash balances to delay the bond issue until such time when the issuance and timing are favorable and beneficial to the District.

The District shall comply with Internal Revenue Service requirements that stipulate that the reimbursement occur the earlier of (i) eighteen (18) months after the capital item is placed in service or (ii) thirty-six (36) months from the date of the expenditure. The total outstanding bond reimbursements may not exceed the total amount of the District's operational reserve fund.

Commercial Paper – In order to minimize the overall costs of borrowing, the District may issue short-term commercial paper as market conditions and cash flow needs for construction projects dictate. The maturity of the commercial paper should never exceed 270 days. The issuance of commercial paper can only be done for un-issued authorized voter approved debt. Any other issuance of commercial paper must have the approval of the Board of Trustees. The Board must be informed of any issuance of commercial paper. The balance of outstanding commercial paper will be reported to the board on a quarterly basis.

Impact on Operating Budget – When considering any debt issuance, the potential impact of debt service and additional operating costs induced by new projects on the operating budget of the District, both short and long-term will be evaluated.

IX. FINANCIAL CONDITIONS, FUND BALANCE RESERVES, AND STABILITY RATIOS

Fort Bend ISD will maintain sufficient reserves in the ending fund balances to provide for a secure, healthy financial base for the District in the event of a natural disaster or other emergency, to allow for stability of District operations should revenues fall short of budgeted projections, and to provide available resources to implement budgeted expenditures without regard to actual timing of cash flows into the District.

Operational Coverage – The District's goal is to maintain operating revenues that at least equal or exceed current operating expenditures. Unless advantageous to the District, deferrals, short-term loans, or one-time sources will be avoided as budget balancing techniques.

Operating Reserves – Due to the timing of the District's fiscal year (July 1) and the receipt of maintenance and tax revenues (typically, December 31st), the District will strive to maintain an unassigned general fund balance equal to the greater of sixty (60) days or seventeen percent (17%) of the greater of the current year's anticipated adjusted budget operating expenditures or next year's net budgeted operating expenditures. Unassigned fund balance requirements will be calculated as part of the annual budget process and will exclude TRS on behalf when calculating. In addition, non-recurring or one-time budget expenditures should be deducted from the calculation

In order to protect the district from a potential loss in state revenue, the district will commit at least thirty (30) days or eight and a third (8.33%) of the greater of the current year's anticipated adjusted budget operating expenditures or next year's net anticipated original budgeted operating expenditures to a Reserve for Potential Loss of State Revenue. When calculating the committed fund balance for potential loss of state revenue, TRS on behalf will be excluded from the calculation. In addition, non-recurring or one-time budget expenditures should be deducted from the calculation of Reserve for Potential Loss of State Revenue.

If operating reserves fall below the 60 days or seventeen percent (17%) in unassigned or below the 30 days or (8.33%) then strategies as more fully described V. Budget Contingency Plan above will be implemented. In addition, the District can utilize nonrecurring revenues, budget surpluses, excess resources in other funds (if legally permissible and there is a defensible rationale). The District shall make every effort to replenish the fund balances within one to three years.

The Board of Trustees will report the government fund balances per Governmental Accounting Standards Board (GASB) Statement 54 definitions in the balance sheet as follows: non-spendable, restricted, committed, assigned, and unassigned. The Board will utilize funds in the following spending order: restricted, committed, assigned, and then unassigned.

Unassigned fund balance is defined as the balance in excess of the optimum fund balance as defined by the Texas Education Agency and calculated annually in conjunction with the District's annual audit or the cash requirements for two months operating expenditures. Usage of the unassigned fund balance shall be approached with caution after

careful review of both the optimum fund balance and the cash flow needs of the District for the upcoming three-year period.

The Board of Trustees may establish commitments of fund balance from time to time in order to meet specific District needs. The purpose of commitments must be approved by the Board resolution prior to the fiscal year end but the amount of the commitment may be determined subsequent to June 30th. Amendments or modifications of the committed fund balance must also be approved by formal action of the Board.

Liabilities and Receivables – Procedures will be followed to maximize discounts and reduce penalties offered by creditors. Current liabilities will be paid within thirty (30) days of receiving the invoice. Accounts Receivable procedures will target collection for a maximum of thirty (30) days of service. To the extent allowable by law, non-collectible accounts that are delinquent for more than one year are considered uncollectible and shall be written off. To the extent allowable by law, patrons that owe the district money will be precluded from receiving district services. This includes patrons with open balances from Facility Rentals. Balances owed to the District can be submitted to a collection agency at the discretion of administration. A collection agency could be used for the all outstanding balance collections including, but not limited to the following:

- a. Unpaid facility rental fees
- b. Overpayments to former employees
- c. Unpaid Child Nutrition balances
- d. Unpaid advertising fees
- e. Unpaid tuition for Extended Learning programs

Capital Projects Funds – All reasonable efforts will be made to expend all monies within the Capital Project Funds within thirty-six (36) months of receipt. The restricted, committed, and assigned fund balance will be invested and the income generated will offset increases in construction costs or other costs associated with the project. Any excess funds remaining after the completion of the approved projects may be reallocated by the Board of Trustees to other capital projects to offset the cost of future bond issues or when the timing of a capital improvement does not correspond with a planned bond issue. Restricted, committed, or assigned funds shall be used judiciously and with extreme care after careful analysis of the effect on the future funding needs of the District.

Debt Service Funds – Revenues within this fund are stable, based on property tax revenues. Balances are maintained to meet contingencies and to make certain that the next year's debt service payments may be met in a timely manner. The fund balance should not fall below one month or 1/12th the annual debt service requirements in accordance with Internal Revenue Service guidelines. ~~Fort Bend ISD has established an additional requirement that the current debt service requirement that would be covered by the restricted debt service fund balance, less the August debt payments and should be no less than twenty percent (20%) of the subsequent year's debt service requirements.~~

Investment of Funds – The non-spendable, restricted, committed, assigned, and unassigned funds will be invested in accordance with the District's approved investment strategy.

Ratio/Trend Analysis – Ratios and significant balances will be incorporated into the annual financial report. This information will provide users with meaningful data to identify major trends of the District's financial condition through analytical procedures. The following ratios/balances will be used as key financial indicators:

1. Fund Balance / Equity: Assets less liabilities
2. Working Capital Current assets less current liabilities
3. Current Ratio Current assets divided by current liabilities
4. Debt / Assessed Value Debt divided by assessed value
5. Debt Ratio Current liabilities plus long-term liabilities / Total assets

The District will develop minimum and maximum levels for the above ratios/balances by thoroughly analyzing District historical trends, projected growth and peer districts.

Special Situations - Changes in the state funding allocations, economic downturn, District programs or other unforeseen circumstances may from time to time produce situations that are not covered by this strategy. These

situations may require modifications or exceptions to achieve strategy goals. Management flexibility is appropriate and necessary in such situations, provided specific authorization is received from the Board of Trustees.

X. OTHER FINANCIAL CONSIDERATIONS

Use of Unclaimed Lunch Credits - At the close of each fiscal year there are unpaid lunch balances as well as unclaimed lunch credits. The balances and credits are typically left by students who have left the district or graduated. Unpaid balances are charged to the General Fund as Federal statutes prevent the Child Nutrition Fund from absorbing these balances. At the close of each fiscal year, the unclaimed credits will be used to offset the unpaid balance amounts to avoid a negative financial impact to the General Fund. If a student or parent requests a refund of the credit after the amount has been used to offset the unpaid balances in the General Fund, a refund will be paid from the General Fund where the credits were used.

Designation of New Title I Campuses - The District is charged by the U.S. Department of Education and Texas Education Agency with deciding where to best utilize federal funding to have the greatest impact on student academic performance. Texas Education Agency allocates funding to the District based on a formula that includes district-wide poverty; therefore, designating additional campuses does not increase the federal funding received. The District follows all statutes and timelines when choosing to designate a campus as Title I. Aligned with current research and best practices, the District channels the majority of federal funds into the elementary level where it is most impactful.

The District planning process for reviewing campuses for Title I eligibility begins in March of each year. The District utilizes the February monthly report compiled by the Child Nutrition Department containing enrollment and free and reduced meal participation numbers to determine campuses that meet eligibility requirements. February data is used because it is the most recent period for which a full month of enrollment and free and reduced meal participation information is available.

A campus must be in an eligible attendance area, where the percentage of children from low income families is at least as high as the district-wide percentage of children from low income families, as referenced in 20 U.S.C. 6313(a)(2)(B). The district-wide percentage of low-income students from the Texas Academic Performance Report for the prior year is used to establish eligible attendance areas. Attendance areas that meet or exceed the district-wide percentage are considered for Title I designation.

The District chooses which campuses to serve, or allocate funding, within the structure of Federal statutes. If the funding is insufficient to serve all eligible school attendance areas, the District must:

- a. Rank the eligible attendance areas that exceed a 75% low income population based on February information compiled by the Child Nutrition Department, Section 1113 of Title I, Part A. Serve campuses that exceed 75% low income population first, in rank order, and without regard to grade spans (i.e. elementary or secondary schools) 20 U.S.C. 6313(a)(3).
 - i. If a campus exceeds a 75% low income population, the District can choose to not designate the campus as Title I and elect to provide supplemental funds from other state or local sources that equal or exceed the amount that would be provided to the campus under Title I.
 - ii. Allocate Title I funds based on the free and reduced numbers for each campus.
- b. Funds remaining after the allocation to campuses that exceed 75% low income population are allocated to existing Title I campuses that do not exceed the 75% low income population and meet the district threshold for being an eligible attendance area 20 U.S.C. 6313(a)(4). Allocation of remaining funds is done as follows:
 - i. Remaining eligible Elementary campuses are ranked using the February Free and Reduced Report information compiled by the Child Nutrition Department; campuses with a Free and Reduced percentage based on February data with a rate of 70% or greater receive Title I.

- ii. Secondary campuses are not served until they have a low-income population greater than 75%, based on the District's decision to provide funding at the elementary level where it is most impactful.

EXHIBIT A

DISCLOSURE STRATEGY PURPOSE AND INTENT

It is the stated policy and objective of Fort Bend Independent School District (the "District") to (i) ensure that the District's financial disclosures are fair and accurate, and comply with all applicable securities laws, (ii) satisfy in a timely manner all contractual obligations undertaken pursuant to the District's Continuing Disclosure Undertakings (as defined herein), and (iii) promote best practices relating to financial disclosures by the District.

The Board of Trustees has approved this Disclosure Strategy (referred to herein as the "Procedures") as of the date set forth above for the purpose of establishing, maintaining, and evidencing compliance with internal procedures, promoting compliance with securities laws, documenting the process for preparing and reviewing Disclosure Documents, and assisting the District in complying with its Continuing Disclosure Undertakings.

It is the intention of the District to modify or amend these Procedures in the future in order to comply with any changes in legal or regulatory requirements to the extent such changes may apply to the District and its obligations, or improve the realization of the purpose and intent of these Procedures.

I. DEFINITIONS

Capitalized terms used in these Procedures shall have the meanings set forth below:

"Auditor" means the independent outside auditor retained by the District to conduct an annual audit of the District and prepare a report thereon.

"Annual Report" means the annual financial information and operating data required to be filed pursuant to the Continuing Disclosure Undertakings.

"Annual Review" means the annual evaluation of the Procedures that is performed by the DWG.

"Periodic Training" means periodic disclosure training for staff and officials of the District involved in preparing or approving the Disclosure Documents.

"Audit Committee" means the Audit Committee of the Board of Trustees.

"Audited Financial Statements" means the audited financial statements or comprehensive annual financial reports of the District.

"Board of Trustees" means the Board of Trustees of the District.

"Bond Counsel" means the attorney or law firm retained to provide an opinion regarding the validity of the bonds or other municipal securities described in the Offering Documents.

"Continuing Disclosure Undertakings" means the District's contractual obligations relating to its outstanding securities entered into to permit the underwriters of such securities to comply with the Rule.

“Continuing Disclosure Undertakings Master List” means a current list of each Continuing Disclosure Undertaking of the District, identified by name of the issue covered and the CUSIP numbers associated therewith, for which the District remains obligated to advance funds to pay or support the municipal securities covered, together with a description of the tables and other matters required in the Annual Report for such Continuing Disclosure Undertaking, the date on or before which the Annual Report and Audited Financial Statements must be filed, a description of information required in any notice of a failure to file the Annual Report and Audited Financial Statements, and a description of each event for which notice must be filed and whether the event must be filed in a timely manner or within ten business days of the occurrence of the event.

“Contributors” means those District staff members and officials involved in preparing or approving the Disclosure Documents or additional staff members assigned by the DWG Chair or identified to the DWG Chair by a director or manager of a department, or other unit of the District, to assist with the review or preparation of one or more sections of a Disclosure Document.

“Disclosure Document” means any of the District’s documents and materials prepared, issued, or distributed in connection with the District’s disclosure obligations under applicable federal securities laws or that could potentially subject the District to liability under applicable federal securities laws, and shall include, but not be limited to, the following: the Offering Documents; the Annual Report; any filing made by the District with EMMA pursuant to Continuing Disclosure Undertakings, including an Event Notice; any voluntary filing made by the District that is filed on EMMA; rating agency presentations; and any other document that is reviewed and approved in accordance with these Procedures.

“Disclosure Working Group” or “DWG” means the District’s Chief Financial Officer, Executive Director of Finance, Director of Finance, District Treasurer, and in-house General Counsel, or the designee of any of the foregoing.

“Disclosure Working Group Chair” or “DWG Chair” means the Chief Financial Officer (or the person acting in the capacity of the Chief Financial Officer), or a designee authorized by the Chief Financial Officer to act on his or her behalf.

“EMMA” means the Electronic Municipal Market Access system maintained by the MSRB.

“Event Notice” means a notice for any of the events listed in the Rule.

“Financial Advisor” means an individual or firm providing financial advice to the District, including a municipal advisor.

“Financial Obligation” means a: (A) debt obligation; (B) derivative instrument entered into in connection with, or pledged as security or a source of payment for, an existing or planned debt obligation; or (C) guarantee of (A) or (B). The term Financial Obligation does not include municipal securities as to which a final official statement has been provided to the MSRB consistent with the Rule. The terms used in the definition of Financial Obligation have the meanings ascribed to them in 83 F.R. 44700 (Aug. 31, 2018).

“Financial Obligations Master List” means a list of the District’s existing Financial Obligations. The Financial Obligations Master List should include for each Financial Obligation listed such terms of the Financial Obligation as may be necessary to comply with the information reporting requirements of event (15) under the Rule and monitoring requirements of event (16) under the Rule. The Financial Obligations Master List should be updated on a continuing basis upon incurrence of each new Financial Obligation or modification of an existing Financial Obligation.

“Financing Group” means the members of the DWG, Bond Counsel, the Financial Advisor, the Underwriter, counsel to the Underwriter, and any other party engaged by the District to assist in the offer, placement, and sale of the bonds or municipal securities described in an Offering Document.

“MSRB” means the Municipal Securities Rulemaking Board.

“Offering Documents” means all preliminary and final official statements, offering memoranda and other materials prepared by or for the District, together with any amendments or supplements thereto, for use in connection with the offering of notes, bonds, other municipal securities, or other obligations of the District subject to the antifraud provisions of federal securities law.

“Required Date” means the latest date or dates after the end of the District’s fiscal year when the Audited Financial Statements and Annual Report are required to be filed with the MSRB under the District’s Continuing Disclosure Undertakings, as identified by the Continuing Disclosure Undertakings Master List.

“Rule” means Securities and Exchange Commission Rule 15c2-12, adopted pursuant to the Securities Exchange Act of 1934, 17 CFR § 240.15c2-12, as amended from time to time.

“Underwriter” means the broker, dealer, or municipal securities dealer offering or placing the bonds or other municipal securities described in the Offering Documents to or with investors.

II. DISCLOSURE WORKING GROUP

A. DWG CHAIR RESPONSIBILITIES

The DWG Chair is responsible for oversight of compliance with these Procedures. The DWG Chair is the leader of the DWG.

The DWG Chair may designate staff or engage the Financial Advisor, Bond Counsel or other professional to assist in the execution of his or her responsibilities under these Procedures.

B. DWG RESPONSIBILITIES

The DWG is responsible for compliance with these Procedures and promoting compliance with federal securities laws.

The DWG shall meet (which meeting may be by phone or electronic means) not less than annually to fulfill its obligations under these Procedures. The DWG shall also meet (which meeting may be by phone or electronic means) prior to the posting of any Disclosure Document relating to the issuance of bonds. The DWG is encouraged to provide suggestions to improve these Procedures and the Disclosure Documents. The DWG may consult with Bond Counsel, the Financial Advisor, and the Auditor as necessary in connection with carrying out their obligations under these procedures.

Contributors, staff, and officials must cooperate with the DWG and provide the DWG with any information, assurances or certifications that it deems necessary to ensure that the Disclosure Documents are accurate and complete in all material respects.

III. DISCLOSURE PROCEDURES

A. PRIMARY DISCLOSURE

The following process will be used in connection with reviewing the form and content of Offering Documents and any supplements thereto.

1. DWG CHAIR

- The DWG Chair will coordinate with the members of the DWG to:
 - (i) ensure that all appropriate members of the DWG are included on the

distribution lists of the Financing Group, (ii) assign portions of the Offering Documents, including appendices, to members of the DWG or Contributors with responsibility for the financial information or operating data described therein, and (iii) assign relevant portions of the Offering Document to Bond Counsel for review.

2. OFFERING DOCUMENT REVIEW PROCESS

- Unless the District has contracted with another party to provide such services, the Financial Advisor will prepare the initial draft of the Offering Document and appendices thereto for review by the DWG and Financing Group and manage the incorporation of comments to the Offering Document received from the DWG, Contributors and the Financing Group.
- The District Treasurer, with the assistance of the Financial Advisor, will be responsible for compiling the financial information and operating data contained in the tables in the Offering Document and assigning such information and operating data to the members of District's staff with responsibility for such financial information or operating data for review and comment.
- If the Offering Document will be a "final official statement" as defined in the Rule, the District Treasurer will be responsible for coordinating, with the assistance of the Financial Advisor, a review of the District's compliance with its Continuing Disclosure Undertakings for the past five years and reviewing the information regarding the same in the Offering Document. Such review shall include a review of the Continuing Disclosure Master List, the Financial Obligation Master List, and the District's filings with EMMA for the preceding five years to determine whether any failures to comply have occurred. The DWG will consider any identified failures to comply and may consult with Bond Counsel regarding whether the disclosure of any such failures is required in the Offering Document and the contents of any such disclosure. To the extent practicable, remedial filings with respect to any such failures to file shall be prepared and filed in accordance with these Procedures.
- The District's in-house General Counsel will review and, if necessary, consult with District staff and other consultants or attorneys regarding disclosures contained in the Offering Document related to litigation, ongoing investigations and other general legal matters.
- The Chief Financial Officer or his or her designee, with the assistance of the DWG, will be available to respond to diligence questions during the preparation of the Offering Documents.
- Bond Counsel will review and comment on disclosures related to the order or resolution authorizing the debt obligations, the description of the continuing disclosure undertaking, and federal income tax considerations contained in the Offering Document.
- The DWG will consult with Contributors and other appropriate District officials, the Auditor, the Financial Advisor, Bond Counsel, and other outside consultants, if necessary, regarding the disclosure in the Offering Documents.

- The DWG must approve the final version of an Offering Document prior to the approval or execution of the Offering Document by the DWG Chair or other District Official or the posting or distribution of the Offering Document when such approval or execution is not required. Before final approval, the DWG must determine that the material facts described therein are consistent with those known to the DWG, and that the final version of the Offering Document (1) does not make any untrue statement of a material fact or omit any material fact necessary to make the statements made therein, in light of the circumstances in which they are made, not misleading, and (2) is accurate and complete in all material respects.
- Approval of an Offering Document shall be evidenced by written sign-off (which may be delivered by e-mail) from each member of the DWG with responsibility for the disclosure provided in the Offering Document. The DWG Chair should retain the written sign-offs received from such members of the DWG in accordance with the District's records retention policy. In circumstances in which approval or execution by the District or a District official other than the DWG Chair is not required, the DWG Chair will authorize the distribution of the Offering Document.
- If requested by the Board of Trustees or any District official signing the Offering Document or approving its use, the DWG Chair will certify that (i) the Offering Document has been prepared in accordance with these Procedures and (ii) to the knowledge of the DWG and the DWG Chair, the Offering Document is accurate and complete in all material respects and does not make any untrue statement of a material fact or omit any material fact necessary to make the statements made therein, in light of the circumstances in which they are made, not misleading. This process may occur with respect to: (1) posting or other distribution of (i) a preliminary Offering Document, and deeming final thereof, (ii) a final Offering Document, and (iii) any supplement or amendment to a preliminary or final Offering Document, and (2) execution of (i) any purchase agreement or (ii) closing document by an District official containing a representation, warranty, or certification that the Offering Document is accurate and complete in all material respects and does not make any untrue statement of a material fact or omit any material fact necessary to make the statements made therein, in light of the circumstances in which they are made, not misleading.
- The DWG Chair will keep a record of the members of the DWG, the Financing Group, Contributors or other outside consultants that reviewed, drafted, approved or certified the Offering Document.

3. REPORT TO THE BOARD OF TRUSTEES

- Following each transaction pricing and the posting of the final official statement, the DWG will provide the Board of Trustees with a summary of the pricing, a copy of the final official statement containing the Continuing Disclosure Undertaking entered into in connection with such transaction, and a statement that the Offering Documents for the transaction were prepared in accordance with these Procedures.

