**Question #1:**

What is the meaning of “Recapture” when it comes to funding and does CCISD have to do this?

**Answer:**

Recapture refers to funds that are required to be sent back to the state when property tax revenue generated from a school district’s tax base is too high. The state recaptures the funding to redistribute to other school districts, but since Clear Creek ISD is not a recapture district, no funds are recaptured. Recapture typically applies to school districts with high commercial and industrial tax bases, as opposed to school districts whose tax base has a high proportion of residential property.

**Question #2:**

Can the savings from Bonds 2013 & 2017 Bonds be used?

**Answer:**

Bond project savings and interest earned on bond funds may be used for purposes authorized by the original bond referendum ballot language. Historically, we have used the following ballot language for our bond elections:

“The issuance of $XXX,XXX,XXX School Building Bonds for the Construction, Acquisition and Equipment of School Buildings in the District (Including the Rehabilitation, Renovation, Expansion and Improvement Thereof), the Purchase of the Necessary Sites for School Buildings, and the Purchase of New School Buses and Levying of the Tax in Payment Thereof.”

This ballot language allows our Board of Trustees to approve the use of Bond Savings and Interest for pressing capital needs. Savings and Interest for the 2013 and 2017 Bond Programs will be discussed in detail at the April 18th Committee meeting.

**Question #3:**

Where does the revenue generated by bus advertising go?

**Answer:**

Advertising revenue is deposited into the Advertising Fund, which is used to fund operating expenses for the C3 Studios Career and Technical Education (CTE) program at Challenger Columbia Stadium. This fund is also used to accumulate funds to replace the Video Board and related control room at Challenger Columbia Stadium based upon its 10-year replacement life cycle. When excess advertising revenue is generated, funds are transferred to the General Fund to offset Marketing Program operating costs.

**Question #4:**

Can the committee get a list of projects that were not funded in prior bond cycles?

**Answer:**

Yes. The needs assessment presented to, but not recommended by the 2013 and 2017 Facility Advisory Committees will be provided to the committee on April 11th.

**Question #5:**

What is the difference between the “Debt Service Fund” & Capital Projects Fund”?

**Answer:**

Capital projects funds are used to pay for capital and other long-term needs. When voters approve a bond referendum, the funds generated by the sale of bonds are deposited into Capital Projects funds and are expended as projects are completed. The Debt Service Fund is used to pay principal and interest on long-term debt. Debt Service property taxes are levied based upon the tax rate set by the Board of Trustees each year.

**Question #6:**

Does the school district receive the funding for the Bond in one lump sum?

**Answer:**

We issue bonds based upon the unique cash requirements of each bond program. We cannot logistically complete all approved projects immediately, so they are scheduled to be completed over a 5-year schedule. We are very conservative when investing district funds, so the interest rates we pay on long-term debt are typically higher than our rate of return on investments. This draw schedule ensures “just-in-time” funding of our projects, which keeps the tax rate as low as possible.

**Question #7:**

Does the school district re-negotiate the Bonds to get lower interest rates?

**Answer:**

Yes, we periodically re-negotiate and/or restructure bonds to obtain lower interest rates when market conditions are favorable.

**Question #8:**

What was the COVID drop and how did it relate to school district funding?

**Answer:**

Enrollment and attendance rates decline in 2020 and have fluctuated several times with covid resurgences. It has been sporadic and difficult to pinpoint trends to determine why the students are not returning. School district funding is based upon the Average Daily Attendance, therefore declines in attendance rates result in reduced funding.

**Question #9:**

Why does the tax rate continue to decrease if we are still paying for bonds?

**Answer:**

The Debt Service tax rate is established by the Board of Trustees annually and is based upon principal and interest payments required for each year.  If the assessed value of the tax base increases due to growth, the tax rate required to generate the necessary funds to cover principal and interest payments is reduced.

**Question #10:**

How do we determine the priorities of the items listed in the assessment?

**Answer:**

Priorities are determined based upon standard life cycles, experience, condition, programmatic implications, and impact of items on District and Campus operations.

**Question #11:**

How do we determine the Life Cycle of items listed? Is there a standard list?

**Answer:**

Life cycles are developed based upon unique system types, industry standards and district experience. We will present a sample of life cycles at the April 11th Committee meeting.

