Candidate: Angie Hanan (Position 1 - Incumbent)

What motivated you to run for the school board?

I spent my career as a language and literacy teacher, English as a Second Language Coordinator, and educational consultant. Many of those years were in Fort Bend ISD. My daughter attended FBISD schools for kindergarten through twelfth grade and graduated in 2024. As a longtime educator, former FBISD employee, parent, volunteer, and consultant, I witnessed many things I believed needed improvement, especially in meeting the instructional needs of students. I also had deep concerns regarding the way the district evaluated programs and systems for effectiveness. I am running for re-election to continue working for positive forward progress in these areas to ensure the district is meeting the learning needs of all children.

What is your connection to FBISD?

Community member; Volunteer; I have lived in Fort Bend ISD for 33 years and my daughter graduated in 2024 after spending her entire public school career here.

Level of support for the school tech initiatives below:

	1 (very opposed)	2 (opposed)	3 (neutral)	4 (supportive)	5 (very supportive)
Removing 1:1 iPads and laptops for the youngest students (pre-K through 1st/2nd grade), with the exception of required testing			neutral		
Pulling back on the 1:1 laptops given to other grades			neutral		
Establishing daily screen time limits for in-school laptops/iPads					very supportive
Prioritizing off-screen homework, schoolwork with paper/pencil, and face-to-face collaboration					very supportive
Restricting students' AI usage					very supportive

Is there anything you'd like to share about how you rated the initiatives above?

Thank you to Schools Beyond Screens for this opportunity to share my views. I want to address the reasons why I responded "neutral" to questions one and two. I hope concerned parents and community members will take the time to read my written reply below. First, I believe technology is overutilized in many homes and classrooms for children of all ages, not just with our youngest learners. It was overutilized during my daughter's education in FBISD by some teachers, but not all. I believe when technology is used to pacify children or used in ways not tied to mastery of learning objectives, promoting critical and creative thinking, or accelerating learning, it may lead to addictive behaviors and can create barriers to authentic social engagement with other children and adults. It can also be used as a crutch in a child's ability to engage in real-life problem-solving.

I am a staunch supporter of authentic instruction that is hands-on, inquiry-based, and student-centered. I believe we need more fiction and non-fiction books, paper, pencils, markers, glue, scissors, and other materials and resources in the hands of our children during school hours, for homework, and over the summer months. With that said, as a former literacy coach and teacher of first and second grade students with diverse needs and abilities, I know there is value in using technology to facilitate learning when it is used thoughtfully with a keen focus on time limitations, student needs, and student outcomes.

For students learning English for the first time or for students who need additional visual, and auditory supports, literacy and language programs focused on authentic reading, phonemic awareness, and phonics can be both motivating and instructionally appropriate learning tools. Teachers of young learners may have 20-24 children in a classroom. Eight of those students may be learning English for the first time, five may be special education students, two students may have dyslexia, three students may be identified as gifted and talented, and four students may have no special program identification. With such a wide range of student needs, training teachers to understand how to use technology effectively in the classroom is vital. It is very important to note here that the district has a legal obligation to provide instruction covering the state-required Texas Essential Knowledge and Skills for Technology Applications (Texas Administrative Code Chapter 126) for grades K-8.

I know firsthand how challenging it is to be a parent and a teacher. I also know that Texas

requires our children, beginning in third grade, to take high-stakes testing on the computer. The children must have the stamina and skills it takes to write responses and read problems to identify answers. In the past two years, the SAT for older students has transitioned to computer-based testing only. I am adamantly opposed to Texas high-stakes testing that does not give children, parents and teachers the option for paper and pencil testing, regardless of age. I believe these high-stakes Texas accountability requirements are a very real driver of increased use of technology in the early grades. I want our students to be prepared and to excel on the State of Texas Assessments of Academic Readiness (STAAR), but it would be unfair and impossible to expect children to succeed on a 3rd grade STAAR if technology instruction is delayed until 3rd grade.

Is there anything else you'd like Schools Beyond Screens Fort Bend voters to know about you?

I believe it is important to have multiple perspectives on the Fort Bend ISD school board, including that of a professional educator who is deeply committed to the success of all children in our schools and who understands the interconnectedness of curriculum, instruction, special programs, teacher training, policy, and fiscal responsibility. For any parent or constituent who wants to see my Texas State Certification credentials, go to https://tealprod.tea.state.tx.us/ECOS-External/EcosOnline/VirtCert and search Angela Marie Hanan.

Where can SBS members learn more about your candidacy, and what can they do to help with your campaign?

Please visit my website at www.VoteAngieforFBISD.com

Facebook: AngieforSchoolBoard

Instagram: https://www.instagram.com/reelectangieforfbisd/