B. CONTINUING DISCLOSURE

In connection with the issuance of municipal securities, the District has entered into (and in the future may enter into) a Continuing Disclosure Undertaking for the benefit of the holders and

beneficial owners of the municipal securities of each such issuance, as required by the Underwriters in accordance with the Rule. The District is required to comply with these Continuing Disclosure Undertakings for so long as it remains obligated to advance funds to pay or support the municipal securities covered by the respective Continuing Disclosure Undertaking.

Under the Continuing Disclosure Undertakings, the District is obligated to provide (1) annual financial information consisting of (i) Audited Financial Statements and (ii) the Annual Report on or before the date specified in the Continuing Disclosure Undertaking, and notice of any failure to provide such annual financial information, and (2) in a timely manner, notice of any of the events specified in the Continuing Disclosure Undertaking to the MSRB by means of the EMMA system.

The District Treasurer will maintain the Continuing Disclosure Undertakings Master List of the District.

1. AUDITED FINANCIAL STATEMENTS

- The Director of Finance will work with relevant officials of the District to assure that the engagement letter with the Auditor requires completion and delivery by the Auditor of the District's annual Audited Financial Statements with sufficient time to permit the presentation to and acceptance by the District of the Audited Financial Statements and for the DWG to review and incorporate data and other information provided therein into the Annual Report prior to the respective Required Date.
- The Financial Advisor will file the Audited Financial Statements with EMMA upon availability or together with the Annual Report, provided such filing occurs on or before the respective Required Date. The Director of Finance or his or her designee shall be responsible for confirming that such filings have been made.
- If the Audited Financial Statements are not available by the Required Date, the Director of Finance will (i) if required under the District's Continuing Disclosure Undertakings, arrange for the review by the DWG and filing of unaudited financial statements with such cautionary statements and disclaimers as may be appropriate on or before the Required Date or as soon as practicable thereafter, and (ii) coordinate with Bond Counsel and the Financial Advisor for the drafting of and with the Financial Advisor for the filing of an Event Notice, in conformity with the failure to file notice provisions of the Continuing Disclosure Undertakings, stating that the Audited Financial Statements are not yet available and will not be filed by the Required Date. When the Audited Financial Statements become available, the Director of Finance shall make arrangements with the Financial Advisor for the filing of such Audited Financial Statements on EMMA and confirm that such filing was made.

2. ANNUAL REPORT

- The Director of Finance, with the assistance of the Financial Advisor, will schedule the preparation and drafting of the Annual Report with the DWG in time to file the Annual Report on or before the Required Date.
- The Director of Finance, with the assistance of the Financial Advisor, will assign drafting portions of the draft Annual Report, as appropriate, to DWG members and Contributors with responsibility for the financial information or operating data described therein.

- The DWG will review, comment on, and revise the initial and any subsequent drafts of the Annual Report; check, confirm and include or incorporate by reference, as appropriate, information contained in the Audited Financial Statements, and such other reports as required; and consult with appropriate staff and officials, the Auditor, Bond Counsel, the Financial Advisor and other outside consultants, if necessary, regarding the disclosure in the Annual Report.
- The DWG must approve of the final version of the Annual Report. Before final approval, the DWG must determine that the material facts described therein are consistent with those known to the DWG, and that the final version of the Annual Report (1) does not make any untrue statement of a material fact or omit any material fact necessary to make the statements made therein, in light of the circumstances in which they are made, not misleading, and (2) is accurate and complete in all material respects.
- Prior to releasing the Annual Report, the DWG Chair must receive written sign-off (which may be delivered by email) from each member of the DWG with responsibility for the disclosure provided in the Annual Report. The DWG Chair should retain the written sign-offs received from such members of the DWG in accordance with the District's records retention policy.
- If the Annual Report is not available by the Required Date, the Director of Finance shall coordinate with Bond Counsel and the Financial Advisor for the drafting of and with the Financial Advisor for the filing of an Event Notice, in conformity with the failure to file notice provisions of the Continuing Disclosure Undertakings, stating that the Annual Report is not yet available and will not be filed by the Required Date. When the Annual Report becomes available, the Director of Finance shall make arrangements with the Financial Advisor for the filing of such Audited Financial Statements on EMMA and confirm that such filing was made.

3. EVENT NOTICES

In its Continuing Disclosure Undertakings, the District is obligated to file notices of certain events on EMMA in a timely manner (in certain undertakings within ten business days) after the occurrence of the event, as set forth in the Continuing Disclosure Undertakings Master List. While the list of required event notices required under the District's Continuing Disclosure Undertakings has varied with changes in the Rule, a copy of the events for which event notices are required under the District's most recent Continuing Disclosure Undertakings and reflecting the amendments to the Rule that became effective in 2019 is attached hereto as **Attachment #1**.

A. EVENT NOTICES – GENERAL

- Each member of the DWG is expected to have an understanding of the events listed in the Continuing Disclosure Undertakings, as described in the Continuing Disclosure Undertakings Master List.
- At all times a DWG member is required to notify the DWG Chair if he or she becomes aware of any event or potential for the occurrence of an event described in the Continuing Disclosure Undertakings Master List that may require the filing of an Event Notice.

- The DWG shall identify District departments responsible for information relating to the District's Continuing Disclosure Undertakings and Event Notices. The DWG shall require all departments in the District to promptly notify the DWG regarding the occurrence of any event or the potential occurrence of an event triggering a requirement to file an Event of Default.
- Upon notification of the occurrence of an event or potential occurrence of an event that may require filing of an Event Notice, the DWG Chair will confer with members of the DWG, as well as District staff, Bond Counsel, the Financial Advisor and other outside consultants, if necessary, to determine whether an event has occurred and, if necessary, draft or assign the drafting of the Event Notice in sufficient time to allow the District to meet its continuing disclosure obligations described in the Continuing Disclosure Undertakings Master List.
- The DWG Chair will provide the DWG with a draft of the Event Notice and the DWG will review, revise, and comment on initial and revised drafts of the Event Notice. The DWG will consult with Contributors and other appropriate District staff and officials, the Auditor, Bond Counsel, the Financial Advisor and/or other outside consultants they deem necessary regarding the Event Notice.
- Before final approval, the DWG must determine that the material facts described in the Event Notice are consistent with those known to the DWG, and that the final version of the Event Notice (1) does not make any untrue statement of a material fact or omit any material fact necessary to make the statements made therein, in light of the circumstances in which they are made, not misleading, and (2) is accurate and complete in all material respects.
- Prior to releasing the Event Notice, the DWG Chair must receive written sign-off (which may be delivered by email) from each member of the DWG with responsibility for the disclosure provided in the Event Notice. The DWG Chair should retain the written sign-offs received from such members of the DWG in accordance with the District's records retention policy.
- If the DWG becomes aware of an Event Notice that was not filed, the DWG Chair will follow the process described above to promptly file such Event Notice.

B. EVENT NOTICES – FINANCIAL OBLIGATIONS

Beginning February 27, 2019, in connection with any primary offering subject to the Rule, the District will be required to include in Continuing Disclosure Undertakings an agreement to file, not in excess of ten business days, an Event Notice for: (15) incurrence of a Financial Obligation of the District, if material, or agreement to covenants, events of default, remedies, priority rights, or other similar terms of a Financial Obligation of the District, any of which affect security holders, if material; and (16) default, event of acceleration, termination event, modification of terms, or other similar events under the terms of a Financial Obligation of the District, any of which reflect financial difficulties. The terms used in events (15) and (16) shall have the meanings ascribed to them in 83 F.R. 44700 (Aug. 31, 2018).

- Each member of the DWG is expected to have an understanding of new events (15) and (16) under the Rule.
- The DWG will, in consultation with Bond Counsel and the Financial Advisor, be responsible for: (i) identifying existing material Financial Obligations; (ii) tracking new material Financial Obligations, including amendments thereto; and (iii) monitoring Financial Obligations for events which may reflect financial difficulties.
- To assist in monitoring compliance with new events (15) and (16), the DWG Chair and the DWG will create the Financial Obligations Master List, with the assistance of the Financial Advisor, Bond Counsel, and other outside consultants, as the DWG Chair and DWG deem appropriate.
- The DWG Chair will maintain and update the Financial Obligations Master List, and upon approval of the DWG and the District, may retain a Financial Advisor or other outside consultants, as may be necessary, to effectively maintain and continuously update such Master List as well as to make all filings required to be made by the District under the Continuing Disclosure Undertakings.
- The DWG Chair shall review District agenda items in order to identify potential Financial Obligations (or a modification of an existing Financial Obligation) and shall follow-up with the individual responsible for the agenda item to determine if the item rises to the level of disclosure. For purposes of this section, at a minimum, items to be considered by the DWG as a potential “Financial Obligation” shall include, but are not limited to:
 1. A debt obligation;
 2. A derivative instrument entered into in connection with or pledged as security or a source of payment for, an existing or planned debt obligation;
 3. A guarantee of (1) or (2);
 4. A financing agreement, financing lease or energy savings performance contract where the District effectively borrows money at a rate of interest for the purchase of vehicles and equipment and pays back such borrowing over a number of years;
 5. A line of credit, credit agreement or commercial paper program; and
 6. Any other instrument that contains “debt-like” features or terms.
 - 7.
- The DWG shall review all potential Financial Obligations for materiality and recommend to the DWG chair whether filing is required. For purposes of this section, a determination as to the materiality of a potential Financial Obligation involves a determination as to whether a financial obligation or the terms of a financial obligation, if they affect security holders, would be important, to the total mix of information made available to a reasonable investor when making an investment decision.

- At all times the DWG members are required to notify the DWG Chair if they become aware of the occurrence or potential occurrence of events, amendments or new agreements, or other items that would constitute new events (15) and (16) under the Rule. If a DWG member provides such notice or the DWG Chair otherwise becomes aware of such actual or potential event, the DWG Chair will follow the steps under “Section IV(B)(3)(A) Event Notices – General” of these Procedures in determining whether an event has occurred and, if necessary, the drafting and filing of the Event Notice and related record-keeping.

C. VOLUNTARY FILINGS WITH EMMA

- If District staff or officials desire to file a voluntary disclosure filing on EMMA, the staff or officials must make a request to the DWG Chair describing the reason for providing a voluntary disclosure. The DWG Chair will coordinate with the DWG, Bond Counsel and the Financial Advisor to determine whether a voluntary filing is appropriate and, if so, draft or assign the drafting of the voluntary disclosure filing.
- The DWG Chair will provide the DWG with a draft of the voluntary filing and the DWG will review, revise, and comment on initial and revised drafts of the voluntary filing. The DWG will consult with Contributors and other appropriate District staff and officials, the Auditor, the Financial Advisor, Bond Counsel, and other outside consultants, if necessary, regarding the voluntary filing.
- The DWG must approve of the final version of the voluntary filing. Before final approval, the DWG must determine that the material facts described therein are consistent with those known to the DWG, and that the final version of the voluntary filing (1) does not make any untrue statement of a material fact or omit any material fact necessary to make the statements made therein, in light of the circumstances in which they are made, not misleading, and (2) is accurate and complete in all material respects.
- Approval of a voluntary filing shall be evidenced by written sign-off (which may be delivered by e-mail) from each member of the DWG with responsibility for the disclosure provided in the voluntary filing. Upon receipt of sign-off from such members of the DWG, the DWG Chair shall file the voluntary filing with EMMA. The DWG Chair should retain the written sign-offs received from members of the DWG in accordance with the District’s records retention policy.

D. RATING AGENCY PRESENTATIONS

- In the event officials of the District are to make a presentation to a rating agency relating to the rating of outstanding or proposed municipal securities, the DWG Chair will assign portions of the draft rating agency presentation to DWG members and Contributors with responsibility for the financial and other information to be provided therein and to Bond Counsel and the Financial Advisor, as appropriate.
- The DWG will consult with Contributors and other appropriate District staff and officials, the Auditor, the Financial Advisor, Bond Counsel, and other outside consultants, if necessary, regarding the disclosure in the rating agency presentation. The DWG will review, revise, and comment on initial and revised drafts of the rating agency presentation.
- The DWG must approve the final version of any rating agency presentation prior to delivery to a rating agency. Before final approval, the DWG must determine that the

material facts described therein are consistent with those known to the DWG, and that the final version of the rating agency presentation (1) does not make any untrue statement of a material fact or omit any material fact necessary to make the statements made therein, in light of the circumstances in which they are made, not misleading, and (2) is accurate and complete in all material respects.

- Approval of a rating agency presentation shall be evidenced by written sign-off (which may be delivered by e-mail) from each member of the DWG with responsibility for the disclosure provided in the rating agency presentation. Upon receipt of sign-off from such members of the DWG, the DWG Chair shall provide the rating agency presentation to the rating agency. The DWG Chair should retain the written sign-offs received from members of the DWG in the in accordance with the District's records retention policy.

IV. ANNUAL REVIEW OF PROCEDURES

- Each year the DWG will conduct the Annual Review. The purpose of the Annual Review is for the DWG to evaluate the design, operation and effectiveness of these Procedures.
- Following the Annual Review, the Procedures will be submitted to the Board of Trustees for review. If the DWG recommends any substantive amendment to these Procedures, the DWG Chair will prepare a written summary of such amendment and deliver such summary to the Board of Trustees together with the recommendations of the DWG. Any amendments to the Procedures will be discussed with Bond Counsel.
- In addition to a recommendation to amend these Procedures made in the Annual Review, the DWG, the DWG Chair, and any official or staff involved in preparing or approving the Disclosure Documents may at any time recommend an amendment to the Procedures.
- Following receipt of the recommendation for an amendment, the DWG will convene a meeting (which may be by phone or electronic means) to discuss the proposed amendment and determine whether such amendment should be approved. Any amendments to the Procedures will be discussed with Bond Counsel. If the DWG recommends that the Board of Trustees make any substantive amendment to these Procedures, the DWG Chair will prepare a written summary of such amendment and deliver such summary to the Board of Trustees together with the recommendations of the DWG.

V. PERIODIC TRAINING

- The District will provide Periodic Training for all staff and officials involved in preparing or approving the Disclosure Documents, including members of the DWG authorizing or participating in the preparation of or approval of any Offering Document for dissemination. The Periodic Training should be prepared by or with the assistance of Bond Counsel.
- The Periodic Training will generally include an overview of these Procedures, the disclosure obligations of the District under federal and state securities laws, and the responsibilities and potential liabilities of the staff and officials involved in preparing or approving the Disclosure Documents.
- All staff and officials involved in preparing or approving the Disclosure Documents are required to attend the Periodic Training or obtain comparable training approved by the DWG Chair.
- The DWG Chair will keep a record of those that attend the Periodic Training and maintain such record in accordance with these Procedures.

VI. INTERNAL USE ONLY

- These Procedures are intended for internal use only and are not intended to establish any duties in favor of or rights of any person other than the District.

Attachment #1

Example Event Notice Requirements (Reflecting Amendments to the Rule that Became Effective on February 27, 2019)

Event Notices.

- (a) The District shall provide the following to the MSRB, in an electronic format as prescribed by the MSRB, in a timely manner not in excess of ten (10) business days after the occurrence of the event, notice of any of the following events with respect to the Bonds:
- (1) Principal and interest payment delinquencies;
 - (2) Non-payment related defaults, if material;
 - (3) Unscheduled draws on debt service reserves reflecting financial difficulties;
 - (4) Unscheduled draws on credit enhancements reflecting financial difficulties;
 - (5) Substitution of credit or liquidity providers, or their failure to perform;
 - (6) Adverse tax opinions, the issuance by the Internal Revenue Service of proposed or final determinations of taxability, Notices of Proposed Issue (IRS Form 5701-TEB) or other material notices or determinations with respect to the tax status of the Bonds, or other material events affecting the tax status of the Bonds;
 - (7) Modifications to rights of the holders of the Bonds, if material;
 - (8) Bond calls, if material, and tender offers;
 - (9) Defeasances;
 - (10) Release, substitution, or sale of property securing repayment of the Bonds, if material;
 - (11) Rating changes;
 - (12) Bankruptcy, insolvency, receivership or similar event of the District;

Note to paragraph 12: For the purposes of the event identified in paragraph 12 of this section, the event is considered to occur when any of the following occur: the

appointment of a receiver, fiscal agent or similar officer for the District in a proceeding under the U.S. Bankruptcy Code or in any other proceeding under state or federal law in which a court or governmental authority has assumed jurisdiction over substantially all of the assets or business of the District, or if such jurisdiction has been assumed by leaving the existing governing body and officials or officers in possession but subject to the supervision and orders of a court or governmental authority, or the entry of an order confirming a plan of reorganization, arrangement or liquidation by a court or governmental authority having supervision or jurisdiction over substantially all of the assets or business of the District.

- (13) The consummation of a merger, consolidation, or acquisition involving the District or the sale of all or substantially all of the assets of the District, other than in the ordinary course of business, the entry into a definitive agreement to undertake such an action or the termination of a definitive agreement relating to any such actions, other than pursuant to its terms, if material;
- (14) Appointment of successor or additional paying agent/registrar or the change of name of a paying agent/registrar, if material;
- (15) Incurrence of a Financial Obligation of the District, if material, or agreement to covenants, events of default, remedies, priority rights, or other similar terms of a Financial Obligation of the District, any of which affect security holders, if material; and
- (16) Default, event of acceleration, termination event, modification of terms, or other similar events under the terms of a Financial Obligation of the District, any of which reflect financial difficulties.

Note to paragraphs (15) and (16): For purposes of the events identified in paragraphs (15) and (16) of this section and in the definition of Financial Obligation in Section 1.01, the District intends the words used in such paragraphs to have the meanings ascribed to them in SEC Release No. 34-83885 dated August 20, 2018 (the “2018 Release”) and any further written guidance provided by the SEC or its staff with respect to the amendments to the Rule effected by the 2018 Release.”

The District shall provide to the MSRB, in an electronic format as prescribed by the MSRB, in a timely manner, notice of a failure by the District to provide financial information and operating data (i.e. Annual Reports and Audited Financial Statements) in accordance with the requirements of the applicable Order. All documents provided to the MSRB should be accompanied by identifying information as prescribed by the MSRB.

Additionally, if the District changes its fiscal year, it must notify the MSRB of the change (and of the date of the new fiscal year end) prior to the next date by which the District otherwise would be required to provide its Annual Reports and Audited Financial Statements.

For: Fort Bend ISD Board of Trustees
Date: September 11, 2023
Action: Review - Approval of Underwriters
References: Board Policy CH (Legal)
Department: Business and Finance

Recommendation

Consideration and approval of underwriters to be utilized by the District in connection with future bond debt issued.

Summary

The Administration updates the list of underwriters the District can do business with annually. Underwriters are firms that market Fort Bend ISD debt to various types of investors. The number of underwriters will vary depending on the amount of the debt issuance. Under 44.031(f) of the Texas Education Code, bond or other financial instrument underwriters are fiscal agents and financial consultants and are exempt from competitive procurement requirements. The listed underwriters were selected based on their qualifications and competency, as well as offering the District a reasonable price. A future agenda item requesting authorization to issue debt, refund existing debt, as well as any future Board and voter approved authorized debt, will be presented to the Board when administration determines that the debt should be issued/refunded.

Administration has identified the following underwriters for use as Senior Manager or Co-Manager for the purpose of marketing debt issued by the District in either negotiated or competitive transactions, with two new vendors (noted) added to the list:

Blaylock Van, LLC
Cabrera Capital Markets, LLC
Estrada Hinojosa & Co., Inc. (NEW)
FHN Financial Capital Markets
Jefferies LLC
J.P. Morgan
Mesirow Financial Inc.
Piper Sandler & Co.
PNC Financial Capital Markets (NEW)

Ramirez & Co., Inc
Raymond James Financial, Inc.
RBC Capital Markets
Robert W. Baird & Co.
SAMCO Capital Markets, Inc.
Siebert Williams Shank & Co., LLC
Stifel, Nicolaus & Company, Inc.
Wells Fargo Bank, N.A.

Administration makes these recommendations based on the firm's performance on past transactions, periodic underwriter presentations made to the District throughout the year, and their suggestions on debt structure and innovation in order to minimize the costs to the District. The District has not included any firm that is on the Texas Comptrollers list as noncompliant with Senate Bill 13 and Senate Bill 19.

Recommended by:

Christie Whitbeck
Superintendent

Submitted by:

Bryan Guinn
Chief Financial Officer

For: Fort Bend ISD Board of Trustees
Date: September 11, 2023
Action: Review – Investment Strategy Resolution
References: Board Policy CH (Legal)
Department: Business and Finance

Recommendation

Consideration and approval of a resolution for the District’s investment strategy and authorization of investment brokers for the District.

Summary

The Public Funds Investment Act (PFIA), Chapter 2256 of the Texas Government Code, governs the rules and regulations regarding the District’s investment of funds. PFIA requires the Board to review the investment strategy at least annually. The District is required to invest its funds in accordance with PFIA and provide guidance to potential investors with respect to the types and amounts of allowable instruments. The attached Resolution approves the attached investment strategy that the Board first approved in September 2009. The Government Treasurer’s Organization of Texas (GTOT) recognized the investment strategy as a best practice in August 2022 for the fifth consecutive bi-annual period. The table below reflects the changes made to the Investment Strategy.

Page	Change	Rationale
3	Replace current types of prohibited collateralized mortgage obligations with more detailed language.	The purpose of the proposed change is to align the types of mortgage obligations that are prohibited more closely with the PFIA. This language is suggested per guidelines from the Government Treasurers’ Organization of Texas (GTOT).