**Question #12:**

Has the District tried to apply for assistance from the Inflation Reduction Act? Could this be used for these types of projects?

**Answer:**

We are reviewing this program and its eligibility requirements, and we will determine whether the program could be of benefit.

**Question #13:**

When looking at the Life Cycle of the item, is depreciation taken into consideration?

**Answer:**

Life cycles for our building systems and other capital assets are based upon their expected useful life. As systems near the end of their life cycles, the frequency of breakdowns and difficulty obtaining repair parts necessitates replacement to prevent disruption of campus and district operations. Since depreciation is typically defined as the reduction in the value of an asset with the passage of time, mostly due wear and tear, depreciation is factored into our life cycle determination.

**Question #14:**

Can an email version of the Assessment data be sent out?

**Answer:**

Yes. An MS Excel version of the assessment databased will be provided to the committee on April 11th.

**Question #15:**

How is the consensus reached/determined? By table voting, individual voting, etc?

**Answer:**

We do not vote on issues requiring action, but all issues are fully discussed. CCISD School Policy BQA (Local) states that “For consensus to exist, it is not necessary for every participant to agree in full, but it is necessary for every person to be given the opportunity to be heard and, in the end, for almost all to believe that the decision does not violate his or her convictions.” During the recommendation development meetings in May, we will assign teams to evaluate the information presented and each group will make recommendations for their area to the committee. The recommendations will be discussed, and the committee will attempt to reach consensus.

**Question #16:**

How is the construction cost determined?

**Answer:**

The estimated cost of facility and construction related assessment items was provided by our Architects and Engineers based upon the cost estimating database. The estimates in their database are determined by recent bids in the Houston area K-12 construction market as of Spring 2022. Cost estimates for other items such as fine arts instruments, buses and technology were based upon information supplied by each individual department.

**Question #17:**

If we feel that there is a facility need that is not on this assessment, how do we go about adding it to the assessment for Committee consideration?

**Answer:**

Committee members are encouraged to bring these types of items to the committee for discussion at any time. The committee will discuss and determine whether the items should be added to the assessment and prioritized for inclusion in the committee’s recommendation.

**Question #18:**

Is there anything that can be done to address the parking situation (or lack of parking) at Clear Springs High School?

**Answer:**

Campus staff and instructional leaders have expressed concerns about a lack of adequate parking at the campus, but the unique site characteristics at Clear Springs High School make the addition of parking a significant challenge. We will prepare estimates for possible options and present to the committee for consideration at a future meeting.

**Question #19:**

Can we get more detailed information regarding the line items related to cameras? The description only says “camera” and the committee would like to have more information about these items.

**Answer:**

Due to the sensitive nature of our security system designs and capabilities, we cannot publish detailed information beyond what is included in the assessment. We can provide an opportunity for committee members to view more detailed information at our office, if requested. The multiple line items for each campus listed in the assessment database allows us to provide more accurate estimates for various areas of each building. The assessment also includes additional cameras based upon blind spots identified by campus and Safe and Secure Schools staff over the last few years.

**Question #20:**

Are there cameras in the parking lots of high school campuses? If no, why not?

**Answer:**

We do not currently have cameras in our High School Parking lots due to the high cost of installation and maintenance. We do not recommend placement of cameras on parking lots, but it is possible to add higher resolution cameras with zoom capability that can be strategically installed on our buildings for optimal parking lot coverage. Our Technology Team is developing estimates for this type of system for Committee discussion and consideration at a future meeting.

**Question #21:**

There are roads listed for Challenger Columbia Stadium and the Education Village? Why are these needed and why were they not added when the original construction was completed?

**Answer:**

These roadways are needed to improve traffic flow and safety at each location.

* *Challenger Columbia Stadium* – When the project was designed in 2014, this road was included as an “alternate” during the procurement phase, but the project was over budget due to inflation, so the alternate was not accepted at that time. Also, the road’s design called for connection of the road to an extension of Landing Boulevard and Beamer Road, which were not near the design phase at the time. Both extensions are in the final stages of design and construction is slated to begin within the next two years.
* *Education Village* – As discussed at last week’s meeting, the Education Village was the first of its kind at the time. Concerns about student safety and proper separation of the three campuses influenced the overall design of the campus and access between the three (3) campuses. Our operational experience over the last twelve (12) years has alleviated those concerns and identified significant safety and traffic issues that need to be addressed.