PFIA also requires the District to obtain Board of Trustee approval of authorized brokers annually. Prior to purchasing government securities, the District takes quotes from a minimum of three (3) brokers. The District has identified the following brokers/dealers as firms that provide competitive pricing and yield for prospective investments:

- BOSC, Inc.
- FHN Financial
- Hilltop Securities, Inc.
- Mischler Financial Group
- PNC Capital Markets LLC (NEW)
- Stifel, Nicolaus & Co., Inc.
- UBS Securities, LLC

Recommended by:

Christie Whitbeck
Superintendent

Bryan Guinn
Chief Financial Officer

FORT BEND INDEPENDENT SCHOOL DISTRICT INVESTMENT STRATEGY

POLICY

The Fort Bend Independent School District (the District) shall invest funds in a manner that will provide the maximum security and the best commensurate yield while meeting the daily cash flow demands of the District and conforming to all federal, state and local statutes, rules and regulations governing the investment of public funds including the Public Funds Investment Act, Chapter 2256 of the Texas Government Code. This Strategy sets forth the investment program of the District and the guidelines to be followed in achieving its objectives.

Not less than annually, the Fort Bend Independent School District Board of Trustees shall adopt a written instrument by resolution stating that it has reviewed the Investment Strategy and that the written instrument so adopted shall record any changes made.

SCOPE

This strategy governs the investment of all funds of the District except those that are not directly managed by the authority of the Board of Trustees. This Strategy shall be made available to anyone who has management responsibility for any District funds, and in the absence of their specific investment strategy, or not otherwise being governed by state law, this Strategy shall prevail.

Funds covered by this Strategy are as follows:

GENERAL FUNDS	This fund usually includes transactions as a result of revenues from local maintenance taxes, payments in lieu of taxes, foundation entitlements, and other Foundation School Program sources.
SPECIAL REVENUE FUNDS	Special revenue funds are governmental funds used to account for the proceeds of specific revenue sources that are legally restricted to expenditures for specified purposes.
DEBT SERVICE FUNDS	A debt service fund is a governmental fund, with budgetary control, that must be used to account for general long-term debt principal and interest for debt issues and other long-term debts for which a tax has been dedicated.
CAPITAL PROJECTS FUNDS	A capital projects fund is a governmental fund that must be used to account, on a project basis, for projects financed by the proceeds from bond issues, or for capital projects otherwise mandated to be accounted for in this fund.
ENTERPRISE FUNDS	This fund is used to accounts for business type activities including the operations of extended day and facility rentals.
INTERNAL SERVICE FUNDS	Internal service funds are a proprietary fund accounted for on the accrual basis.
TRUST AND AGENCY FUNDS	This group of funds is used to account for assets held by a school district in a trustee capacity of the District, or as an agent for individuals, private organizations, other governmental units and/or other funds. This fund type consists of expendable trust funds, nonexpendable trust funds, pension trust funds and agency funds.

Funds not covered by this Strategy are as follows:

TEXAS TEACHER RETIREMENT FUND

All employees of Fort Bend Independent School District employed for one-half or more of the standard work load, and who are not exempted from membership under Texas Government Code, Title I, Subtitle C Section 822.002, are required to participate in the Teacher Retirement System of Texas (the "System"), a multiple-employer public employee retirement system ("PERS"). It is a cost-sharing PERS with one exception - all risks and costs are not shared by the District, but are the liability of the State of Texas, as such, all investments are maintained by the Teacher Retirement System.

PENSION PLAN FOR EMPLOYEES

FORT BEND INDEPENDENT SCHOOL DISTRICT INVESTMENT STRATEGY

Fort Bend ISD has established a Deferred Compensation FICA Alternative Plan (the FICA Alternative Plan) for non-TRS Employees, which is a single-employer contribution plan giving retirement benefits to employees who are not eligible to participate in TRS. FBISD has also established an Employee Incentive Plan which is an employer contribution retirement plan established under section 401(a) of the Internal Revenue Code. Such plans are not subject to the rules and regulations surrounding the Public Funds Investment Act. The investments of these plans are managed by the district's third party administrator in accordance with the plan document.

OBJECTIVE

Investment of the funds covered by this Strategy shall be governed by the following investment objectives, in the order of priority:

- SAFETY:** Safety of principal is the primary objective of the Investment Strategy. Investment of the District's funds shall be undertaken in a manner that seeks to ensure the preservation of capital for the overall portfolio. To attain this objective, investment in only high quality securities and diversification are required in order that potential losses on individual securities do not exceed the income generated from the remainder of the portfolio.
- LIQUIDITY:** The District's investment portfolio will remain sufficiently liquid to enable the District to meet all operating requirements that might be reasonably anticipated.
- YIELD:** The District's investment portfolio shall be designed with the objective of attaining the best yield, throughout budgetary and economic cycles, commensurate with the District's investment risk constraints and the cash flow characteristics of the portfolio.

The District shall monitor the rating of all investments and collateral at least quarterly and shall include the ratings in the regular investment report. The ratings may be obtained from one of the following nationally recognized rating companies: Standard & Poor's, Fitch, Moody, or any other nationally recognized company.

DELEGATION OF AUTHORITY

The Chief Financial Officer, under the direction and authority of the Board of Trustees shall direct the cash management program of the District as defined in CDA Legal and CDA Local. Pursuant to Chapter 2256.005 of the Texas Government Code, the Board of Trustees shall designate the Chief Financial Officer, Executive Director of Finance, Director of Finance, and District Treasurer as investment officers responsible for the investment of its funds, under the direction and authority of the Board of Trustees.

The District's investment officers shall establish written procedures for the operation of the investment program consistent with this Investment Strategy. Such procedures shall include explicit delegation of authority to persons responsible for investment transactions. No person may engage in an investment transaction except as provided under the terms of this Strategy and the written procedures. Authority granted to a person to invest the District's funds is effective until rescinded or until termination of the person's employment by the District. The investment officers shall be responsible for all transactions undertaken and shall establish a system of controls, to be reviewed by the District's Internal Auditor, to regulate the activities of subordinate officials. The investment officers shall possess sufficient working knowledge of economics and securities markets, as well as the supervisory experience and judgment necessary to carry out the responsibilities outlined in this Strategy.

PRUDENCE

The governing body of the investing entity retains ultimate responsibility as fiduciaries of the assets of the entity and shall ensure that investments shall be made with judgment and care – under circumstances then prevailing, which persons of prudence, discretion and intelligence exercise in the management of their own affairs, not for speculation, but for investment, considering the probable safety of their capital as well as the probable income to be derived.

The standard of prudence to be used by investment officials shall be the "prudent person" standard and shall be applied in the context of managing an overall portfolio. Investment officers acting in accordance with written procedures and the Investment Strategy and exercising due diligence shall be relieved of personal responsibility for an individual security's credit risk or market price changes, provided deviations from expectations are reported in a timely fashion and appropriate action is taken to control adverse developments.

FORT BEND INDEPENDENT SCHOOL DISTRICT INVESTMENT STRATEGY

In determining whether an investment official has exercised prudence with respect to an investment decision, the determination shall be made taking into consideration the investment of all funds over which the official had responsibility rather than consideration as to the prudence of a single investment and, whether the investment decision was consistent with the District's Investment Strategy and written investment procedures.

ETHICS AND CONFLICTS OF INTEREST

Officers and employees involved in the investment process shall refrain from personal business activity that could conflict with proper execution of the investment program, or which could impair their ability to make impartial investment decisions.

Officers and employees involved in the investment process shall sign annual statements agreeing to abide by this section of the Investment Strategy and affirming no known conflicts of interest.

An officer or employee involved in the investment process has a personal business relationship with a business organization if:

- the officer or employee owns 10 percent or more of the voting stock or shares of the business organization or owns \$5,000 or more of the fair market value of the business organization;
- funds received by the officer or employee from the business organization exceed 10 percent of his/her gross income for the previous year; or
- the officer or employee has acquired from the business organization during the previous year investments with a book value of \$2,500 or more for his/her personal account.
- the officer is related within the second degree by affinity or consanguinity, as determined under Chapter 573 of the Texas Government Code, to an individual seeking to transact investment business with the entity.

If the investment officer has a personal business relationship with a business organization, a disclosure statement must be filed with the Texas Ethics Commission.

CAPABILITY OF INVESTMENT MANAGEMENT

The District shall provide periodic training in investments for the investment personnel through courses and seminars offered by professional organizations and associations in order to insure the quality and capability of the District's investment personnel making investment decisions in compliance with the PFIA.

TRAINING

The Investment Officers and the persons authorized to execute investment transactions shall receive not less than 8 hours of instruction relating to investment responsibilities every two fiscal years that begins on the first day of the District's fiscal year of the two consecutive fiscal years after that date. Newly appointed Investment Officers shall receive not less than 10 hours of instruction within 12 months after taking office or assuming duties. Investment training courses will be received through an independent source, including but not limited to the Government Treasurer's Organization of Texas, University of North Texas Center for Public Management, Region IV Education Service Center, Harris County Department of Education, Texas Association of School Business Officials, Texas Association of School Boards, and any other source meeting the criteria outlined in the Public Funds Investment Act.

AUTHORIZED AND SUITABLE INVESTMENTS

District funds governed by this Strategy may be invested in the instruments described below, all of which are authorized by Chapter 2256 of the Government Code (Public Funds Investment Act). However, investments in instruments other than government securities shall be made only if the yield is equal to or greater than the bond equivalent yield on U.S. Treasury obligations of comparable maturity.

Investments not listed below, including any of the following are strictly prohibited:

- ~~Collateralized mortgage obligations~~ Mortgage obligations
 - ~~Interest only mortgage-backed collateral securities~~
 - ~~Principal only mortgage-back collateral securities~~
 - ~~Collateralized Mortgage Obligations with a stated maturity greater than 10 years~~
 - ~~Inverse floater (Indexed that adjust opposite to changes in a market index)~~ Collateralized Mortgage Obligations
 - (1) obligations whose payment represents the coupon payments on the outstanding principal balance of the underlying mortgage-backed security collateral and pays no principal;

FORT BEND INDEPENDENT SCHOOL DISTRICT INVESTMENT STRATEGY

(2) obligations whose payment represents the principal stream of cash flow from the underlying mortgage-backed security collateral and bears no interest;

(3) collateralized mortgage obligations that have a stated final maturity date of greater than 10 years; and

(4) collateralized mortgage obligations the interest rate of which is determined by an index that adjusts opposite to the changes in a market index

- Reverse repurchase agreements
- Corporate bonds issued by domestic business entities.

In addition, the purchase of specific issues may at times be restricted or prohibited by the Chief Financial Officer due to current market conditions.

An investment that requires a minimum rating under this section does not qualify as an authorized investment during the period the investment does not have the minimum rating. The District shall take all prudent measures consistent with this Investment Strategy to liquidate an investment that does not have the minimum rating.

- Direct obligations of the United States of America.
- Other obligations, the principal and interest of which are unconditionally guaranteed or insured by, or backed by the full faith and credit of, the United States of America.
- Direct obligations of the State of Texas or its agencies, which are unconditionally guaranteed or insured by the full faith and credit of the State of Texas.
- Obligations of other school districts which are unconditionally guaranteed by the Permanent School Fund.
- Obligations of cities, counties, and other political subdivision located in the state of Texas rated with an investment quality not less than A or its equivalent.
- Direct obligations of the following United States agencies and instrumentalities including, but not limited to:
 - Federal Farm Credit System
 - Federal Home Loan Bank System
 - Federal Home Loan Mortgage Corp.
 - Federal National Mortgage Association
 - Federal Agricultural Mortgage Corporation
- Fully collateralized Certificates of Deposit/Share Certificates of a depository institution or a broker (selected from a list adopted by the investing entity) with a main office or branch located in the state of Texas provided that they:
 - are guaranteed or insured by the Federal Deposit Insurance Corporation or its successor or the National Credit Union Share Insurance Fund or its successor; or
 - have a stated maturity of 365 days or fewer from the date of its issuance; and
 - is not rated less than A-1 or P-1 or an equivalent rating by at least two nationally recognized credit rating agencies; or
 - one nationally recognized credit rating agency and is fully secured by an irrevocable letter of credit issues by a bank organized and existing under the laws of the United States or any state.
 - are secured by obligations of the United States government described above.
- Repurchase Agreement, approved by the District's Board of Trustees, which details eligible collateral, collateralization ratios, standards for collateral custody and control, collateral valuation, and conditions for agreement termination and provided the repurchase agreement:
 - has a defined termination date;
 - is secured by obligations of the U.S. Treasury;
 - requires the securities being purchased by the District to be assigned to the District, held in the District's name, and deposited at the time the investment is made with the District or with a third party selected and approved by the District; and

FORT BEND INDEPENDENT SCHOOL DISTRICT INVESTMENT STRATEGY

- is placed through a primary government securities dealer, as defined by the Federal Reserve, or a financial institution doing business in this state, and which is rated no less than A or its equivalent by two nationally recognized rating services.
- Commercial Paper provided:
 - has a stated maturity of 365 days or fewer from the date of issuance;
 - is rated not less than A-1 or P-1 or an equivalent rating by at least two nationally recognized rating services or by one nationally recognized credit rating agency and is fully secured by an irrevocable letter of credit issued by a bank organized and existing under the laws of the United States or any state.
- No-load money market mutual funds that are registered with and regulated by the Securities and Exchange Commission that:
 - have a dollar-weighted average stated maturity of 90 days or fewer;
 - seek to maintain a stable net asset value of \$1 per share;
 - are rated not less than Aaa/AAA, Aaam/AAAm or an equivalent rating by at least one nationally recognized rating service; and
 - have provided the District with a prospectus and other information required by the Securities Exchange Act of 1934 or the Investment Company Act of 1940.

Investments will be made in a money market mutual fund only after a thorough investigation of the fund and collective approval by the District's designated investment officers who shall, at least annually, review, revise and adopt a list of approved funds.

- Local government investment pools, created to function as money market mutual funds, organized in conformity with Chapter 791 (Inter Local Cooperation Contracts Act) and Chapter 2256 (Public Funds Investment Act) of the Government Code that:
 - have a dollar-weighted average stated maturity of 90 days or fewer;
 - seek to maintain a stable net asset value of \$1 per share;
 - are rated not less than Aaa/AAA or an equivalent rating by at least one nationally recognized rating service; and
 - have provided the District with an offering circular and other information required by the Public Funds Investment Act.
- Local government investment pools that do not meet the requirements of one that is created to function as a money market mutual fund must:
 - maintain a maximum average dollar weighted maturity that does not exceed 365 days, or 366 days in the case of a leap year,
 - provide a fixed interest rate and fixed maturity term for each pool position,
 - be rated not less than Aaa/AAA, Aaam/AAAm or an equivalent rating by at least one nationally recognized rating service; and
 - have provided the District with an offering circular and other information required by the Public Funds Investment Act.

To become eligible, investment pools must meet all the requirements of state law as determined under Chapter 2256 of the Government Code, as amended; and be approved by District Board of Trustees action. Investments will be made in a local government investment pool only after a thorough investigation of the pool and approval by the Investment Committee which shall, at least annually, review, revise and adopt a list of approved pools.

AUTHORIZED BROKER/DEALERS AND FINANCIAL INSTITUTIONS

The Investment Officers shall, at least annually, review, revise, and adopt a list of qualified broker/dealers and financial institutions authorized to engage in investment transactions with the District. In order to be considered those firms that desire to become qualified bidders for investment transactions will be required to provide information regarding creditworthiness, experience and reputation and must have a main office or a branch office in Texas. Authorized firms may include primary dealers or regional dealers that qualify under Securities & Exchange Commission Rule 15C3-1 (uniform net capital rule).

FORT BEND INDEPENDENT SCHOOL DISTRICT INVESTMENT STRATEGY

A written copy of this Investment Strategy shall be presented to any person offering to engage in an investment transaction with the District. Investments shall only be made with those business organizations (including money market mutual funds and local government investment pools) that have provided the District with a written instrument executed by a qualified representative of the firm, acknowledging that the business organization has:

- received and reviewed the District's Investment Strategy; and
- implemented reasonable procedures and controls in an effort to preclude investment transactions conducted between the District and the organization that are not authorized by the District's Investment Strategy, except to the extent that this authorization is dependent on an analysis of the makeup of the District's entire portfolio or requires an interpretation of subjective investment standards.

SELECTION OF DEPOSITORY

The Board of Trustees shall select and designate a depository institution in accordance with Texas Education Code 45.202. The depository shall be selected based upon its solvency and stability of leadership as well as on the services provided. The depository shall be selected through a formalized competitive process in response to the District's request for proposal (RFP) outlining all services required. Such services should provide the greatest flexibility for money management and should include online account management, controlled disbursement, positive pay account with vendor recognition, controlled ACH disbursement, overnight sweeps, and purchasing card capabilities.

The District shall have the discretion to determine the time span for requesting proposals for the depository contract; however, a six-year period will be the maximum length of time between competitive processes.

COMPETITIVE BIDDING

It is the strategy of the District to require competitive bidding for all individual security purchases and sales except for:

- transactions with money market mutual funds and local government investment pools (which are deemed to be made at prevailing market rates); or,
- automatic overnight "sweep" transactions with the District Depository; or,
- brokers that are exclusive for the sale

At least three bids or offers must be solicited for all other transactions involving individual securities. The District's investment advisor is also required to solicit at least three bids or offers when transacting trades on the District's behalf. In situations where other dealers do not offer the exact security being offered, offers on the closest comparable investment may be used to establish a fair market price for the security.

COLLATERALIZATION

The District requires that all uninsured collected balances plus accrued interest, if any, in depository accounts be secured in accordance with the requirements of state law. Financial institutions serving as District depositories will be required to sign a Depository Agreement with the District which details eligible collateral, collateralization ratios, standards for collateral custody and control, collateral valuation, rights of substitution and conditions for agreement termination.

The District requires that all securities purchased under the terms of a repurchase agreement be assigned to the District in accordance with state law. Dealers and financial institutions wishing to transact repurchase agreements with the District will be required to sign the District's Master Repurchase Agreement which details eligible collateral, collateralization ratios, standards for collateral custody and control, collateral valuation, rights of substitution, and conditions for agreement termination.

Collateral will always be held by an independent third party with which the District has a current custodial agreement and shall be reviewed at least monthly to ensure that the market value of the pledged securities is adequate. Eligible collateral and collateral ratios are as follows:

**FORT BEND INDEPENDENT SCHOOL DISTRICT
INVESTMENT STRATEGY**

ELIGIBLE COLLATERAL	COLLATERAL RATIOS
1. Direct obligations of the United States of America which includes Treasury bills, bonds and notes.	100%
2. Agency bonds/notes which include obligations of the Federal Farm Credit Bank, Federal Home Loan Bank, Federal Housing Administration, Federal Home Loan Mortgage Corporation.	100%
3. Letter of Credit issued by a Federal Home Loan Bank	100%

SAFEKEEPING AND CUSTODY

Safekeeping and custody of securities and collateral shall be in accordance with state law. It shall be the District's intent to place securities and collateral in the possession of a third party custodian designated by the District where feasible, and held in the District's name as evidenced by safekeeping receipts of the institution with which the securities are deposited.

All trades will be executed by delivery vs. payment (DVP), except local government investment pool and mutual fund transactions to ensure that securities are deposited in an eligible financial institution prior to the release of funds. That is, funds shall not be wired or paid until verification has been made that the Trustee received the collateral.

INVESTMENT STRATEGIES

The District maintains separate portfolios for individual funds that are managed according to the terms of this Strategy and the following corresponding investment strategies:

- ensure safety of principal by investing only in high-quality securities for which a strong secondary market exists;
- ensure that anticipated cash flows are matched with adequate investment liquidity;
- limit market and credit risk through diversification.

SALE OF SECURITIES

The District's strategy is to hold securities to maturity. However, securities may be sold:

- in order to minimize the potential loss of principal on a security whose credit quality has declined; or
- in order to swap into another security which would improve the quality, yield, or target duration of the portfolio; or
- in order to meet unanticipated liquidity needs of the portfolio.

EXEMPTION OF EXISTING INVESTMENTS

Any investment currently held that does not meet the guidelines of this policy shall be exempted from the requirements of this policy. At maturity or liquidation, such monies shall be reinvested only as provided by this policy. The District is not required to liquidate investments that were authorized investments at the time of purchase.

ARBITRAGE

The Tax Reform Act of 1986 provided limitations restricting the amount of income that could be generated from the investment of tax-exempt General Obligation Bond proceeds and debt service income. The arbitrage rebate provisions require that the District compute earnings on investment from each issue of bonds on an annual basis to determine if a rebate is required. To determine the District's arbitrage position, the District is required to perform specific calculations relative to the actual yield earned on the investment of the funds and the yield that could have been earned if the funds had been invested at a rate equal to the yield on the bonds sold by the District. The rebate provision states that periodically (not less than once every five years, and not later than sixty days after the maturity of the bonds), the District is required to pay the U.S. Treasury a rebate of excess earnings based on the District being in a positive arbitrage position. The Tax Reform restrictions require precision in the monitoring and recording of investments as a whole, and particularly as relates to yields and computations so as to ensure compliance. Failure to comply can dictate that the bonds become taxable, retroactively from the date of issues.

**FORT BEND INDEPENDENT SCHOOL DISTRICT
INVESTMENT STRATEGY**

The District’s investment position relative to arbitrage is the continued pursuit of maximizing the yield on applicable investments while ensuring the safety of capital and liquidity. It is a fiscally sound position to continue maximization of yield and rebate excess earnings, if necessary.