**Question #22:**

Why are “control systems” (HVAC) under both Mechanical and Technology disciplines?

**Answer:**

The district utilizes building automation systems (BAS) to control mechanical, electrical, and plumbing equipment throughout the entire District and these systems are listed in the Mechanical section of the assessment. Main data equipment rooms (MDF) and Intermediate data equipment rooms (IDF) require separate dedicated air conditioning units to maintain target temperatures and humidity levels 24-hours a day, and these units and control systems are listed under Technology – Building Systems section of the assessment.

**Question #23:**

What is the status of gender-neutral bathrooms in our high schools?

**Answer:**

Our high school campuses currently utilize gender neutral bathrooms to accommodate students on a case-by-case basis.

**Question #24:**

Where would the existing priority level be for the performing arts center repairs on seating and lighting for Clear Springs High School?

**Answer:**

Thank you for bringing this to our attention. We have added replacement of stage lighting system at Clear Springs High School as a Code/Condition Priority 1 item (C1) to the assessment database. Replacement of auditorium seating was not identified as a need based upon our assessment. These seats typically have a 25-year life cycle and are typically replaced as part of a larger renovation. For reference, the auditorium seating at Clear Brook High School was installed in 1988 and was replaced in 2015 when the auditorium renovation was completed as part of Bonds 2013. Our Maintenance Department will reach out to campus staff and determine if repairs are needed.

**Question #25:**

Being new to the district, how many Title 1 schools do we have?

**Answer:**

Fifteen (15) of our forty-four (44) schools are Title 1 campuses including three (3) Intermediate and twelve (12) Elementary.

**Question #26:**

How many schools still have portable buildings?

**Answer:**

Over the last ten years, our goal has been to remove as many of these portable classroom buildings as possible. As a result, we currently only have twelve (12) campuses with portable classroom buildings, and the portable buildings will be removed from another three (3) campuses this Summer.

**Question #27:**

Has the district looked at obtaining sponsorships for our scoreboards?

**Answer:**

The district does obtain sponsorships for the scoreboards at both stadiums which raise approximately $300,000 annually.

**Question #28:**

At Greene Elementary, why is there no key card entry access to the 2nd grade hall from the playground and from the track to the gym/gym hallway (2 different doors).

**Answer:**

The District Wide Security Upgrade project completed in 2021 included replacement of the hardware and infrastructure for existing card readers, along with a new access control management system. We also added card readers as needed to provide access from the playground areas if card access did not already exist. Greene Elementary has two card readers at the back of the campus to allow staff to quickly access the building from recess and PE, which is comparable to our other elementary schools, so additional card readers were not added at the time. Our Safe and Secure Schools Department staff will review and determine if an additional card reader is warranted at this campus.

**Question #29:**

Why specifically does the school district need generators? How many facilities have them?

**Answer:**

Generators are necessary to ensure that critical safety systems including emergency egress lighting, fire alarms, telephones, intercoms, cameras, and kitchen cooler/freezers remain operational in case of power outages. Generators have been installed at every facility except for Seabrook Intermediate, Victory Lakes Intermediate, Clear Path Alternative School, the East Ag Center, and the West Ag Center. Generators are included in our assessment for these facilities to bring them up to District standard.

**Question #30:**

From the meeting on April 11th, it sounded like we have two security camera systems: one that is older, but still within its life cycle and one that is newer. As I understood the recommendation, it sounds like the staff would like to retire the older system completely even though it has life in it? Please help me understand if I understand this correctly, and if so, why we would retire a functioning system prior to the end of the life cycle?

**Answer:**

The 2017 Bond program included replacement of obsolete analog and low-resolution digital camera systems as part of the Districtwide Security Upgrades Project. At the time this project was designed and completed, several projects had been recently completed with the lower resolution digital cameras utilizing the old Video Management System. These projects were part of the 2013 Bond Program and the early years of the 2017 Bond Program. As a result, we did not include these projects in the Districtwide Security Upgrades project because they were not at the end of their expected useful life at the time. These projects were completed in 2016, 2017 and 2018, and since cameras have an expected useful life of seven (7) years, they are at the end of their life cycle in 2023, 2024 and 2025 depending on when they were installed. It will not be necessary to replace the infrastructure (cabling, power, etc.) installed at the time, so our estimates only include replacement of the camera device with a new high resolution camera device.

**Question #31:**

Is a landscape architect evaluating all the drainage issues around the district? How are you determining the scope and cost of drainage repairs or improvements?

**Answer:**

Drainage improvements and associated costs that are included in the assessment were initially identified by campus, Facilities and Maintenance staff based upon site observations over the years. These lists were provided to our 3rd party Civil Engineer who evaluated likely causes and developed the scope of improvements necessary based upon current codes and ordinances. The 3rd party Civil Engineer also developed the cost estimates included in the assessment.

**Question #32:**

Has an energy savings assessment been done by an outside firm to identify “quick hit” items that have a short payback? Are they included in the recommendations?

**Answer:**

In addition to engaging with our 3rd party engineers to design energy efficient equipment and building envelope systems for all new construction, building additions, renovations and priority repair/replacement projects, we have worked with a host of 3rd party consultants including the State Energy Conservation Office (SECO), Centerpoint Energy (SCORE), Texas New Mexico Power and CLEAResult to aid our staff in the identification of effective energy-saving solutions that meet our performance requirements, at a reasonable cost and Return on Investment (ROI).

Over the last two bond cycles (2013 and 2017), we have replaced antiquated equipment with energy efficient systems that meet ever increasing energy code requirements. These efforts have been the result of previous committee and voter approval of life cycle replacements and priority repairs and replacements. We have also completed numerous energy related projects over the last fifteen (15) years including:

* Lighting retrofits (T-12 to T-8 florescent, florescent to LED, etc.)
* Installation/upgrade of Building Automation Systems and lighting control systems
* Improved building envelope systems
* Building Envelope Commissioning
* Mechanical, Electrical and Plumbing Commissioning
* Use of variable frequency drives and other technologies to better manage varying building loads
* Improved HVAC zones to allow targeted cooling, rather than running entire building systems

A great example of these efforts is a recently completed project to install capacitor banks at many of our campuses, which has a ROI of just over 3 years and will provide net energy cost savings of $1.5 million over the estimated 10-year useful life of the equipment. All items included and estimated in the assessment assumes that the most efficient systems available will be designed and installed per the latest energy code requirements. The assessment list also includes several energy saving retrofit projects that meet our system performance requirements and provide a reasonable rate of return on taxpayer investments.

**Question #33:**

Why are remodeling projects on this list at stage 0 cost estimates (rough order of magnitude) rather than stage 1 (rough architectural scope and estimates completed)?

**Answer:**

The estimates for new construction, additions and renovations are based upon square foot costs for similar K-12 projects recently bid in the Houston area. In many cases, we have completed very similar projects at other campuses, which provides the necessary insight to provide the most accurate estimates possible based upon our District facility standards. If a list of projects is recommended by the Committee, accepted by the Board of Trustees, included in a bond referendum, and approved by voters, project budgets are set based upon our estimates. While scoping and estimating risk certainly exists, our process has worked well over the years. As discussed during our April 18th committee meeting, we were within two (2) percent of our original estimates for the 2013 Bond program, and within six (6) percent of our original estimates for the 2017 Bond program.

**Question #34:**

The definition of life cycles was described as one of two scenarios: life span as recommended by the manufacturer or maintenance determined life spans for prematurely failing equipment. If a piece of equipment is performing well at the end of its manufacturer’s predicted life cycle, is it still replaced at the predicted interval?

**Answer:**

Many factors are considered when determining the timing of replacement of critical building infrastructure. These factors include the impact of a system failure on campus operations, the “lead time” of replacement equipment, code requirements applicable to replacement and whether the work can be completed during the school year or must be done over a summer break. Our goal is to ensure that every facility is fully operational and available for staff and students, so we do not wait until a system fails to replace it. This is very important considering the time it takes to obtain voter approval of funding, to complete design work and procurement, order and receive the necessary equipment and schedule replacement, while minimizing disruption to campus operations. The condition of these systems, the frequency of break downs and the availability of replacement parts also aids in determining the timing of replacement. Lead times for critical equipment is typically four (4) to six (6) months under normal conditions, but with recent supply chain and market challenges, these lead times can exceed one year in many cases.