DIVERSIFICATION AND MAXIMUM MATURITIES

The District’s investment portfolios, in aggregate, will be diversified to limit market and credit risk by observing the following limitations:

SECURITY	MAXIMUM STATED MATURITY	ISSUER LIMITATIONS	FUNDS AUTHORIZED
U.S. TREASURIES	2 years	100% of the total portfolio may be invested in obligations of the U.S. Treasury.	General Fund Special Revenue Fund Debt Service Fund Capital Projects Fund
U.S. AGENCIES / INSTRUMENTALITIES	2 years	No more than 60% of the total portfolio may be invested in the obligations of any one issuer. The District may not own more than 10% of any single issue.	General Fund Special Revenue Fund Debt Service Fund Capital Projects Fund Internal Service Fund
OBLIGATIONS OF STATES, AGENCIES, COUNTIES, CITIES & OTHER POLITICAL SUBDIVISIONS	2 years	No more than 60% of the total portfolio may be invested in the obligations of any one issuer rated A or higher by a nationally recognized rating firm. The District may not own more than 10% of any single issue.	General Fund Special Revenue Fund Debt Service Fund Capital Projects Fund Internal Service Fund
REPURCHASE AGREEMENTS	30 days	No more than 15% of the portfolio may be invested with one counterpart (Note 1).	General Fund Capital Projects Fund
MONEY MARKET MUTUAL FUNDS	NA	The District may not invest more than 30% of the District’s investment portfolio in any one fund.	General Fund Special Revenue Fund Debt Service Fund Capital Projects Fund Enterprise Funds Internal Service Fund Trust and Agency Fund
LOCAL GOVERNMENT INVESTMENT POOLS	NA	The District may not invest more than 35% of the District’s local government investment pool total in any one local government investment pool.	General Fund Special Revenue Fund Debt Service Fund Capital Projects Fund Enterprise Funds Internal Service Fund Trust and Agency Fund
COMMERCIAL PAPER	365 days	The District may not invest more than 10% of the District’s investment portfolio in any one fund.	General Fund Capital Projects Fund Debt Service Fund
CERTIFICATES OF DEPOSIT	1 year	The District may not invest more than 40% of the District’s investment portfolio in collateralized certificates of deposit. Each CD may not exceed \$25 million in any one depository at any given time.	General Fund Special Revenue Fund Debt Service Fund Capital Projects Fund Enterprise Funds Internal Service Fund Trust and Agency Fund

**FORT BEND INDEPENDENT SCHOOL DISTRICT
INVESTMENT STRATEGY**

In addition to the above limitations the District’s Investment Portfolio shall be diversified by market sector as follows:

MARKET SECTOR	MAXIMUM PERCENTAGE OF INVESTMENT PORTFOLIO
U.S. TREASURIES	100%
U.S. AGENCIES/INSTRUMENTALITIES FIXED-RATE NOTES	60% (maximum 15% callable)
U.S. AGENCIES/INSTRUMENTALITIES DISCOUNT NOTES	60%
OBLIGATIONS OF THE STATE OF TEXAS OR ITS AGENCIES	20%
OBLIGATIONS OF OTHER LOCAL SCHOOL DISTRICTS BACKED BY THE PERMANENT SCHOOL FUND	25%
REPURCHASE AGREEMENTS	15%
MONEY MARKET MUTUAL FUNDS	60%
LOCAL GOVERNMENT INVESTMENT POOLS	65%
COMMERCIAL PAPER	10%
CERTIFICATES OF DEPOSIT	40%

Note 1: With respect to bond proceeds and other bond funds, the District may specifically authorize investments in repurchase agreements with maturities in excess of 30 days subject to any required approvals from bond insurers and the Board of Trustees.

Note 2: Under adverse market conditions, the District may deviate from the limitations outlined above for periods of 90 days or less, with the Superintendent’s approval, in order to sufficiently maintain safety and liquidity.

Note 3: For Long-Term Variable Rate Securities for which the principal amount is scheduled to be paid in more than 397 calendar days, that is subject to a Demand Feature, the maximum “stated maturity date” may not exceed the maximum date allowed by law and for purposes of this policy, the “maturity date” shall be the date the principal amount can be recovered through demand and in no case shall the “maturity date” exceed two years.

REPORTING

Investment performance is regularly monitored by investment staff and reported to the Board of Trustees. Month-end market prices on each security are obtained from the District’s investment software database that receives its information from a variety of nationally recognized securities databases (e.g., the Wall Street Journal, Bloomberg, etc.). These prices are recorded in the District’s portfolio database and included in all management reports as well as the District’s Comprehensive Annual Financial Report.

Not less than quarterly the Investment Officers will submit to the Board of Trustees a written report of the status of the current investment portfolio. The report must meet the requirements of Chapter 2256 of the Government Code (Public Funds Investment Act) and:

- describe in detail the investment and accrued interest receivable position of the District on the date of the report;
- be prepared jointly by all investment officers of the District;
- be signed by each investment officer of the District (Electronic signatures are allowed based on Board Policy CQ (Local));
- state the book value and market value of each separately invested asset at the beginning and end of the reporting period by the type of asset and fund type invested;
- state the maturity date of each separately invested asset that has a maturity date;
- state the current rating of each investment;
- state the account or fund or pooled fund group for which each individual investment was acquired; and

**FORT BEND INDEPENDENT SCHOOL DISTRICT
INVESTMENT STRATEGY**

- state the compliance of the investment portfolio as it relates to the investment strategy and relevant provisions of this Strategy and the Public Funds Investment Act.

An independent auditor shall formally review all quarterly investment reports prepared under this section at least annually, and that auditor shall report the results of the review to District Board of Trustees.

ANNUAL COMPLIANCE AUDIT

In conjunction with the annual financial audit, a compliance audit shall be performed which includes an audit of management controls on investments and adherence to the District's established strategy.

FORT BEND INDEPENDENT SCHOOL DISTRICT INVESTMENT STRATEGY

GLOSSARY OF TERMS

ACCRETION OF DISCOUNT: Periodic straight-line increases in the book or carrying value of a security so the amount of the purchase price discount below face value is completely eliminated by the time the bond matures or by the call date, if applicable.

ACCRUED INTEREST: The interest accumulated on a security from its issue date or since the last payment of interest up to but not including the purchase date. The purchaser of the security pays to the seller the market price plus accrued interest.

AMORTIZATION OF PREMIUM: Periodic straight-line decreases in the book or carrying value of a security so the premium paid for a bond above its face value or call price is completely eliminated.

ASK: The price at which sellers offer securities.

BARBELL MATURITY STRATEGY: A maturity pattern within a portfolio in which maturities of the assets in the portfolio are concentrated in both the short and long ends of the maturity spectrum.

BASIS POINT: One one-hundredth (1/100) of one percent; 0.0001 in decimal form.

BENCHMARK: A comparative base for performance evaluation. A benchmark can be a broad-based bond index, a customized bond index, or a specific objective.

BID: The price offered for securities by purchasers. (When selling securities, one asks for a bid.)

BOND EQUIVALENT YIELD: Used to compare yields available from discounted securities that pay interest at maturity with yields available from securities that pay interest semi-annually.

BOOK ENTRY SECURITIES: Stocks, bonds, other securities, and some certificates of deposit that are purchased, sold, and held as electronic computer entries on the records of a central holder. These securities are not available for purchase in physical form; buyers get a receipt or confirmation as evidence of ownership.

BOOK VALUE: The original cost of the security as adjusted for amortization of any premium paid or accretion of discount since the date of purchase.

BROKER: A party who brings buyers and sellers together. Brokers do not take ownership of the property being traded. Commissions compensate them. They are not the same as dealers; however, the same firms that act as brokers in some transactions may act as dealers in other transactions.

CALLABLE BOND: A bond that the issuer has the right to redeem prior to maturity at a specified price. Some callable bonds may be redeemed on one call date while others may have multiple call dates. Some callable bonds may be redeemed at par while others can be redeemed only at a premium.

CERTIFICATE OF DEPOSIT (CD): A time deposit with a specific maturity evidenced by a certificate. Large-denomination (over \$100,000) CD's are typically negotiable.

COLLATERAL: Securities, evidence of deposit or other property that a borrower pledges to secure repayment of a loan. Also refers to securities pledged by a bank to secure deposits of public monies.

COMMERCIAL PAPER: Short-term unsecured promissory notes issued by corporations for maturity specified by the buyer. It is used primarily by corporations for short-term financing needs at a rate that is generally lower than the prime rate.

CONFIRMATION: The document used to state in writing the terms of the trade that had previously been agreed to verbally.

COUPON RATE: The stated annual rate of interest payable on a coupon bond expressed as a percentage of the bond's face value.

FORT BEND INDEPENDENT SCHOOL DISTRICT INVESTMENT STRATEGY

CREDIT RISK: The risk that (1) the issuer is downgraded to a lower quality category and/or (2) the issuer fails to make timely payments of interest or principal.

CUSIP NUMBER: A nine-digit number established by the Committee on Uniform Securities Identification Procedures that is used to identify publicly traded securities. Each publicly traded security receives a unique CUSIP number when the security is issued.

CUSTODY: The service of an organization, usually a financial institution, of holding (and reporting) a customer's securities for safekeeping. The financial institution is known as the custodian.

DEALER: A firm that buys and sells for its own account. Dealers have ownership, even if only for an instant, between a purchase from one party and a sale to another party. They are compensated by the spread between the price they pay and the price they receive. Dealers are not the same as brokers; however, the same firms that act as dealers in some transactions may act as brokers in other transactions.

DELIVERY VERSUS PAYMENT (DVP): The safest method of settling a trade involving a book entry security. In a DVP settlement, the funds are wired from the buyer's account and the security is delivered from the seller's account in simultaneous, interdependent wires.

DEMAND FEATURE: A feature of long-term variable rate securities which permits the district to reasonably expect to sell the security at a price equal to the principal amount of the security plus accrued interest, if any, at the time demand.

DEPOSITORY TRUST COMPANY (DTC): An organization that holds physical certificates for stocks and bonds and issues receipts to owners. Securities held by DTC are immobilized so that they can be traded on a book entry basis.

DERIVATIVE: A security that derives its value from an underlying asset, group of assets, reference rate, or an index value. Some derivatives can be highly volatile and result in a loss of principal in changing interest rate environments.

DISCOUNT: The amount by which the price paid for a security is less than its face value.

DISCOUNT SECURITIES: Securities that do not pay periodic interest. Investors earn the difference between the discount issue price and the full face value paid at maturity.

DIVERSIFICATION: Dividing investment funds among a variety of securities offering independent returns, to reduce risk inherent in particular securities.

DURATION: A sophisticated measure of the weighted average maturity of a bond's cash flow stream, where the present values of the cash flows serve as the weights.

ECONOMIC CYCLE (BUSINESS CYCLE): As the economy moves through the business cycle, interest rates tend to follow the levels of production, output, and consumption - rising as the economy expands and moves out of recession and declining after the economy peaks, contracts, and heads once again into recession.

EFFECTIVE MATURITY: The average maturity of a bond, given the potential for early call. For a non-callable bond, the final maturity date serves as the effective maturity. For a callable bond, the effective maturity is bounded by the first call date and the final maturity date; the position within this continuum is a function of the call price, the current market price, and the reinvestment rate assumed.

FACE VALUE: The principal amount due and payable to a bondholder at maturity; par value. Also, the amount on which coupon interest is computed.

FAIL: The event of a securities purchase or sale transaction not settling as intended by the parties.

FAIR VALUE: The amount at which a financial instrument could be exchanged in a current transaction between willing parties, other than in a forced or liquidation sale.

FORT BEND INDEPENDENT SCHOOL DISTRICT INVESTMENT STRATEGY

FEDERAL DEPOSIT INSURANCE CORPORATION (FDIC): A federal agency that insures bank deposits, currently up to-\$250,000 per depositor per insured bank for each account ownership category.

FEDERAL FARM CREDIT BANKS (FFCB): A government-sponsored corporation that was created in 1916 and is a nationwide system of banks and associations providing mortgage loans, credit, and related services to farmers, rural homeowners, and agricultural and rural cooperatives. Their respective borrowers cooperatively own the banks and associations, directly or indirectly. The Federal Farm Credit System is supervised by the Farm Credit Administration, an independent agency of the U.S. government. (See Government Sponsored Enterprise)

FEDERAL FUNDS: Monies within the Federal Reserve System representing a member bank's surplus reserve funds. Banks with excess funds may sell their surplus to other banks whose funds are below required reserve levels. Normally, Federal funds are employed in settling all government securities transactions. The Federal Funds Rate is the rate of interest at which Fed funds are traded. This rate is currently pegged by the Federal Reserve through open-market operations.

FEDERAL HOME LOAN BANKS (FHLB): Government-sponsored wholesale banks (currently twelve regional banks) which lend funds and provide correspondent banking services to member commercial bank, thrift institutions, credit unions and insurance companies. The mission of the FHLBs is to liquefy the housing related assets of its members who must purchase stock in their district Bank. (See Government Sponsored Enterprises)

FEDERAL HOME LOAN MORTGAGE CORPORATION (FHLMC OR "FREDDIE MAC"): A government-sponsored corporation that was created in July 1970, by the enactment of Title III of the Emergency Home Finance Act of 1970. Freddie Mac was established to help maintain the availability of mortgage credit for residential housing, primarily through developing and maintaining an active, nationwide secondary market in conventional residential mortgages. (See Government Sponsored Enterprises)

FEDERAL NATIONAL MORTGAGE ASSOCIATION (FNMA OR FANNIE MAE): FNMA, like GNMA was chartered under the Federal National Mortgage Association Act in 1938. FNMA is a federal corporation working under the auspices of the Department of Housing and Urban Development (HUD). It is the largest single provider of residential mortgage funds in the United States. Fannie Mae is a private stockholder-owned corporation. FNMA securities are highly liquid and are widely accepted. FNMA assumes and guarantees that all security holders will receive timely payment of principal and interest. (See Government Sponsored Enterprises)

FEDERAL OPEN MARKET COMMITTEE (FOMC): Consists of seven members of the Federal Reserve Board and five of the twelve Federal Reserve Bank presidents. The president of the New York Federal Reserve Bank is a permanent member while the other presidents serve on a rotating basis. The Committee periodically meets to set Federal Reserve guidelines regarding purchases and sales of government securities in the open market as a means of influencing the volume of bank credit and money.

FEDERAL RESERVE SYSTEM: The central bank of the United States created by Congress and consisting of a seven member Board of Governors in Washington, D.C., twelve regional banks and about 5700 commercial banks that are members of the system.

FIXED-INCOME SECURITY: A financial instrument promising a fixed amount of periodic income over a specified future time span.

GOVERNMENT-SPONSORED ENTERPRISES (GSE's): Payment of principal and interest on securities issued by these corporations is not guaranteed explicitly by the U.S. government; however, most investors consider these securities to carry an implicit U.S. government guarantee. The debt is fully guaranteed by the issuing corporations. GSE's include: Farm Credit System, Federal Home Loan Bank System, Federal Home Loan Mortgage Corporation, Federal National Mortgage Association, Student Loan Marketing Association, and the Tennessee Valley Authority.

INSTRUMENTALITIES: See Government-Sponsored Enterprises

INTEREST RATE RISK: The risk that the general level of interest rates will change, causing unexpected price appreciation or depreciation.

FORT BEND INDEPENDENT SCHOOL DISTRICT INVESTMENT STRATEGY

LADDERED MATURITY STRATEGY: A maturity pattern within a portfolio in which maturities of the assets in the portfolio are equally spaced. Over time, the shortening of the remaining lives of the assets provides a steady source of liquidity or cash flow. Given a normal yield curve with a positive slope this passive strategy provides the benefit of being able to take advantage of the higher, longer-term yields without sacrificing safety or liquidity.

LIQUIDITY: An entity's capability to meet future monetary outflows (whether they are required or optional) from available resources. Liquidity is often obtained from reductions of cash or by converting assets into cash.

LIQUIDITY RISK: The risk that an investment will be difficult to sell at a fair market price in a timely fashion.

MARKET VALUE: The price at which a security is trading and could presumably be purchased or sold.

MARKING-TO-MARKET: The practice of valuing a security or portfolio according to its market value, rather than its cost or book value.

MASTER REPURCHASE AGREEMENT: A written contract covering all future transactions between the parties to repurchase an agreement that establishes each party's rights in the transactions. A master agreement will often specify, among other things, the right of the buyer to liquidate the underlying securities in the event of default by the seller.

MATURITY DATE: The date on which the principal or face value of an investment becomes due and payable.

MONEY MARKET INSTRUMENT: Generally, a short-term debt instrument that is purchased from a broker, dealer, or bank. Sometimes the term "money market" with "short-term", defines an instrument with no more than 12 months remaining from the purchase date until the maturity date. Sometimes the term "money market" is used more restrictively to mean only those instruments that have active secondary markets.

MORTGAGE-BACKED SECURITIES (MBS): Securities composed of, or collateralized by, loans that are themselves collateralized by liens on real property.

OFFER: The price asked by a seller of securities. (When purchasing securities, one asks for an offer.)

OPEN MARKET OPERATIONS: Purchases and sales of government and certain other securities in the open market by the New York Federal Reserve Bank as directed by the FOMC in order to influence the volume of money and credit in the economy. Purchases inject reserves into the bank system and stimulate growth of money and credit; sales have the opposite effect. Open market operations are the Federal Reserve's most important and most flexible monetary strategy tool.

OPPORTUNITY COST: The cost of pursuing one course of action measured in terms of the foregone return that could have been earned on an alternative course of action that was not undertaken.

PAR: See Face Value

POOLED FUND GROUP: An internally created fund of an investing entity in which one or more institutional accounts of the investing entity are invested (as defined by the Public Funds Investment Act).

PREMIUM: The amount by which the price paid for a security exceeds its face value.

PRIMARY DEALER: A group of government securities dealers that submit daily reports of market activity and positions and monthly financial statements to the Federal Reserve Bank of New York and are subject to its informal oversight. Primary dealers include Securities and Exchange Commission (SEC)-registered securities broker-dealers, banks, and a few unregulated firms.

PRINCIPAL: The face or par value of an instrument, exclusive of accrued interest.

PRUDENT PERSON RULE: An investment standard. In some states the law requires that a fiduciary, such as a trustee, may invest money only in a list of securities selected by the state. In other states the trustee may invest in a security if it is one that would be bought by a prudent person of discretion and intelligence who is seeking a reasonable income and preservation of capital.

FORT BEND INDEPENDENT SCHOOL DISTRICT INVESTMENT STRATEGY

QUALIFIED PUBLIC DEPOSITORIES: A financial institution which does not claim exemption from the payment of any sales or compensating use or ad valorem taxes under the laws of this state, which has segregated for the benefit of the commission eligible collateral having a value of not less than its maximum liability and which has been approved by the Public Deposit Protection Commission to hold public deposits.

QUALIFIED REPRESENTATIVE: A person who holds a position with - and is authorized to act on behalf of - a business organization (as defined by the Public Funds Investment Act).

RATE OF RETURN: The amount of income received from an investment, expressed as a percentage. A market rate of return is the yield that an investor can expect to receive in the current interest-rate environment utilizing a buy-and-hold to maturity investment strategy.

REINVESTMENT RATE: The interest rate earned on the reinvestment of coupon payments.

REINVESTMENT RATE RISK: The risk that the actual reinvestment rate falls short of the expected or assumed reinvestment rate.

REPURCHASE AGREEMENT (RP OR REPO): An agreement of one party to sell securities at a specified price to a second party and a simultaneous agreement of the first party to repurchase the securities at a specified price on demand or at a specified later date. The difference between the selling price and the repurchase price provides the interest income to the party that provided the funds. Every transaction where a security is sold under an agreement to be repurchased is a repo from the seller/borrower's point of view and a reverse repo from the buyer/lender's point of view.

SAFEKEEPING: A procedure where a third party acting as custodian for a fee holds securities.

SECONDARY MARKET: A market made for the purchase and sale of outstanding issues following the initial distribution.

SECURITIES AND EXCHANGE COMMISSION: Agency created by Congress to protect investors in securities transactions by administering securities legislation.

SEC RULE 15 C3-1: See Uniform Net Capital Rule

STRUCTURED NOTES: Debt obligations whose principal or interest payments are determined by an index or formula.

SEPARATELY INVESTED ASSET: An account or fund of a state agency or local government that is not invested in a pooled fund group (as defined by the Public Funds Investment Act).

SPREAD: Most commonly used when referring to the difference between the bid and asked prices in a quote.

STRIPS: Separation of the principal and interest cash flows due from any interest-bearing securities into different financial instruments. Each coupon payment is separated from the underlying investment to create a separate security. Each individual cash flow is sold at a discount. The amount of the discount and the time until the cash flow is paid determine the investor's return.

SWAP: The trading of one asset for another. Sometimes used in active portfolio management to increase investment returns by "swapping" one type of security for another.

TOTAL RETURN: Interest income plus capital gains (or minus losses) on an investment.

TREASURY BILLS: A non-interest bearing discount security issued by the U.S. Treasury, generally having initial maturities of 3 months, 6 months, or 1 year.

TREASURY BONDS: Long-term, coupon bearing U.S. Treasury securities having initial maturities of more than 10 years.

TREASURY NOTES: Intermediate-term, coupon bearing U.S. Treasury securities having initial maturities of 2 - 10 years.

FORT BEND INDEPENDENT SCHOOL DISTRICT INVESTMENT STRATEGY

UNIFORM NET CAPITAL RULE: Securities and Exchange Commission requirement that member firms as well as nonmember broker-dealers in securities maintain a maximum ratio of indebtedness to liquid capital of 15 to 1; also called *net capital rule* and *net capital ratio*. Indebtedness covers all money owed to a firm, including margin loans and commitments to purchase securities, one reason new public issues are spread among members of underwriting syndicates. Liquid capital includes cash and assets easily converted into cash.

YIELD TO MATURITY (YTM): The promised return assuming all interest and principal payments are made and reinvested at the same rate taking into account price appreciation (if priced below par) or depreciation (if priced above par).

A RESOLUTION ADOPTING INVESTMENT STRATEGY

WHEREAS, the Public Funds Investment Act codified in Government Code Chapter 2256 governs local government investments; and

WHEREAS, the Public Funds Investment Act (Section 2256.005a), as amended, requires the Fort Bend Independent School District to adopt an investment policy and investment strategies by rule, order, ordinance or resolution governing the investments of funds under its control; and

WHEREAS, the Public Funds Investment Act (Section 2256.005e), requires the governing body to review and adopt that investment policy and investment strategies by rule, order, ordinance or resolution not less than annually, recording any changes made thereto; NOW, THEREFORE,

BE IT RESOLVED BY THE BOARD OF TRUSTEES OF THE FORT BEND INDEPENDENT SCHOOL DISTRICT THAT:

The District has complied with the requirements of the Public Funds Investment Act and the Investment Strategy, with the changes attached hereto, is hereby adopted as the Investment Strategy of the District effective September 18, 2023.

APPROVED and ADOPTED on the _____ day of _____ 2023

FORT BEND INDEPENDENT SCHOOL DISTRICT

Judy Dae
President, Board of Trustees

ATTEST:

David Hamilton
Secretary, Board of Trustees

For: Fort Bend ISD Board of Trustees
Date: September 11, 2023
Action: Review: Approval of Resolution - 2023
Tax Year Tax Roll
References: Board Policy CCG (Legal)
Department: Business and Finance

Recommendation

Consideration and approval of a resolution approving the 2023 tax year tax roll, based on the certified 2023 values from the Fort Bend County Central Appraisal District.

Summary

The certified property values received from the Fort Bend County Central Appraisal District on July 25, 2023 reflect an increase of approximately 10.42% in the total taxable property value for 2023. The Texas Tax Code §26.05(g) allows school districts to adopt a tax rate based on the preliminary certified tax roll received in July. Section 26.09(e) of the State Property Tax Code requires approval by the governing body of the appraisal roll each year with tax amounts entered to constitute the District's tax roll.

The attached resolution provides information on the tax amounts due based on the 2023 appraisal roll certified by the Fort Bend County Central Appraisal District in July 2023. The information includes an adjustment for the proposed increase of the homestead exemption from \$40,000 to \$100,000 signed into law by the governor. The proposed increase of the homestead exemption is pending voter approval of a constitutional amendment in the November general election. It is anticipated voters will approve the constitutional amendment increasing the homestead exemption to \$100,000.

Recommended by:

Christie Whitbeck
Superintendent of Schools

Submitted by:

Bryan Guinn
Chief Financial Officer



FORT BEND CENTRAL APPRAISAL DISTRICT

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

Phone (281) 344-8623 www.fbcad.org

Appraisal Review Board Fort Bend County, Texas

Order Approving Appraisal Records

After review of the appraisal records of the Fort Bend Central Appraisal District and hearing and determining all or substantially all taxpayer protests and all taxing unit challenges which were properly brought before the Appraisal Review Board in accordance with the Texas Property Tax Code, the Board, with a quorum present, has determined that the appraisal records should be approved as changed by Board orders duly submitted to the Chief Appraiser.

It is therefore ordered that the appraisal records, as changed, are approved and constitute the appraisal roll for the Fort Bend Central Appraisal District for the tax year 2023.

The approved appraisal records are attached to this Order and are incorporated herein by reference the same as if fully copied and set forth at length.

Total Value for S07 ; FORT BEND ISD

Total Market Value	<u>\$77,658,128,971</u>
Total Assessed Value	<u>\$67,901,130,362</u>
Total Net Taxable Value	<u>\$62,331,008,689</u>
Freeze Adjusted Taxable	<u>\$53,301,427,492</u>

Signed this 14th day of July, 2023

Joseph Grace
Appraisal Review Board Chairman
Fort Bend County, Texas



FORT BEND CENTRAL APPRAISAL DISTRICT

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

Phone (281) 344-8623 www.fbcad.org

Fort Bend County, Texas

Certification Statement:

In accordance with and pursuant to Tax Code Section 26.01, on this 25 day of July, I, Jordan T. Wise, Chief Appraiser for the Fort Bend Central Appraisal District, do hereby certify to the tax assessor for FORT BEND ISD the appraisal roll and other required information for FORT BEND ISD.

The value of all property in, S07; FORT BEND ISD as shown by the certified appraisal roll for 2023, after being submitted to and approved by the appraisal review board is:

Total Market Value \$77,658,128,971

Total Assessed Value \$67,901,130,362

Witness my hand, July 25, 2023

Jordan T. Wise

Jordan T. Wise
Chief Appraiser



FORT BEND CENTRAL APPRAISAL DISTRICT

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

Phone (281) 344-8623 www.fbcad.org

Fort Bend County, Texas

CERTIFICATION OF 2023 APPRAISAL ROLL

FOR S07 ; FORT BEND ISD

In accordance with and pursuant to Tax Code Section 26.01, on this 25 day of July, I, Jordan T. Wise, Chief Appraiser for the Fort Bend Central Appraisal District, do hereby certify to the tax assessor for FORT BEND ISD the appraisal roll, and other required information for FORT BEND ISD.

2023 Appraisal Roll:

Total Market Value	<u>\$77,658,128,971</u>
Total Assessed Value	<u>\$67,901,130,362</u>
Total Taxable Value	<u>\$62,331,008,689</u>
Freeze Adjusted Taxable	<u>\$53,301,427,492</u>
Number of Certified Accounts	<u>194,814</u>

Jordan T. Wise
Jordan T. Wise
Chief Appraiser

July 25, 2023
Date



FORT BEND CENTRAL APPRAISAL DISTRICT

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

Phone (281) 344-8623 www.fbcad.org

Fort Bend County, Texas

Chief Appraiser's Reasonable Estimate of Value for Property Under Review as of 2023 Appraisal Roll Certification

On July 14, 2023, the Appraisal Review Board of Fort Bend County, Texas, met to approve the appraisal records for tax year 2023. At the time of certification 98.04% of the roll value was approved leaving 1.96% of the value still under review. Under Section 26.01 of the Texas Property Tax Code, the chief appraiser must give a reasonable estimate of value for the properties still under review.

For S07 ; FORT BEND ISD, the district's full certified appraised value is as follows:

Market Value \$77,658,128,971

Taxable Value \$62,331,008,689

A reasonable estimate of value for the properties still under review is as follows:

Number of Under Review Accounts	<u>7,585</u>	Estimated Value Adjusted for ARB Action	
Market Value	<u>\$1,210,313,924</u>	<u>Market Value</u>	<u>\$1,089,282,532</u>
Taxable Value	<u>\$814,123,189</u>	<u>Taxable Value</u>	<u>\$732,710,870</u>
Freeze Adjusted Taxable	<u>\$799,220,597</u>	<u>Freeze Adjusted</u>	<u>\$719,298,537</u>

I, the undersigned, duly selected chief appraiser of Fort Bend Central Appraisal District, do hereby certify this to be a reasonable estimate of value of the property still under protest for 2023.

Witness my hand, July 25, 2023.

Jordan T. Wise

Jordan T. Wise
Chief Appraiser

**FORT BEND INDEPENDENT SCHOOL DISTRICT
TAX ROLL RESOLUTION**

WHEREAS, Section 26.09(e) of the Property Tax Code requires approval by the governing body of the Fort Bend Independent School District of the appraisal roll with tax amounts entered by the assessor, for the year 2023 tax year, and

WHEREAS, such roll was presented to the Fort Bend Independent School District's Trustees on September 11, 2023, and appears in all things correct as under the applicable laws of Texas, and

WHEREAS, said Trustees voted in open session to approve said roll,

IT IS HEREBY RESOLVED by the Trustees that the 2023 certified appraisal roll with amounts due totaling \$541,662,976 for the year 2023 tax year based on a \$100,000 homestead exemption and a tax rate of \$0.9892 is approved and is the tax roll for the Fort Bend Independent School District for the 2022-23 school year.

Passed and adopted this 18th day of September, 2023.

Judy Dae President
Fort Bend ISD Board of Trustees

David Hamilton, Secretary
Fort Bend ISD Board of Trustees

For: Fort Bend ISD Board of Trustees
Date: September 11, 2023
Action: Review: Construction Services for Exterior LED Lighting Upgrades Additional Scope PKG052
References: Board Policy CV (Local) District Goal 5
Department: Operations

Recommendation

Consideration and approval of a construction services agreement with Eco Engineering to perform stadium and pedestrian lighting scope at Austin HS, Bush HS, Dulles HS, Elkins HS and Hall Stadium (PKG052) for a contract amount of \$1,875,050.00, and authorization for the Superintendent to negotiate and execute or terminate the agreement.

Summary

On July 19, 2021, the FBISD Board of Trustees approved the budget to perform exterior LED lighting upgrades under PKG052.

On June 20, 2022, the BOT approved Eco Engineers, Inc., as the best value contractor to execute all exterior LED lighting upgrades under PKG052 with a total project budget of \$4,759,790.

On August 22, 2022, the BOT approved adding Elkins HS and Don Cook Natatorium to receive lighting upgrades under PKG052. However due to established procurement law, which limits change orders to 25% of the original contract amount, the added scope of work for lighting replacement at the various high schools and pedestrian light replacements had to be bid under a separate contract.

The Competitive Sealed Proposal solicitation CSP 23-078AL requested bids for the LED Lighting Upgrades Additional Scope. Three firms responded to the CSP. Design & Construction staff, in collaboration with the Director of Purchasing and Materials Management acting in an oversight capacity, evaluated the proposals using an evaluation team composed of FBISD staff members from the Design & Construction, Procurement and Finance Departments.

The final ranking of the contractors are as follows:

Firm Name	CSP Score	Base Bid Amount
Eco Engineering	81.07	\$1,875,050
Prime Contractors, Inc.	80.63	\$2,200,000
ICS Energy Management Service	67.63	\$1,925,880

Existing HID lights are high wattage luminaries, which consume high levels of energy and require constant replacement. After careful consideration, staff recommends proceeding with the additional LED lighting upgrades to allow the District to become the benefactor of the energy savings.

Design & Construction staff recognizes the need to address the additional LED lighting upgrades and has confirmed that current funds are available within PKG052 Exterior LED Lighting Upgrades to address the stadium and pedestrian lighting deficiencies. The original budget for PKG052 will remain the same and is shown in the table below.

CSP Contract	Package Number	Description	Project Budget
CSP 23-078AL	PKG052	Exterior LED Lighting Upgrades	\$4,759,790

This work will be funded through Bond 2018 PKG052 budget as originally approved by the board. The detailed project budget for PKG052 Exterior LED Lighting Upgrades is provided on the attached Exhibit 1.

Upon Board approval, staff will finalize contract documents and will begin execution of the work as designed. Staff will coordinate with all campuses to minimize impact on school operations.

Recommended by:

Christie Whitbeck
Superintendent of Schools

Submitted by:

Damian Viltz
Chief Operations Officer

CSP 23-078AL PKG052 Exterior LED Lighting Upgrades-Additional Scope

	Evaluation Criteria (Government Code 2269)	Point System
1	The price; Section 2269.055.a (1) Total Proposed Pricing - Provides thoroughly developed, competitive pricing using the tables in Pricing Delivery information section of the CSP	40 points
2	Offeror's experience and reputation; Section 2269.055.a (2) Provides evidence of your experience in planning, staging and delivery of recent projects of similar scope and scale (14 pts)	19 points
	Past experience with FBISD and other school districts Provides a summary of nature of work, on time delivery and quality of work contracted with FBISD and/or other school districts and FBISD's assessment of the presented summary. (5 pts)	
3	Quality of the offeror's goods or services; Section 2269.055.a (3) Contractor's products should be new and be of the highest quality with an option to substitute for a company branded item of equivalent quality. (14pts)	21 points
	Quality of contractor's response in the proposal Effectively responds and processes all request for information and documentation included in this CSP (2pts)	
	Project Plan and schedule (5pts)	
4	Utilization of historically underutilized businesses; Section 2269.055.a (4)	N/A
5	Offeror's safety record; Section 2269.055.a (5) Provides a summary of Experience Modification Rate (EMR) for the last three years, as well as a summary of your company's safety policies and procedures	5 points
6	Offeror's proposed personnel; Section 2269.055.a (6) Proposed Personnel, personnel directly assigned to work on this project	5 points
7	Offeror's financial capability appropriate to the size and scope of the project; Section 2269.055.a (7) Provide proof of Insurance, financial stability and Letter of Surety from Bonding Company	5 points
8	SBE Commitment; CV (Local) 2017.04	5 points
	TOTAL	100

Tabulation Summary
CSP 23-078AL PKG052 Exterior LED Lighting Upgrades-Additional Scope

Vendor	Purchase Price (40 pts. max)	Offeror's Experience and Reputation, Past Experience with FBISD and other school districts (19 pts. max)	Quality of the offeror's goods and services, Quality of contractor's response in the proposal, Project Plan and Schedule (21 pts. max)	Offeror's safety record (5 pts max)	Offeror's proposed personnel (5 pts max)	Offeror's financial capability (5 pts max)	SBEP commitment (5pts max)	Proposer's Total Score (100 pts. max)
Eco Engineering Inc.	40.00	14.30	17.05	3.88	2.50	3.34	0.00	81.07
Prime Contractors, Inc.	34.09	13.78	15.50	3.70	4.00	4.56	5.00	80.63
ICS Energy Management Service	38.94	5.82	7.70	3.43	2.80	4.45	4.50	67.63

Project Summary
Package 52 - LED Lighting Project
 EXHIBIT - 1

	A	B	C	D	E	F	G	H	I	TOTAL
Description	A/E Design Fees & Reimbursables	Design Contingency	Other Professional Services	Construction	Construction Contingency	FF&E	Site Development	Admin & Other Project Costs	Project Contingency	
AUSTIN HIGH SCHOOL	\$28,169			\$75,000	\$11,250					\$114,419
AUSTIN PARKWAY ELEMENTARY SCHOOL	\$11,250			\$75,000	\$11,250					\$97,500
BARRINGTON PLACE ELEMENTARY SCHOOL	\$12,195			\$81,300	\$307					\$93,802
BLUE RIDGE ELEMENTARY SCHOOL	\$11,250			\$75,000	\$4,030					\$90,280
BRAZOS BEND ELEMENTARY SCHOOL	\$11,250			\$75,000	\$1,111					\$87,361
BRIARGATE ELEMENTARY SCHOOL	\$11,250			\$75,000	\$3,809					\$90,059
BURTON ELEMENTARY SCHOOL	\$11,250			\$75,000	\$544					\$86,794
BUSH HIGH SCHOOL	\$28,170			\$1,434	\$720					30230,323
COLONY MEADOWS ELEMENTARY SCHOOL	\$11,250			\$75,000	\$624					\$86,874
COMMONWEALTH ELEMENTARY SCHOOL	\$11,250			\$75,000	\$2,380					\$88,630
DON COOK NATATORIUM	\$6,000					\$150,202				\$156,202
DULLES HIGH SCHOOL	\$30,000			\$33,815	\$14,953					\$78,767
ELKINS HIGH SCHOOL	\$18,748									\$18,748
FIRST COLONY MIDDLE SCHOOL	\$18,750			\$53,937	\$549					\$73,236
FLEMING ELEMENTARY SCHOOL	\$11,250			\$75,000	\$206					\$86,456
FORT SETTLEMENT MIDDLE SCHOOL	\$22,500			\$150,000	\$6,438					\$178,938
GLOVER ELEMENTARY SCHOOL	\$11,250			\$75,000	\$11,250					\$97,500
HALL STADIUM	\$52,335		\$57,088	\$1,283,892	\$133,534					\$1,526,849
HIGHLANDS ELEMENTARY SCHOOL	\$11,250			\$75,000	\$11,250					\$97,500
LANTERN LANE ELEMENTARY SCHOOL	\$10,500			\$51,870	\$10,500					\$72,870
LEXINGTON CREEK ELEMENTARY SCHOOL	\$11,250			\$75,000	\$11,250					\$97,500
MCAULIFFE MIDDLE SCHOOL	\$15,000			\$100,000	\$15,000					\$130,000
MISSION BEND ELEMENTARY SCHOOL	\$11,250			\$75,000	\$11,250					\$97,500
MISSION GLEN ELEMENTARY SCHOOL	\$11,250			\$75,000	\$11,250					\$97,500
MISSION WEST ELEMENTARY SCHOOL	\$11,250			\$75,000	\$11,250					\$97,500
OYSTER CREEK ELEMENTARY SCHOOL	\$11,250			\$75,000	\$11,250					\$97,500

Project Summary
Package 52 - LED Lighting Project
 EXHIBIT - 1

Description	A A/E Design Fees & Reimbursables	B Design Contingency	C Other Professional Services	D Construction	E Construction Contingency	F FF&E	G Site Development	H Admin & Other Project Costs	I Project Contingency	TOTAL
PALMER ELEMENTARY SCHOOL	\$11,250			\$75,000	\$11,250					\$97,500
PECAN GROVE ELEMENTARY SCHOOL	\$11,250			\$75,000	\$11,250					\$97,500
PFC ADMIN ANNEX	\$4,500			\$9,192	\$5,192					\$18,884
QUAIL VALLEY MIDDLE SCHOOL	\$12,133			\$125,000	\$18,750					\$155,883
SETTLERS WAY ELEMENTARY SCHOOL	\$11,250			\$75,000	\$11,250					\$97,500
SUGAR LAND MIDDLE SCHOOL	\$15,000			\$100,000	\$15,000					\$130,000
SUGAR MILL ELEMENTARY SCHOOL	\$11,250			\$75,000	\$11,250					\$97,500
TOWNWEST ELEMENTARY SCHOOL	\$11,250			\$75,000	\$11,250					30397,500
WALKER STATION ELEMENTARY SCHOOL	\$11,250			\$75,000	\$10,666					\$96,916
TOTAL:	\$510,248		\$57,088	\$3,640,439	\$552,015					\$4,759,790

For: Fort Bend ISD Board of Trustees
Date: September 11, 2023
Action: Review: Phase 2 – Professional Services for 2023 Bond and Non-Bond Projects
References: Board Policy CV (Local) District Goal 5
Department: Operations

Recommendation

Consideration and approval of Phase 2 – Professional Service firms to provide both Bond 2023 services for a not-to-exceed amount of \$15,000,000.00 and non-bond services for a not-to-exceed amount of \$3,000,000, and authorization for the Superintendent to negotiate and execute the contracts with the identified firms.

Summary

On May 6, 2023, FBISD passed the 2023 Bond Program.

On June 18, 2023, staff issued a solicitation RFQ23-083KB Professional Services Phase 2 Qualifications for FBISD 2023 Bond Program and other non-bond services as needed by the District.

The Professional Services Phase 2 Qualifications for FBISD 2023 Bond Program, RFQ23-083KB included the following professional service categories (pools):

- Hazardous Materials Surveyor
- Registered Accessibility Specialist
- Kitchen Design Consultant
- Testing, Adjusting, & Balancing Consultant
- LEED/Sustainability Consultant
- Acoustical Consultant
- Archeological Surveyor
- Environmental Site Assessment Engineer

RFQ23-083KB solicitation specified the District's intent to award more than one, but no greater than five contracts to the most qualified firms in each professional services category based on demonstrated competence and qualifications.

On July 18, 2023, 20 statements of qualifications were submitted by professional service firms as a response to the RFQ23-083KB solicitation.

Analysis of Phase 2 Professional Service Firms Category Recommendations:

Based on the evaluation of the proposals by professional service categories (pools), the final ranking of the Demonstrated Competence and Qualifications by professional service categories are as follows:

Hazardous Materials Surveyor	RFQ Score
Terracon Consultants, Inc.	80.23
Professional Service Industries, Inc.	74.60
ERC Environmental Construction Services, Inc.	74.10
Alpha Testing LLC	72.10
ECS Southwest LP	70.60

Testing, Adjusting, & Balancing	RFQ Score
Engineered Air Balance Co., Inc.	85.85

LEED/Sustainability Consultant	RFQ Score
Commissioning & Green Building Solutions, Inc. (CxGBS)	61.53

Acoustical Engineer	RFQ Score
Wrightson, Johnson, Haddon & Williams, Inc.	73.13

Archeological Surveyor	RFQ Score
Terracon Consultants, Inc.	73.65
Raba Kistner, Inc.	61.10

Environmental Site Assessment Consultant	RFQ Score
Terracon Consultants, Inc.	79.03
Professional Service Industries, Inc.	71.65
Alpha Testing LLC	71.63
HVJ Associates, Inc.	70.20
ERC Environmental Construction Services, Inc.	66.23

Upon Board approval, staff will award the identified firms by professional service categories master agreements to perform professional services and will begin assigning work for required professional service by bid package for the Bond 2023 Program as well as other district projects.

Recommended by:

Christie Whitbeck
Superintendent of Schools

Submitted by:

Damian Viltz
Chief Operations Officer

RFQ 23-083KB Professional Services Phase 2 (Hazardous Materials Surveyor, Registered Accessibility Specialist, Kitchen Design Consultant, Testing Adjusting & Balancing Consultant, LEED/Sustainability Consultant, Acoustical Consultant, Archeological Surveyor and Environmental Site Assessment Consultant)

TAB	Evaluation Criteria Section Government Code 2254, CV Legal	Point System
	Cover Letter	Required
1	FIRM INFORMATION <ul style="list-style-type: none"> • History / Years of experience in K-12 • Location of the firm’s local offices • Awards and recognitions • Specialized experience in K-12 • Claim resolution 	10
2	MANAGEMENT STYLE AND PHILOSOPHY <ul style="list-style-type: none"> • Firm’s capabilities providing needed services • Program budget, schedule and documentation coordination experience 	20
3	FIRM EXPERIENCE and REFERENCES <ul style="list-style-type: none"> • Prior K-12 Project Experience • Prior FBISD Experience 	45
4	PROJECT TEAM <ul style="list-style-type: none"> • Teams organization and experience • Staff resumes 	20
5	SUPPLEMENTAL INFORMATION	5
6	FORMS	REQUIRED
	TOTAL	100 Points

Tabulation Summary

RFQ 23-083KB Professional Services Phase 2 - Acoustical Consultant

Vendor	Firm Information (10 pts. Max)	Management Style and Philosophy (20 pts. Max)	Firm Experience and References (45 pts. Max)	Project Team (20 pts. Max)	Supplemental Information (5 pts. Max)	Proposer's Total Score (100 pts. Max)	Proposer's Ranking
Wrightson, Johnson, Haddon & Williams, Inc.	8.13	17.50	29.00	15.95	2.55	73.13	1

Tabulation Summary

RFQ 23-083KB Professional Services Phase 2 - Testing Adjusting & Balancing Consultant

Vendor	Firm Information (10 pts. Max)	Management Style and Philosophy (20 pts. Max)	Firm Experience and References (45 pts. Max)	Project Team (20 pts. Max)	Supplemental Information (5 pts. Max)	Proposer's Total Score (100 pts. Max)	Proposer's Ranking
Engineered Air Balance Co., Inc.	8.75	16.25	39.75	18.25	2.85	85.85	1

Tabulation Summary

RFQ 23-083KB Professional Services Phase 2 - LEED/Sustainability Consultant

Vendor	Firm Information (10 pts. Max)	Management Style and Philosophy (20 pts. Max)	Firm Experience and References (45 pts. Max)	Project Team (20 pts. Max)	Supplemental Information (5 pts. Max)	Proposer's Total Score (100 pts. Max)	Proposer's Ranking
Commissioning & Green Bulding Solutions, Inc. (CxGBS)	4.63	15.75	23.75	14.85	2.55	61.53	1

Tabulation Summary

RFQ 23-083KB Professional Services Phase 2 - Archeological Surveyor

Vendor	Firm Information (10 pts. Max)	Management Style and Philosophy (20 pts. Max)	Firm Experience and References (45 pts. Max)	Project Team (20 pts. Max)	Supplemental Information (5 pts. Max)	Proposer's Total Score (100 pts. Max)	Proposer's Ranking
Terracon Consultants, Inc.	8.40	18.00	29.25	16.55	1.45	73.65	1
Raba Kistner, Inc.	8.40	15.00	19.75	16.50	1.45	61.10	2

Tabulation Summary

RFQ 23-083KB Professional Services Phase 2 - Hazardous Materials Surveyor

Vendor	Firm Information (10 pts. Max)	Management Style and Philosophy (20 pts. Max)	Firm Experience and References (45 pts. Max)	Project Team (20 pts. Max)	Supplemental Information (5 pts. Max)	Proposer's Total Score (100 pts. Max)	Proposer's Ranking
Terracon Consultants, Inc.	8.23	16.25	32.25	19.65	3.85	80.23	1
Professional Service Industries, Inc.	7.45	13.50	32.25	18.00	3.40	74.60	2
ERC Environmental Construction Services, Inc.	8.50	16.00	25.75	19.00	4.85	74.10	3
Alpha Testing LLC	8.40	15.75	29.00	16.25	2.70	72.10	4
ECS Southwest LP	9.03	16.50	24.75	16.85	3.48	70.60	5
ATC Group Services LLC dba Atlas Technical Consultants	8.65	12.00	24.50	16.80	3.70	65.65	6
Raba Kistner, Inc.	8.25	11.75	21.00	18.95	3.70	63.65	7

Tabulation Summary

RFQ 23-083KB Professional Services Phase 2 - Environmental Site Assessment Consultant

Vendor	Firm Information (10 pts. Max)	Management Style and Philosophy (20 pts. Max)	Firm Experience and References (45 pts. Max)	Project Team (20 pts. Max)	Supplemental Information (5 pts. Max)	Proposer's Total Score (100 pts. Max)	Proposer's Ranking
Terracon Consultants, Inc.	7.93	18.25	32.50	17.85	2.50	79.03	1
Professional Service Industries, Inc.	7.18	15.50	28.25	17.25	3.48	71.65	2
Alpha Testing LLC	8.18	15.50	32.00	15.95	0.00	71.63	3
HVJ Associates, Inc.	9.00	14.75	25.75	16.90	3.80	70.20	4
ERC Environmental Construction Services, Inc.	8.40	15.75	18.50	19.40	4.18	66.23	5
Raba Kistner, Inc.	8.33	16.75	19.00	16.80	1.00	61.88	6
ECS Southwest LLP	9.00	11.75	23.00	14.85	3.18	61.78	7
Millennium Engineers Group	7.93	8.50	15.50	14.45	3.28	49.65	8

BOT Meeting:	September 11, 2023
Solicitation No.:	20-106LJ
References:	District Goal 5
Description:	<p>Staff Augmentation Services – Information Technology Services (Increase)</p> <p><u>Recommendation</u></p> <p>Consideration and approval to increase the existing contract awarded under 20-106LJ Staff Augmentation Services Information Technology Services by \$480,000 for a total not to exceed amount of \$1,980,000 to continue purchasing Staff Augmentation Services for Information Technology services through August 2024.</p> <p><u>Summary</u></p> <p>The Information Technology Department (IT) is requesting an increase to an existing contract to continue purchasing staff augmentation services. Currently, the IT Department is understaffed to support the day-to-day operations and maintenance of deployed devices and systems. Without the ability to augment existing IT staff, it will be difficult to start and/or complete new or existing Bond and other IT projects. Without any assistance, this will also adversely impact day-to-day support during the busiest time of the year, the start of schools. With the supplementing staff, the IT Department can continue to support Bond and other IT projects while keeping up with the daily operation of the large number of deployed technologies. The augmenting staff fills in the areas where IT needs technical assistance. This approach has been very successful in the past and has ensured on-time completion of projected deliverables.</p> <p>On November 12, 2021, the Board approved Staff Augmentation Services. With an initial expenditure amount not to exceed \$1,500,000 through 2024, the Information Technology Department is requesting a contract increase for Staff Augmentation Services – Information Technology Services in the amount of \$480,000 to meet the needs of the District through August 2024.</p> <p><u>Background</u></p> <p>Expenditures in 2022-23 were \$881,756. Expenditures year-to-date are \$236,837. The contract balance remaining under the current Board authorization is \$293,523. Expenditures are not expected to exceed \$1,980,000 through August 2024.</p> <p>The increase of \$480,000 is included in the budget.</p>
Requested By:	Long Pham, Chief Information Officer Bryan Guinn, Chief Financial Officer
Vendors:	Texas Govlink Inc. GTS Technology Solutions Inc.

Budget Sources:	General Fund Bond Funds
Amount:	Increase of \$480,000; not to exceed a total of \$1,980,000 through August 2024
Other Supporting Information	
Sole Source:	N/A
Number of vendors contacted by FBISD:	N/A
Number of vendors downloaded the solicitation:	N/A
Number of responses received:	N/A
Number of "no bid" responses received:	N/A
Length of commitment:	Through August 2024
Last solicitation date:	N/A
Supporting documents:	N/A
Disclosure under Board Policy CH, CV, or DBD (Local):	N/A

*** Previously awarded a contract of the same scope with the District

BOT Meeting:	September 11, 2023
Solicitation No.:	RFP 23-004KB-04 Central Texas Purchasing Alliance
References:	District Goal 5
Description:	<p>Fine Arts Consultants and Clinicians (Supplemental)</p> <p><u>Recommendation</u></p> <p>Consideration and approval for the continued purchase of Fine Arts consultant and clinician services from multiple vendors and authorization for the Superintendent to negotiate and execute the contracts through January 2028.</p> <p><u>Summary</u></p> <p>On January 23, 2023, the Board approved RFP 23-004KB Fine Arts Consultants and Clinicians, in an amount not to exceed \$2,500,000 through January 2028. Eighty-three (83) vendors were awarded for their services.</p> <p>On April 20, 2023, Fort Bend ISD issued a supplemental RFP 23-004KB-04 Fine Arts Consultants and Clinicians. The purpose of this action was to add additional vendors to the list of previously approved vendors. The supplemental solicitation will ensure that all vendors have the opportunity to submit proposals. The originally approved length of commitment and authorized expenditure amount does not change.</p> <p>The Business and Finance Department, in conjunction with the Fine Arts Department, conducted a supplemental Request for Proposal (RFP) to add vendors to the authorized list to ensure the District has a comprehensive set of resources that aligned with the District's Fine Arts instructional programs. The Administration is also seeking to utilize the Central Purchasing Alliance (CTPA) to add additional vendors for “no bid” services. The RFP process is new for the Fine Arts Consultants and Clinicians.</p> <p>The proposal requested vendors to provide services that include, but are not limited to, piano accompaniment for choirs, elementary music programs and musical theatre productions, as well as instrumental and vocal soloists.</p> <p>Other services provided will include the following:</p> <ul style="list-style-type: none"> • Choreographing movements and equipment work for dance, color guard, and winter guard programs • Instrumental coaching for band and orchestra programs. • Vocal coaching for choral music and elementary music • Providing consultant and clinician services for band, choir, orchestra, dance, and theatre

	<ul style="list-style-type: none"> • Supplying marching band program coordination, drill writing, music arranging, percussion arranging, and electronic sound design • Sewing and altering uniforms for bands, choirs, orchestras, color guards, dancers, and theatre costumes • Hiring marching band, color guard, and percussion technicians • Delivery of one-act play clinics • Designing in-house lighting and sound system configurations for theatrical productions • Hiring staff to host, work, and implement Fort Bend ISD summer art, theatre, music, and student leadership camps. <p>Throughout the school year, vendors will also provide a host of other products and services that support delivery of instruction, including concert, production, and competition preparation, as well as required Fine Arts professional learning.</p> <p>An evaluation team from the Fine Arts Department reviewed the vendor submissions. The number of vendors contacted was 1,565 and thirty-four (34) responded to the solicitation. Two hundred and eight (208) vendors were previously awarded supplemental solicitations for their services. The vendors were selected by the evaluation team because they represent the best overall value for the District. The District applied the “Best Value” process in selecting the vendors to be awarded in accordance with Chapter 44, §44.031 (b) of the Texas Education Code & CH (Local) CH (Legal) purchasing and acquisition district policies.</p> <p>Under the CTPA, District contracts may be adopted by other active CTPA member districts. By adopting a contract from another CTPA member district, the adopting district has met the competitive bidding requirements established by the Texas Education Code, Section 44.0331(a)(4) and as required by the adopting district’s policies. The goods and services provided under the contract will be at the same or better pricing and purchasing terms established by the originating district.</p> <p><u>Background</u></p> <p>Expenditures for FY 2022-23 were \$533,071. Expenditures are not expected to exceed \$2,500,000 through January 2028. Funds for clinician/consultant services are included annually within the Fine Arts budget and allocated on a campus/program basis.</p>
Requested By:	Brett Lemley, Assistant Superintendent for Secondary Education Bryan Guinn, Chief Financial Officer
Vendors:	Aaron Ellison Aaron Sanderson Aaron Stickley Adam Stout Adara Joiner

Alex Thode Music LLC
American Dance & Drill Team
Amy Bennett
Ana A. Sorto
Andrea Mut
Andrew Cavazos
Andrew Filipiak
Andrew Smit
Angela Yip
Anthony Rodriguez
Austin Brake
Ayatey Shabazz
Bandology LLC
Barbara Baker Jones
Ben Lopez
Bethany Stuard
Beverly A. Wanner
Bori Percussion
Bradley Acree
Brittany Davis
Bruce Melville
Bryan Harmsen
Carlie Dlouhy
Carolyn Miller
Catherine C. Urban
Cathy Fishburn
Celebrate Dance Productions
Charles Robilotto
Charlotte Royall
Charnele Pendarvis-Romero
Christian Gonzales
Christian Ibanez
Christine Douglas
Christopher Cody Williams
Christopher McCarthy
Cindy Lou Casillas
Clayton Benoit Choreography
Creative Solutions, Inc.
Crowd Pleasers Dance Camps
Cynthia Douglas
D. Scott Koter
Dancing Drum LLC
Daniel Saenz
Darien Baker
Deirdre Wood
Devin Greenlee
Douglas Devries
Dwight Benjamin
Eboni Wafer
Edward Jimenez
Elizabeth (Betsy) Thomas₃₁₄

Emily Zirlin
Emory Daniel
Enn Rene Diaz
Eric Jimenez
Erika Lawson
Fornine Music
Francisco Garay
Gene Williams
Gerald Loveless II
Gerardo Davila
Greg Dalton
Greg Morgan
Gregory Clifford
Halie Charo
Harpoon Audio LLC
Helen Dowd
Hildy Shanks
Hinshaw Visual Design
Hunt's Music Collaboration Services
Integrated Effects, LLC
Jacoby Taylor
Jaime Holly Drill Design
James D. Shaw
James Gabonay
James Reece Nagai
Janet Menzie
Jeffrey D Shaw
Jenna Wilkins
Jennifer Fundora
Jennifer Rundlett
Jill Keller
Jodie Rhodes
Johandy Urena
Johnny Piggee
Jonathan Alvarado
Jonathan Hernandez
Jonathan Yoo
Joni Perez
Joshua Vonderheide
JT Productions Jessica Torrez
Juan Artavia
Juan Garza
Julie Jezek
Justin Shelton
Justin Shelton
Karlie Terrill
Katherine Rivas
Kathryn Dennen
Keith Dunton
Kelly Porter
Kelton Richmond

Kerri Elrod
Kim Knudsen
Kyle Guinn
Kyle Witty
Laura Summa
Lauren Hounshell
Lewis Norfleet
Lisa Gisler
Little Leaners LLC DBA Young Rembrandts SW Houston
Luke Holt
Luke Zamprelli
Lydia Feazell
Madison Lyles
Manuel Maldonado
Margaret Lea
Marilynn Kline
Mark Austin
Mark Moreno
Mark Veenstra
Mathew Smith
Matthew Flanders
MDDTTexas-Dance Surge LLC
Megan Saavedra
Melissa Smith
Michael Metz
Michael Ollman
Michael Spooner
Michelle Jordan
Mike Wells
Morgan Birdsong
Morris Professional Audio LLC
Nicholas Likos
Nordstrom Ascension Dance LLC
Norman Wade McDonald
Olubukola Akinola
Omar Escobedo
Patricia Natalia Nicolini-Luginbill
Patrick Moore
Paula Smith
Phyllis Janke
Rachel Fiorini
Rachel Knight
Rainey Weber
Ramiro Cortez
Rebecca Combs
Richard Brockway
Rick Rodriguez
Ronald G. Todd
Rosie Queen
Ruben Garcia
Ryan Agard

	<p> Ryan Pride Ryan Williams Music Ryleigh Hagen Sams Strings LLC Sandra Brunskill Sandra Sears Sandy Purdum Hinkley Sara Mciver Bishea Sara Sneesby Sarah Garcia Sarah Luster Sarah Santa Cruz Sesek String Studio Shamelessly Saved Productions Shantel Sandle Stefanie Stephens Super Holiday Tours Taha Ahmed Tamara Irving Tanjarae Porter Texas Community Musicians LLC The Clavier Group, Inc. DBA Steinway Piano Gallery Houston Theo Harrison Thomas Eddleston Woolbridge Thomas Gaynor Timothy Verville Traci Woods-Dennis TrendSetters Dance LLC Tylan Perry Tyler Scarberry VanDoren Music LLC Varsity Spirit LLC Vento Music and Visual Designs, LLC Vicky Perez Victoria Emberibe Victoria Lupinek Vince Oliver Productions Vincent Morris Wade McDonald Walter Ellis Hampton Webb Gardner Wei Guo Yin Welsey Miller West Side Recording Studio Will Koehler Wunderpit Music Xiaorui Jiang Zachary Montasser </p>
Budget Sources:	<p> General Fund Activity Funds </p>
Amount:	<p>Not to exceed \$2,500,000 through January 2028</p>

Other Supporting Information	
Sole Source:	No
Number of vendors contacted by FBISD:	1565
Number of vendors downloaded the solicitation:	64
Number of responses received:	34
Number of "no bid" responses received:	1
Length of commitment:	Through January 2028
Last solicitation date:	N/A
Supporting documents:	Evaluation Summary and Criteria
Disclosure under Board Policy CH, CV, or DBD (Local):	None

***Previously awarded a contract of the same scope with the District

RFP 23-004KB-04 Fine Arts Consultants and Clinicians (Supplemental)

	Evaluation Criteria	Point System
1	Purchase Price <ul style="list-style-type: none"> Offer a fair reasonable price for goods and services to be procured by Fort Bend ISD. 	25 points
2	Reputation of the Vendor and of the Vendor's Goods or Services <ul style="list-style-type: none"> References 	5 points
3	Quality of the Vendor's Goods or Services Qualifications/Experience: <ul style="list-style-type: none"> Bachelor, Master, or Doctoral degree specifically related to the artistic discipline; or minimum five years' experience performing or working in the activity for which services are provided Certifications as appropriately related to the discipline of interest and the services rendered Industry expertise or experience in the related artistic discipline 	25 points
4	Extent to Which the Goods or Services Meet the District's Needs <ul style="list-style-type: none"> Services or goods offered align with scope requirement School District or Campuses serviced 	20 points
5	Vendor's Past Relationship with the District For reference, the vendor shall list the following: <ul style="list-style-type: none"> Past projects or contracts for similar service vendor has had with the district Past projects or contracts for similar service vendor has had with any K-12 	5 points
6	Long-Term Cost to the District to Acquire the Vendor's Goods or Services	10 points
7	Vendor's Principal Place of Business is in the State of Texas or Employs 500 People in this State	0 points
8	Insurance Requirements Certificate of Insurance as requested in the solicitation: Hold Harmless	Pass/Fail
9	Service Agreement <ul style="list-style-type: none"> Extent to which the vendor agrees to our Standard Form of Agreement. By Signing the Agreement, you assent to the Terms and Conditions of Fort Bend ISD. 	10 points
10	The impact on the ability of the District to comply with laws and rules relating to Historically Underutilized Businesses (HUB)	N/A
	TOTAL	100 points

Tabulation Summary
RFP 23-004KB-04 Fine Arts Consultants and Clinicians (Supplemental)

Vendor	Purchase Price (25 pts. Max)	Reputation of Vendor's Goods and Services (5 pts. Max)	Quality of Vendors Goods and Services (25 pts. Max)	Extent to which the Goods and Services Meet the Needs of the District (20 pts. Max)	Vendors Past Relationship with the District (5 pts. Max)	Long Term Cost to the District (10 pts. Max)	Agreement to Fort Bend ISD Terms and Conditions (10 pts. Max)	Proposer's Total Score (100 pts. Max)	Proposer's Ranking
Vicky Perez	25.00	4.00	25.00	20.00	5.00	10.00	10.00	99.00	1
Xiaorui Jiang	25.00	4.00	25.00	20.00	5.00	10.00	10.00	99.00	1
Brittany Davis	25.00	3.00	25.00	20.00	5.00	10.00	10.00	98.00	2
Austin Brake	25.00	2.00	25.00	20.00	5.00	10.00	10.00	97.00	3
Francisco Garay	25.00	2.00	25.00	20.00	5.00	10.00	10.00	97.00	3
Olubukola Akinola	25.00	2.00	25.00	20.00	5.00	10.00	10.00	97.00	3
Omar Escobedo	20.00	5.00	25.00	20.00	5.00	8.00	10.00	93.00	4
Patricia Natalia Nicolini-Dyginbill	20.00	4.00	25.00	20.00	5.00	8.00	10.00	92.00	5
James Gabonay	20.00	4.00	25.00	20.00	5.00	8.00	10.00	92.00	5
Janet Menzie	20.00	4.00	25.00	20.00	5.00	8.00	10.00	92.00	5
Vincent Morris	20.00	4.00	25.00	20.00	5.00	8.00	10.00	92.00	5
Eboni Wafer	20.00	3.00	25.00	20.00	5.00	8.00	10.00	91.00	6
Enn Rene Diaz	20.00	3.00	25.00	20.00	5.00	8.00	10.00	91.00	6
Jonathan Yoo	20.00	3.00	25.00	20.00	5.00	8.00	10.00	91.00	6
James Reece Nagai	20.00	3.00	25.00	20.00	5.00	8.00	10.00	91.00	6
Ryan Agard	20.00	3.00	25.00	20.00	5.00	8.00	10.00	91.00	6
Wade McDonald	20.00	3.00	25.00	20.00	5.00	8.00	10.00	91.00	6
Andrea Mut	20.00	2.00	25.00	20.00	5.00	8.00	10.00	90.00	7
Andrew Smit	20.00	2.00	25.00	20.00	5.00	8.00	10.00	90.00	7

Charlene Pendarvis-Romero	20.00	2.00	25.00	20.00	5.00	8.00	10.00	90.00	7
Eric Jimenez	20.00	2.00	25.00	20.00	5.00	8.00	10.00	90.00	7
Angela Yip	20.00	2.00	25.00	20.00	5.00	8.00	10.00	90.00	7
Katherine Rivas	20.00	2.00	25.00	20.00	5.00	8.00	10.00	90.00	7
Richard Brockway	20.00	2.00	25.00	20.00	5.00	8.00	10.00	90.00	7
Bethany Stuard	20.00	2.00	25.00	20.00	5.00	8.00	10.00	90.00	7
Cynthia Douglas	20.00	1.00	25.00	20.00	5.00	8.00	10.00	89.00	8
Morris Professional Audio LLC	18.75	2.00	25.00	20.00	5.00	7.50	10.00	88.25	9
Gregory Clifford	17.14	2.00	25.00	20.00	5.00	8.57	10.00	87.71	10
Amy Bennett	17.14	2.00	25.00	20.00	5.00	6.86	10.00	86.00	11
Manuel Maldonado	15.04	3.00	25.00	20.00	5.00	6.02	10.00	84.06	12
Tylan Perry	12.00	4.00	25.00	20.00	5.00	4.80	10.00	80.80	13
Watey Shabazz	10.00	4.00	25.00	20.00	5.00	4.00	10.00	78.00	14
Gerardo Davila	7.50	2.00	25.00	20.00	5.00	3.00	10.00	72.50	15
Varsity Spirit LLC	7.19	2.00	25.00	20.00	4.75	2.87	10.00	71.81	16

BOT Meeting:	September 11, 2023
Solicitation No.:	RFP 23-082AR
References:	District Goal 5
Description:	<p>School Bus Purchase</p> <p><u>Recommendation</u></p> <p>Consideration and approval for the purchase of school buses in an amount not to exceed \$4,670,000 and authorization for the Superintendent to negotiate and execute the agreements through September 2028.</p> <p><u>Summary</u></p> <p>On May 25, 2023, Fort Bend ISD issued RFP 23-082AR School Bus Purchases. The proposal requested pricing for 77-passenger buses; 77-passenger buses with wheelchair lifts, and 53-passenger special needs buses with wheelchair lifts. Additionally, the Administration is seeking approval to purchase gasoline buses through the BuyBoard purchasing cooperative.</p> <p>The District's bus replacement and growth plan is to replace buses fifteen (15) years and older, and to address growth in transportation services for regular and special needs transportation. As buses age, the cost of repairs rises and the cost per mile increases. Currently, there are 420 buses in the District's fleet with an average age of twelve (12) years. The industry standard is nine (9) years. The Transportation Department has identified the yellow fleet that will be replaced within the first two (2) years, and will maintain the remaining fleet, replacing additional buses once they reach the end of useful life.</p> <p>An evaluation team comprised of Fort Bend ISD staff members from the Transportation and Business and Finance Departments evaluated the proposals.</p> <p><u>Background</u></p> <p>The term of this contract is for three (3) years with two (2) optional one-year extensions. The contract term will begin on September 18, 2023, and will run through September 17, 2026. With the two (2) optional extensions, the contract can be extended until September 18, 2028.</p> <p>Expenditures for FY 2020-21 were \$4,250,670. The District did not purchase buses in FY 2022-23. Expenditures are not expected to exceed \$4,670,000 through September 2028. Funding is included in the budget.</p>
Requested By:	Damian Viltz, Chief Operating Officer Bryan Guinn, Chief Financial Officer
Vendors:	Thomas Bus Sales* Longhorn Bus Sales* 323

	Rush Bus Centers*
Budget Sources:	Bond Funds
Amount:	Not to exceed \$4,670,000
Other Supporting Information	
Sole Source:	No
Number of vendors contacted by FBISD:	898
Number of vendors downloaded the solicitation:	31
Number of responses received:	2
Number of "no bid" responses received:	1
Length of commitment:	Through September 2028
Last solicitation date:	June 2019
Supporting documents:	Evaluation Summary and Criteria
Disclosure under Board Policy CH, CV, or DBD (Local):	None

***Previously awarded a contract of the same scope with the District

RFP 23-082AR School Bus Purchase Criteria

	Evaluation Criteria	Point System
1	Purchase Price <ul style="list-style-type: none"> • Offer a fair reasonable price for goods and services to be procured by Fort Bend ISD • Pricing will be evaluated for reasonableness relative to the goods and services offered by each proposer 	25 points
2	Reputation of the Vendor and of the Vendor's Goods or Services <ul style="list-style-type: none"> • Vendor should have a solid reputation with other ISD's, Government or Collegiate entities that show a high level of customer service, a high level of quality of goods or services • Experience: Use and success of the product(s) and/or services in school districts or similar entities. (References will be contacted via e-mail with a deadline. If no response is received by the deadline, there will be points deducted in this section.) 	5 points
3	Quality of the Vendor's Goods or Services <ul style="list-style-type: none"> • Service capabilities • Demonstrates competence • Quality • Vendors Experience • Key personnel 	25 points
4	Extent to Which the Goods or Services Meet the District's Needs <ul style="list-style-type: none"> • Meets District specifications • Configuration and installation of identified specifications • Delivery of buses 	25 points
5	Vendor's Past Relationship with the District For reference, the vendor shall list the following: <ul style="list-style-type: none"> • Past projects or contracts for similar service vendor has had with the district • Past projects or contracts for similar service vendor has had with any K-12 districts of similar size or larger • Past projects or contracts for similar service vendor has had with any business or universities the size of our District 	5 points
6	Long-Term Cost to the District to Acquire the Vendor's Goods or Services <ul style="list-style-type: none"> • Warranty and other added costs 	5 points
7	Vendor's Principal Place of Business is in the State of Texas or Employs 500 People in this State	0 points
8	Insurance Requirements <ul style="list-style-type: none"> • Certificate of Insurance as requested in the solicitation • Certificate of Insurance with the limits outlined, without Fort Bend ISD listed as the certificate holder • Letter from the vendor's insurance carrier on the insurance carrier's letterhead to Fort Bend ISD 	Pass/Fail
9	Service Agreement <ul style="list-style-type: none"> • Extent to which the vendor agrees to our Standard Form of Agreement. By Signing the Agreement, you assent to the Terms and Conditions of Fort Bend ISD. • Vendor's contract terms and conditions align with the District's contracting priorities 	10 points
10	The impact on the ability of the district to comply with laws and rules relating to Historically Underutilized Businesses (HUB)	N/A
	TOTAL	100 points

Tabulation Summary
RFP 23-082AR School Bus Purchase

Vendor	Purchase Price (25 pts. Max)	Reputation of Vendor and Vendor's Goods and Services (5 pts. Max)	Quality of Vendors Goods and Services (25 pts. Max)	Extent to which the Goods and Services Meet the Needs of the District (25 pts. Max)	Vendors Past Relationship with the District (5 pts. Max)	Long Term Cost to the District (5 pts. Max)	Agreement to Fort Bend ISD Terms and Conditions (10 pts. Max)	Proposer's Total Score (100 pts. Max)	Proposer's Ranking
Longhorn Bus Sales	24.86	4.00	22.00	23.00	5.00	5.00	10.00	93.86	1
Thomas Bus Sales	25	4.00	21.00	21.00	4.50	4.00	10.00	89.50	2

BOT Meeting:	September 11, 2023
Solicitation No.:	RFP 23-055AR
References:	District Goal 5
Description:	<p>Fine Arts Concert Uniforms and Related Items</p> <p><u>Recommendation</u></p> <p>Consideration and approval for the purchase of Fine Arts Concert Uniforms and Related Items in an amount not to exceed \$375,000 and authorization for the Superintendent to negotiate and execute the agreements through September 2028.</p> <p><u>Summary</u></p> <p>On May 18, 2023, Fort Bend ISD issued RFP 23-055AR Fine Arts Concert Uniforms and Related Items, requesting a percentage discount on Fine Arts concert apparel. Commonly purchased items include men’s tuxedos, women’s concert dresses, blouses, and skirt separates, etc. Concert attire is necessary for students to look uniform and appropriately dressed while performing on campus, at University Interscholastic League (UIL) Concert and Sightreading Contests, and at other local, regional, state, national, and international concert venues.</p> <p>Purchases made through this solicitation will be used to replace aging uniforms. The average lifespan for a concert uniform used in a public-school music program is approximately 8-10 years. Replacement uniforms are ordered through the Fine Arts Department budget on a 10-year rotational basis for each campus at an average cost of \$50,000 per year. Additional concert uniforms are purchased on an as-needed basis for various campuses to accommodate program growth at an approximate cost of \$25,000 per year.</p> <p>A multiple award is recommended for the purchase of Fine Arts concert uniforms and related items. An evaluation team comprised of Fort Bend ISD staff members from the Fine Arts Department and Business and Finance Department, and campus staff evaluated the proposals. The vendors were selected by the evaluation team because they represent the best overall value for the District.</p> <p>The District applied the “Best Value” process in selecting the vendors to be awarded in accordance with Chapter 44, §44.031 (b) of the Texas Education Code & CH (Local) CH (Legal) purchasing and acquisition district policies.</p> <p><u>Background</u></p> <p>The term of this contract is for three (3) years with two (2) optional one-year extensions. The contract term will begin on September 18, 2023, and will run through September 17, 2026. With the two (2) option years, the contract can be extended until September 17, 2028.</p>

	Expenditures for FY 2022-23 were \$74,145. Expenditures are not expected to exceed \$375,0000 through September 2028. Funding is included in the budget.
Requested By:	Kwabena Mensah, Chief of Schools Bryan Guinn, Chief Financial Officer
Vendors:	Cousin's Concert Attire R T Golden, Inc DBA Filly's Career Apparel* Southeastern Performance Apparel Tuxedo Wholesaler Unlimited Orange DBA Guard Closet
Budget Sources:	General Fund
Amount:	Not to exceed \$375,000 through September 2028
Other Supporting Information	
Sole Source:	No
Number of vendors contacted by FBISD:	252
Number of vendors downloaded the solicitation:	31
Number of responses received:	7
Number of "no bid" responses received:	1
Length of commitment:	Through September 2028
Last solicitation date:	N/A
Supporting documents:	Evaluation Summary and Criteria
Disclosure under Board Policy CH, CV, or DBD (Local):	None

***Previously awarded a contract of the same scope with the District

RFP 23-055AR Fine Arts Concert Uniforms and Related Items

	Evaluation Criteria	Point System
1	<p>Purchase Price</p> <ul style="list-style-type: none"> • Offer a fair reasonable price for goods and services to be procured by Fort Bend ISD • Pricing will be evaluated for reasonableness relative to the goods and services offered by each proposer 	25 points
2	<p>Reputation of the Vendor and of the Vendor's Goods or Services</p> <ul style="list-style-type: none"> • Vendor should have a solid reputation with other ISD's, Government or Collegiate entities that show a high level of customer service, a high level of quality of goods or services. • Experience: Use and success of the product(s) and/or services in school districts or similar entities (References will be contacted via e-mail with a deadline. If no response is received by the deadline, there will be points deducted in this section.) 	10 points
3	<p>Quality of the Vendor's Goods or Services</p> <ul style="list-style-type: none"> • History of providing uniforms to school districts and professional organizations • Quality of materials • Durability of materials - can they last 10 years? • Record of good customer service with our District, other districts, or professional organizations 	25 points
4	<p>Extent to Which the Goods or Services Meet the District's Needs</p> <ul style="list-style-type: none"> • Catalogue of uniforms • Pricing of uniforms • Does the vendor provide concert dresses that are appropriate for our students? • Does the vendor provide tuxedos and accessories (shirts, ties, cummerbunds, etc.) 	25 points
5	<p>Vendor's Past Relationship with the District For reference, the vendor shall list the following:</p> <ul style="list-style-type: none"> • Past projects or contracts for similar service vendor has had with the District • Past projects or contracts for similar service the vendor has had with any K-12 districts of similar size or larger • Past projects or contracts for similar service vendor has had with any business or universities the size of our District 	5 points
6	<p>Long-Term Cost to the District to Acquire the Vendor's Goods or Services</p> <ul style="list-style-type: none"> • Set up fees • Other added costs 	10 points
7	<p>Vendor's Principal Place of Business is in the State of Texas or Employs 500 People in this State</p>	0 points

8	<p>Insurance Requirements</p> <ul style="list-style-type: none"> • Certificate of Insurance as requested in the solicitation • Certificate of Insurance with the limits outlined, without Fort Bend ISD listed as the certificate holder • Letter from the vendor’s insurance carrier on the insurance carrier’s letterhead to Fort Bend ISD 	Pass/Fail
9	<p>Service Agreement</p> <ul style="list-style-type: none"> • Extent to which the vendor agrees to our Standard Form of Agreement by Signing the Agreement, you assent to the Terms and Conditions of Fort Bend ISD • Vendor’s contract terms and conditions as they align with the District’s contracting priorities 	N/A
10	<p>The impact on the ability of the District to comply with laws and rules relating to Historically Underutilized Businesses (HUB)</p>	N/A
	<p>TOTAL</p>	<p>100 points</p>

Tabulation Summary
RFP 23-054AR Fine Arts Concert Uniforms and Related Items

Vendor	Purchase Price (25 pts. Max)	Reputation of Vendor and Vendor's Goods and Services (10 pts. Max)	Quality of Vendors Goods and Services (25 pts. Max)	Extent to Which the Goods and Services Meet the Needs of the District (25 pts. Max)	Vendor's Past Relationship with the District (5 pts. Max)	Long-Term Cost to the District to Acquire the Vendor's Goods and Services (10 pts. Max)	Proposer's Total Score (100 pts. Max)	Proposer's Ranking
Cousin's Concert Attire	25.00	5.00	25.00	25.00	5.00	10.00	95.00	1
TUXEDO WHOLESALER	22.00	8.00	25.00	25.00	4.67	6.25	90.92	2
Southeastern Performance Apparel	25.00	4.70	25.00	25.00	5.00	5.56	90.26	3
R T Golden, Inc DBA Filly's Career Apparel	18.00	9.00	25.00	25.00	5.00	5.00	87.00	4
Unlimited Orange DBA Guard Closet	15.00	8.00	22.00	22.00	4.00	6.25	77.25	5

BOT Meeting:	September 11, 2023
Solicitation No.:	RFP 23-084TA
References:	District Goal 5
Description:	<p>Awards, School Spirit Products (Non-Apparel), and Related Items</p> <p><u>Recommendation</u></p> <p>Consideration and approval for the purchase of Awards, Spirit Products (Non-Apparel), and Related Items from multiple vendors in an amount not to exceed \$1,500,000 and authorization for the Superintendent to negotiate and execute the agreements through September 2028.</p> <p><u>Summary</u></p> <p>On June 4, 2023, Fort Bend ISD issued RFP 23-084TA Awards, School Spirit Products (Non-Apparel), and Related Items to provide catalog pricing for awards, school spirit products (non-Apparel) and related items.</p> <p>The intent of this request for proposals was to establish a list of pre-approved vendors to provide items to include, but not be limited to, stock and custom awards, trophies, medals, pins, ribbons, and certificates (paper and foil). Recognition and school spirit products to be purchased include, but are not limited to, customized items used to promote an event, service, or District program/project including advertising specialties, incentives, business gifts, prizes, imprinted and/or customized key chains, decals, note pads, pencils, pens, highlighters, portfolios, umbrellas, tote bags, mugs/glassware, lanyards, school planners, commemorative items, general novelty items, and any other promotional items for students and staff of various schools, organizations, clubs, and departments.</p> <p>A multiple-vendor award is recommended for the purchase of awards, school spirit products (non-apparel) and related Items. This affords the District a variety of vendors and product options in addition to the ability to compare vendor pricing, ensuring the best value. An evaluation team comprised of Fort Bend ISD staff members from the Department of Student Leadership, Communications Department, and campus staff evaluated the proposals.</p> <p>The vendors were selected by the evaluation team because they represent the best overall value for the District. The District applied the “Best Value” process in selecting the vendors to be awarded in accordance with Chapter 44, §44.031 (b) of the Texas Education Code & CH (Local) CH (Legal) purchasing and acquisition district policies.</p> <p><u>Background</u></p> <p>The term of this contract is for three (3) years with two (2) optional one-year extensions. The contract term will begin on September 18, 2023,</p>

	and will run through September 17, 2026. With the two (2) optional years, the contract can be extended until September 17, 2028. Expenditures for FY 2022-23 were \$236,262. Expenditures are not expected to exceed \$1,500,000 through September 2028. Funding is included in the budget.
Requested By:	Dr. Kwabena Mensah, Chief of Schools Bryan Guinn, Chief Financial Officer
Vendors:	4imprint, Inc.*** AMAZING AWARDS INC*** B&LC Custom Print LLC Big Hit Creative Group Blue Jungle Marketing*** Brammer's Athletic WearHouse BSN Sports*** Buffalo Specialties*** Concept Printing INC CORPORATE INCENTIVES, INC*** Dugout Sports FYRE MARKETING LLC GRADUATE SALES AND RECOGNITION, LLC Gulf Coast Specialties*** HALO Branded Solutions, Inc.*** IdentiSys J Brandt Recognition, Ltd*** KreativDesk Leonetti Graphics Inc.*** Monarch Trophy Studio Proforma Angelini, Martin & Associates Solutions Promotional Marketplace*** SIGN SOLUTIONS, INC*** STS Brand*** The Master Teacher Uniform Trends dba T-Shirt Trends***
Budget Sources:	General Fund Activity Funds
Amount:	Not to exceed \$1,500,000 through September 2028
Other Supporting Information	
Sole Source:	No
Number of vendors contacted by FBISD:	1454
Number of vendors downloaded the solicitation:	102
Number of responses received:	27
Number of "no bid" responses received:	5
Length of commitment:	Through September 2028
Last solicitation date:	N/A
Supporting documents:	Evaluation Summary and Criteria
Disclosure under Board Policy CH, CV, or DBD (Local):	None

***Previously awarded a contract of the same scope with the District

RFP 23-084TA Awards, School Spirit Products (Non-Apparel), and Related Items

	Evaluation Criteria	Point System
1	<p>Purchase Price</p> <ul style="list-style-type: none"> • Offer a fair reasonable price for goods and services to be procured by Fort Bend ISD • Pricing will be evaluated for reasonableness relative to the goods and services offered by each proposer 	25 points
2	<p>Reputation of the Vendor and of the Vendor's Goods or Services</p> <ul style="list-style-type: none"> • Vendor should have a solid reputation with other ISD's, government or collegiate entities that show a high level of customer service, a high level of quality of goods or services • Experience: Use and success of the product(s) and/or services in school districts or similar entities. (References will be contacted via e-mail with a deadline. If no response is received by the deadline, there will be points deducted in this section.) 	10 points
3	<p>Quality of the Vendor's Goods or Services</p> <ul style="list-style-type: none"> • Service capabilities • Quality of goods • Relevant experience • Experience and competence in dealing with large school districts • Customer service indicative of sound delivery of services 	25 points
4	<p>Extent to Which the Goods or Services Meet the District's Needs</p> <ul style="list-style-type: none"> • Days to delivery • Product availability • Hours of operation • Return policy 	20 points
5	<p>Vendor's Past Relationship with the District For reference, the vendor shall list the following:</p> <ul style="list-style-type: none"> • Past projects or contracts similar service vendor has had with the District • Past projects or contracts similar service vendor has had with any K-12 districts of similar size or larger • Past projects or contracts similar service vendor has had with any business or universities the size of our District 	10 points
6	<p>Long-Term Cost to the District to Acquire the Vendor's Goods or Services</p> <ul style="list-style-type: none"> • Setup fees, other fees, and other added costs 	10 points
7	<p>Vendor's Principal Place of Business is in the State of Texas or Employs 500 People in this State</p>	0 points

8	<p>Insurance Requirements</p> <ul style="list-style-type: none"> • Certificate of Insurance as requested in the solicitation. • Certificate of Insurance with the limits outlined, without Fort Bend ISD listed as the certificate holder • Letter from the vendor's insurance carrier on the insurance carrier's letterhead to Fort Bend ISD 	Pass/Fail
9	<p>Service Agreement</p> <ul style="list-style-type: none"> • Extent to which the vendor agrees to our Standard Form of Agreement. By Signing the Agreement, you assent to the Terms and Conditions of Fort Bend ISD 	0 points
10	<p>The impact on the ability of the District to comply with laws and rules relating to Historically Underutilized Businesses (HUB).</p>	N/A
	<p>TOTAL</p>	<p>100 points</p>

Evaluation Summary
RFP 23-084TA Awards, School Spirit Products (Non-Apparel), and Related Items

Vendor	Purchase Price (25 pts max)	Reputation of the Vendor and the Vendor's Goods and Services (10 pts max)	Quality of the Vendor's Goods or Services (25 pts max)	Extent to Which the Goods or Services Meet the District's Needs (20 pts max)	Vendor's Past Relationship with the District or Similar Sized District (10 pts max)	Long-Term Cost to the District to Acquire the Vendor's Goods or Services (10 pts max)	Total Score (100 pts. Max)	Proposer's Ranking
Brammer's Athletic WearHouse	25.00	6.00	21.67	20.00	10.00	10.00	92.67	1
AMAZING AWARDS INC	20.00	8.00	20.00	20.00	10.00	5.00	83.00	2
Dugout Sports	20.00	6.00	21.67	20.00	9.33	5.00	82.00	3
FYRE MARKETING LLC	20.00	5.90	21.67	20.00	9.33	5.00	81.90	4
Monarch Trophy Studio	15.00	4.00	21.67	20.00	9.33	10.00	80.00	5
Buffalo Specialties	15.00	10.00	21.00	19.33	8.33	5.00	78.66	6
Promotional Marketplace	15.00	9.80	18.33	16.67	8.67	10.00	78.47	7
B&LC Custom Print LLC	10.00	8.00	21.67	20.00	8.67	10.00	78.34	8

Uniform Trends dba T-Shirt Trends	10.00	6.00	21.67	20.00	10.00	10.00	77.67	9
IdentiSys	15.00	6.00	20.00	20.00	9.33	5.00	75.33	10
Gulf Coast Specialties	6.00	10.00	23.33	20.00	10.00	5.00	74.33	11
STS Brand	6.00	10.00	21.67	20.00	10.00	5.00	72.67	12
Blue Jungle Marketing	6.00	10.00	21.67	20.00	10.00	5.00	72.67	13
Big Hit Creative Group	10.00	8.00	21.67	19.00	8.67	5.00	72.34	14
4imprint, Inc.	10.00	5.90	21.67	20.00	9.33	5.00	71.90	15
J Brandt Recognition, Ltd	5.00	10.00	21.67	20.00	10.00	5.00	71.67	16
BSN Sports	5.00	10.00	21.67	20.00	10.00	5.00	71.67	17
CORPORATE INCENTIVES, INC	5.00	10.00	21.67	20.00	10.00	5.00	71.67	18
GRADUATE SALES AND RECOGNITION, LLC	5.00	10.00	21.67	20.00	10.00	5.00	71.67	19
HALO Branded Solutions, Inc.	5.00	8.00	23.33	20.00	10.00	5.00	71.33	20

Leonetti Graphics Inc.	5.00	8.00	23.33	20.00	10.00	5.00	71.33	21
SIGN SOLUTIONS, INC	10.00	9.90	18.67	18.33	9.33	5.00	71.23	22
Concept Printing INC	5.00	10.00	21.67	20.00	9.33	5.00	71.00	23
The Master Teacher	6.00	10.00	20.00	20.00	9.33	5.00	70.33	24
KreativDesk	10.00	4.00	21.67	20.00	9.33	5.00	70.00	25
Proforma Angelini, Martin & Associates Solutions	6.00	8.00	21.67	20.00	9.33	5.00	70.00	26
Jostens, Inc.	5.00	5.00	10.33	8.67	3.00	5.00	37.00	27

BOT Meeting:	September 11, 2023
Solicitation No.:	RFP 23-054AR
References:	District Goal 5
Description:	<p>Performing and Visual Arts Organizations and Related Services</p> <p><u>Recommendation</u></p> <p>Consideration and approval for the purchase of Performing and Visual Arts Organizations and Related Services in an amount not to exceed \$800,000, and authorization for the Superintendent to negotiate and execute the agreements through September 2028.</p> <p><u>Summary</u></p> <p>On May 18, 2023, Fort Bend ISD issued RFP 23-054AR Performing and Visual Arts Organizations and Related Services. Various performing arts organizations within the state will collaborate with the Fine Arts Department, campus administrators, and Fine Arts classroom teachers to provide Arts-related educational services to students and staff at campuses throughout the District, as well as providing quality Arts experiences during field trips.</p> <p>This proposal requested a description of services and costs from various performing arts organizations within the State. Services included in the proposal include, but are not limited to:</p> <ol style="list-style-type: none"> 1. Providing a program of regularly scheduled concerts, performances, theatrical productions, or exhibits in the greater Houston area which serve to educate students in one or more of the four (4) Fine Arts disciplines of Art, Dance, Music, and Theatre. Examples of such performances would include symphony concerts, opera performances, field trips to art museums, and musical theatre shows. 2. Developing partnerships with Fort Bend ISD core-curricular (ELA, Math, Science, and Social Studies) instructional programs to create arts-integrated educational experiences. Examples of such services would include arts integration residencies where a professional teaching artist utilizes theatre exercises to teach core academic objectives. 3. Offering arts-related instruction, coaching, residencies, and evaluation to students enrolled in Fine Arts courses at District campuses before, during, and after school hours. An example of such services would include a professional musician teaching a master class to students enrolled in an orchestra or band course. 4. Manage an Arts-related after-school instructional program at various campuses. An example of such a service would include managing El Sistema-type after-school string programs at elementary schools.

	<p>5. Providing professional learning sessions and workshops to Fine Arts teachers, staff, and administrators, leading to improvements in Fine Arts education throughout the District.</p> <p><u>Background</u></p> <p>The term of this contract is for three (3) years with two (2) optional one-year extensions. The contract term will begin on September 18, 2023, and will run through September 17, 2026. With the two (2) optional years, the contract can be extended until September 17, 2028.</p> <p>Expenditures in FY2022-23 were \$192,856. Expenditures are not expected to exceed \$800,000 through September 2028. Funding is included in the budget.</p>
Requested By:	Kwabena Mensah, Chief of Schools Bryan Guinn, Chief Financial Officer
Vendors:	American Festival for the Arts (AFA)* Alley Theatre* Class Intimacy Acts, LLC Covenant Communication Houston Grand Opera* Houston Symphony* Houston Youth Symphony* Mosby Ink Seiffert Studio Shamelessly Saved Productions* Young Audiences of Houston* Young Rembrandts SW Houston*
Budget Sources:	General Fund
Amount:	Not to exceed \$800,000 through September 2028
Other Supporting Information	
Sole Source:	No
Number of vendors contacted by FBISD:	2303
Number of vendors downloaded the solicitation:	81
Number of responses received:	13
Number of "no bid" responses received:	9
Length of commitment:	Through September 2028
Last solicitation date:	N/A
Supporting documents:	Evaluation Summary and Criteria
Disclosure under Board Policy CH, CV, or DBD (Local):	None

***Previously awarded a contract of the same scope with the District

23-054AR Performing and Visual Arts Organizations and Related Services		
	Evaluation Criteria	Point System
1	Purchase Price <ul style="list-style-type: none"> • Offer a fair and reasonable price for goods and services to be procured by Fort Bend ISD • Pricing will be evaluated for reasonableness relative to the goods and services offered by each proposer 	25 points
2	Reputation of the Vendor and of the Vendor's Goods or Services <ul style="list-style-type: none"> • Vendor should have a solid reputation with other ISD's, Government or Collegiate entities that show a high level of customer service, a high level of quality of goods or services • Experience: Use and success of the product(s) and/or services in school districts or similar entities (References will be contacted via e-mail with a deadline. If no response is received by the deadline, there will be points deducted in this section.) 	5 points
3	Quality of the Vendor's Goods or Services <ul style="list-style-type: none"> • History of providing professional performing and visual art events • Performances enrich the cultural life of the greater Houston area and Fort Bend ISD students and staff • History of providing educational services to area school districts • Expertise or experience in the related 	20 points
4	Extent to Which the Goods or Services Meet the District's Needs <ul style="list-style-type: none"> • Provide a list of concerts and/or venues where Fort Bend ISD students and staff have attended or may attend in the future • Provide a list of other Houston-area school districts with whom the organization works • Provide a list of professional development, professional learning, or workshops offered to community and students 	25 points
5	Vendor's Past Relationship With the District For reference, the vendor shall list the following: <ul style="list-style-type: none"> • Past projects or contracts for similar service vendor has had with the district • Past projects or contracts for similar service vendor has had with any K-12 Districts similar size or larger • Past projects or contracts for similar service vendor has had with any business or universities the size of our District 	5 points
6	Long-Term Cost to the District to Acquire the Vendor's Goods or Services <ul style="list-style-type: none"> • Professional development courses • Consultant services • Related services 	10 points
7	Vendor's Principal Place of Business is in the State of Texas or Employs 500 People in this State	0 points

8	Insurance Requirements <ul style="list-style-type: none"> • Certificate of Insurance as requested in the solicitation • Certificate of Insurance with the limits outlined, without Fort Bend ISD listed as the certificate holder • Letter from the vendor's insurance carrier on the insurance carrier's letterhead to Fort Bend ISD 	Pass/Fail
9	Service Agreement <ul style="list-style-type: none"> • Extent to which the vendor agrees to our Standard Form of Agreement. By Signing the Agreement, you assent to the Terms and Conditions of Fort Bend ISD. • Vendor's contract terms and conditions as they align with the District's 	10 points
10	The impact on the ability of the district to comply with laws and rules relating to Historically Underutilized Businesses (HUB)	N/A
	TOTAL	100 points

Tabulation Summary
RFP 23-054AR Performing and Visual Arts Organizations and Related Services

Vendor	Purchase Price (25 pts. Max)	Reputation of Vendor and Vendor's Goods and Services (5 pts. Max)	Quality of Vendors Goods and Services (20 pts. Max)	Extent to which the Goods and Services Meet the Needs of the District (25 pts. Max)	Vendors Past Relationship with the District (5 pts. Max)	Long Term Cost to the District to Acquire the Vendor's Goods and Services (10 pts. Max)	Agreement to Fort Bend ISD Terms and Conditions (10 pts. Max)	Proposer's Total Score (100 pts. Max)	Proposer's Ranking
American Festival for the Arts (AFA)	25.00	5.00	20.00	25.00	5.00	7.13	10.00	97.13	1
Seiffert Studio	16.67	5.00	20.00	25.00	4.75	10.00	10.00	91.42	2
Houston Youth Symphony	24.00	5.00	20.00	24.00	5.00	3.00	10.00	91.00	3
Houston Audeince of Houston	10.00	3.00	20.00	25.00	5.00	6.00	10.00	79.00	4
Young Rembrandts SW Houston	10.00	3.00	20.00	25.00	5.00	5.00	10.00	78.00	5
Covenant Communication	10.00	3.00	20.00	25.00	4.75	4.75	10.00	77.50	6
Class Intimacy Acts, LLC	7.14	5.00	20.00	25.00	5.00	4.00	10.00	76.14	7
Houston Grand Opera	7.00	4.00	20.00	25.00	5.00	5.00	10.00	76.00	8
Shamelessly Saved Productions	7.00	3.00	20.00	25.00	5.00	4.61	10.00	74.61	9
Alley Theatre	6.25	4.00	20.00	25.00	5.00	4.00	10.00	74.25	10
Houston Symphony	6.25	3.00	20.00	25.00	5.00	4.00	10.00	73.25	11
Mosby Ink	8.33	3.00	20.00	25.00	4.75	1.43	10.00	72.51	12

BOT Meeting:	September 11, 2023
Solicitation No.:	RFP 23-073AB
References:	District Goal 5
Description:	<p>Demographic Services</p> <p><u>Recommendation</u></p> <p>Consideration and approval for the purchase of Demographic Services from Population and Survey Analysts in an amount not to exceed \$954,000 and authorization for the Superintendent to negotiate and execute the agreement through September 2028.</p> <p><u>Summary</u></p> <p>On June 13, 2023, Fort Bend ISD issued RFP 23-073AB soliciting responses from well-established Demographic Services firms who have experience conducting demographic studies and can provide related projections and analysis for the District. The selected firm will guide the District in creating a demographic study to assist in determining the District's future growth needs.</p> <p>The selected demographer will provide services that include but are not limited to:</p> <ul style="list-style-type: none"> • Information for the next ten years on: <ul style="list-style-type: none"> ○ Student population projections by grade (PK-12) and campus ○ Review of current and future land developments (single and multi-family) ○ Review of current and future city zoning and annexation ○ Ratio of students per housing unit by neighborhood block ○ Campus capacity analysis ○ Provide student census block data based on TEA's tier system for state funding ○ Provide information on the impact of students that are being lost to virtual, charter and private schools ○ Make projections for student losses to the District based on data from other states if vouchers are approved by the State ○ Recommend possible future attendance zones ○ Recommend possible future campus sites and/or current facility expansion ○ Project the ratio of students per household for all apartment buildings and major master planned communities. Estimate number of students per new master planned community and older neighborhoods that are experiencing gentrification. ○ Estimate number of students for each grade per planning unit over a ten-year period. ○ Determine current and future residential development and land use in the District.

	<p>An evaluation team comprised of Fort Bend ISD Executive Team members and staff members from the Collaborative Communities and Business and Finance Departments reviewed the submissions. The District applied the “Best Value” process in selecting the vendor to be awarded in accordance with Chapter 44, §44.031 (b) of the Texas Education Code & CH (Local) CH (Legal) purchasing and acquisition District policies.</p> <p>The term of this contract is for three (3) years with two (2) optional one-year extensions. The contract term will begin on September 18, 2023, and will run through September 17, 2026. With the two (2) optional years, the contract can be extended until September 17, 2028.</p> <p><u>Background</u></p> <p>Expenditures for FY 2022-23 were \$175,000. Expenditures are not expected to exceed \$954,000 through September 2028. Funding is included in the budget.</p>
Requested By:	Beth Martinez, Deputy Superintendent Bryan Guinn, Chief Financial Officer
Vendors:	Population and Survey Analysts***
Budget Sources:	General Fund
Amount:	Not to Exceed \$954,000 through September 2028
Other Supporting Information	
Sole Source:	No
Number of vendors contacted by FBISD:	2154
Number of vendors downloaded the solicitation:	32
Number of responses received:	2
Number of “no bid” responses received:	0
Length of commitment:	Through September 2028
Last solicitation date:	September 2018
Supporting documents:	Evaluation Summary and Criteria
Disclosure under Board Policy CH, CV, or DBD (Local):	None

***Previously awarded a contract of the same scope with the District

23-073AB Demographic Services

	Evaluation Criteria	Point System
1	Purchase Price <ul style="list-style-type: none"> • Offer a fair reasonable price for goods and services to be procured by Fort Bend ISD • Pricing will be evaluated for reasonableness relative to the goods and services offered by each proposer 	25 points
2	Reputation of the Vendor and of the Vendor's Goods or Services <ul style="list-style-type: none"> • Vendor should have a solid reputation with other ISDs, Government or Collegiate entities that show a high level of customer service, a high level of quality of goods or services • Experience: Use and success of the product(s) and/or services in school districts or similar entities (References will be contacted via e-mail with a deadline. If no response is received by the deadline, there will be points deducted in this section.) 	10 points
3	Quality of the Vendor's Goods or Services <ul style="list-style-type: none"> • The firm's ability to create a demographic study that provides benefits to the District's Board of Trustees and Administration with regards to the growth and long-term planning for Fort Bend ISD 	25 points
4	Extent to Which the Goods or Services Meet the District's Needs <ul style="list-style-type: none"> • Extent to which the firm's services, personnel, experience, and proposed methodology meets the needs of the District 	25 points
5	Vendor's Past Relationship with the District For reference, the vendor shall list the following: <ul style="list-style-type: none"> • Past projects or contracts for similar service vendor has had with the District • Past projects or contracts for similar service vendor has had with any K-12 Districts of similar size or larger • Past projects or contracts for similar service vendor has had with any business or universities the size of our District 	5 points
6	Long-Term Cost to the District to Acquire the Vendor's Goods or Services <ul style="list-style-type: none"> • Other fees and charges/or added cost 	5 points
7	Vendor's Principal Place of Business is in the State of Texas or Employs 500 People in this State	0 points
8	Insurance Requirements <ul style="list-style-type: none"> • Certificate of Insurance as requested in the solicitation • Certificate of Insurance with the limits outlined, without Fort Bend ISD listed as the certificate holder • Letter from the vendor's insurance carrier on the insurance carrier's letterhead to Fort Bend ISD 	Pass/Fail
9	Service Agreement <ul style="list-style-type: none"> • Extent to which the vendor agrees to our Standard Form of Agreement. By Signing the Agreement, you assent to the Terms and Conditions of Fort Bend ISD. 	5 points
10	The impact on the ability of the district to comply with laws and rules relating to Historically Underutilized Businesses (HUB)	N/A
	TOTAL	100 points

Tabulation Summary
RFP 23-073AB Demographic Services

Vendor	Purchase Price (25 pts. Max)	Reputation of Vendor and Vendor's Goods and Services (10 pts. Max)	Quality of Vendors Goods and Services (25 pts. Max)	Extent to which the Goods and Services Meet the Needs of the District (25 pts. Max)	Vendors Past Relationship with the District (5 pts. Max)	Long Term Cost to the District (5 pts. Max)	Agreement to Fort Bend ISD Terms and Conditions (5 pts. Max)	Proposer's Total Score (100 pts. Max)	Proposer's Ranking
Population and Survey Analysts	12.41	10.00	23.25	24.00	5.00	2.48	5.00	82.14	1
Zonda Education	25	4.00	12.50	12.75	3.25	5.00	5.00	67.50	2

BOT Meeting:	September 11, 2023
Solicitation No.:	RFP 23-073AB
References:	District Goal 5
Description:	<p>Long-Range Planning Services</p> <p><u>Recommendation</u></p> <p>Consideration and approval for the purchase of Long-Range Planning Services from HPM in an amount not to exceed \$809,000 and authorization for the Superintendent to negotiate and execute the agreement through September 2028.</p> <p><u>Summary</u></p> <p>On June 13, 2023, Fort Bend ISD issued an RFP 23-073AB soliciting responses from well-established Educational Consulting Firms who have experience in providing services specific to attendance boundary and facilities planning. Firms were required to have experience in a Texas K-12 public school district setting or with other government entities. The firm would guide the District in facilities master planning and attendance boundary efforts to address the current and future growth needs of Fort Bend ISD.</p> <p>The selected consultant/firm would engage with, guide, and advise the Board of Trustees and executive leadership team. Other tasks would include the following:</p> <ul style="list-style-type: none"> • Perform and analyze school enrollment projections, population trends, and forecast demographics for the next ten (10) years. The projections would consider the impact of other available educational opportunities for Fort Bend ISD students such as open enrollment, charter/private school impact, historical boundary changes, and program placement. • Conduct comprehensive assessment and programmatic analysis to meet the District’s short and long-range facility planning needs. • Utilize District provided Facility Condition Index to assist with evaluation of facilities and recommendations on building use. Consider various options for grade and geographic educational grouping, configuration, and organization. • Assist in preparation and review, and provide input for, a Facilities Master Plan with identified priorities for building use, consolidation, rezoning, and/or need for new schools, rebuilds, or additions. • Prepare plans for facility utilization.

	<ul style="list-style-type: none"> Examine the implications of the three (3) alternative plans on academic achievement, budget, demographics, infrastructure, facilities, sustainability, and transportation, and the impact on students and families. <p>An evaluation team comprised of Fort Bend ISD Executive team members and staff members from the Collaborative Communities and Business and Finance Departments reviewed the submissions. The District applied the “Best Value” process in selecting the vendor to be awarded in accordance with Chapter 44, §44.031 (b) of the Texas Education Code & CH (Local) CH (Legal) purchasing and acquisition district policies.</p> <p>The term of this contract is for three (3) years with two (2) optional one-year extensions. The contract term will begin on September 18, 2023, and will run through September 17, 2026. With the two (2) optional years, the contract can be extended through September 17, 2028.</p> <p><u>Background</u></p> <p>Expenditures for FY 2022-23 were \$106,460. Expenditures are not expected to exceed \$809,000 through September 2028. Funding is included in the budget.</p>
Requested By:	Beth Martinez, Deputy Superintendent Bryan Guinn, Chief Financial Officer
Vendors:	HPM
Budget Sources:	General Fund
Amount:	Not to Exceed \$809,000 through September 2028
Other Supporting Information	
Sole Source:	No
Number of vendors contacted by FBISD:	2154
Number of vendors downloaded the solicitation:	32
Number of responses received:	2
Number of “no bid” responses received:	0
Length of commitment:	Through September 2028
Last solicitation date:	September 2018
Supporting documents:	Evaluation Summary and Criteria
Disclosure under Board Policy CH, CV, or DBD (Local):	None

***Previously awarded a contract of the same scope with the District

23-073AB Demographic Services

	Evaluation Criteria	Point System
1	Purchase Price <ul style="list-style-type: none"> • Offer a fair reasonable price for goods and services to be procured by Fort Bend ISD • Pricing will be evaluated for reasonableness relative to the goods and services offered by each proposer 	25 points
2	Reputation of the Vendor and of the Vendor's goods or services <ul style="list-style-type: none"> • Vendor should have a solid reputation with other ISDs, Government or Collegiate entities that show a high level of customer service, a high level of quality of goods or services • Experience: Use and success of the product(s) and/or services in school districts or similar entities (References will be contacted via e-mail with a deadline. If no response is received by the deadline, there will be points deducted in this section.) 	10 points
3	Quality of the Vendor's Goods or Services <ul style="list-style-type: none"> • The firm's ability to create a demographic study that provides benefits to the District's Board of Trustees and Administration with regards to the growth and long-term planning for Fort Bend ISD 	25 points
4	Extent to Which the Goods or Services Meet the District's Needs <ul style="list-style-type: none"> • Extent to which the firm's services, personnel, experience, and proposed methodology meets the needs of the District 	25 points
5	Vendor's Past Relationship with the District For reference, the vendor shall list the following: <ul style="list-style-type: none"> • Past projects or contracts for similar service vendor has had with the District • Past projects or contracts for similar service vendor has had with any K-12 Districts of similar size or larger • Past projects or contracts for similar service vendor has had with any business or universities the size of our District 	5 points
6	Long-Term Cost to the District to Acquire the Vendor's Goods or Services <ul style="list-style-type: none"> • Other fees and charges/or added cost 	5 points
7	Vendor's Principal Place of Business is in the State of Texas or Employs 500 People in this State	0 points
8	Insurance Requirements <ul style="list-style-type: none"> • Certificate of Insurance as requested in the solicitation • Certificate of Insurance with the limits outlined, without Fort Bend ISD listed as the certificate holder • Letter from the vendor's insurance carrier on the insurance carrier's letterhead to Fort Bend ISD 	Pass/Fail
9	Service Agreement <ul style="list-style-type: none"> • Extent to which the vendor agrees to our Standard Form of Agreement by Signing the Agreement, you assent to the Terms and Conditions of Fort Bend ISD 	5 points
10	The impact on the ability of the district to comply with laws and rules relating to Historically Underutilized Businesses (HUB)	N/A
	TOTAL	100 points

Tabulation Summary
RFP 23-073AB Long-Range Planning Services

Vendor	Purchase Price (25 pts. Max)	Reputation of Vendor and Vendor's Goods and Services (10 pts. Max)	Quality of Vendors Goods and Services (25 pts. Max)	Extent to Which the Goods/Services Meet the District's Needs (25 pts. Max)	Vendors Past Relationship with the District (5 pts. Max)	Long-Term Cost to the District (5 pts. Max)	Agreement to Fort Bend ISD Terms and Conditions (5 pts. Max)	Proposer's Total Score (100 pts. Max)	Proposer's Ranking
HPM	16.04	4.00	22.25	23.25	4.25	3.00	5.00	77.79	1
Zonda Education	25	4.00	10.75	10.00	2.50	5.00	5.00	62.25	2