**Question #35:**

Can you confirm how old the band hall will be utilized if we choose to build a new band hall at Clear Springs High School?

**Answer:**

The existing band hall would be repurposed into a band ensemble room (which it currently does not have), along with additional practice rooms and program support spaces. Currently, practice rooms are in a corridor between the band hall and orchestra room, and they are shared by these two programs.

**Question #36:**

Does the amount included for buses have the seat belt option in the buses?

**Answer:**

Yes.

**Question #37:**

Does the current technology request include a few laptops at each campus for subs, especially elementary, so that they can project to display items needed for teaching? Teachers generally take their computers home, and it can be difficult to teach as a sub without access to technology when following teacher plans.

**Answer:**

All campuses have already received two laptops they typically store in the library for substitutes/additional checkout; however, we understand especially at the high school that is not enough. Once we refresh the secondary and administrative staff devices, we will have enough working spares to accommodate more of this need.

**Question #38:**

Is there an e-waste or manufacture trade-in program that can be utilized as a form of credit towards technology replacement purchases?

**Answer:**

The district does currently do have an e-waste program for all obsolete and/or broken beyond repair technology. The funds we receive go back into the general fund just like the auction items.

**Question #39:**

What is the overall tax increase if all the proposed items are put on this bond? This would all the L1, L2, P1, C1, S1 & T1 priorities.

**Answer:**

Our financial advisors are currently analyzing the tax rate implication of future bonds, and this information will be presented to the committee at the May 2nd or May 9th meeting for review and discussion.

**Question #40:**

How are decisions made about what is a priority?

**Answer:**

Priority level decisions were based on needs as they relate to life cycles (years) and condition/codes for equipment and materials for critical infrastructure and priority repair/replacement items. The severity of the impact of those items on campus operations is a driving factor behind the level assigned. Programmatic, safety/security and technology infrastructure priorities were based on the potential for program disruptions and/or potential failure to major existing systems. Priorities were established through numerous meetings with various department staff and engineers. Our Assessment Priority Review describing the categories is included on slide 30 of the PowerPoint presentation for meeting #1 and again on slide 4 of the presentation for meeting #2.

**Question #41:**

How many students are using their own computer and do not use a school computer? What is the percentage District wide?

**Answer:**

For secondary students, 95.5% of students have devices assigned to them.

**Question #42:**

If we are spending this much money on 1:1 devices is there a guarantee students are using them? Many of our kids and families buy better quality laptops. It would be a huge waste if the students are using their own device and not the district device.

**Answer:**

Between April 10th-14th, approximately 94% of the secondary students who had a district device were active on them. Starting the week of April 17th, the district is conducting state online testing, so the data will be much different.

**Question #43:**

With Windows 10 coming to its end-of-life and there is a need for more powerful computers, what is the profile for computer for elementary, intermediate & high school? Is there any thought to providing more powerful computers for students doing robotics, engineering, etc.?

**Answer:**

Based upon a Microsoft Windows device readiness report, currently only 10.7% of our devices need to be fully replaced due to outdated processor family, and most of those devices are desktops and staff laptops. The remaining devices can be updated to Windows 11 with minor changes that can be done in house (i.e. updating the software/drivers for Bluetooth). Specifications for the last significant purchase of student devices (14,000) were HP ProBook x360 G7 (Intel Celeron N5100, 11.6” touchscreen, 128GB SSD, 4GB RAM, Intel Wi-Fi 6 AX201 ax 2x2 MU-MIMO) and replaced the oldest student devices (HP ProBook x360 G1) which were primarily in the hands of 3rd, 4th, 10th, and 11th grade students.

We are still currently providing HP ProBook x360 G5 and G3 devices which have similar form factors and profiles, but the processors are older. We have considered providing more powerful computers to students, but no decisions have been made to date. The estimates included in the assessment assume similar performance characteristics as current devices, so if this is determined to be a priority by the committee, we will need to modify our estimates.

**Question #44:**

How do we plan to be ready to serve all P-K students without any expansion plans? Use of portable buildings to make this happen will likely not yield the benefits that are expected/anticipated.

**Answer:**

Based upon the latest enrollment projections, we can accommodate the proposed expansion without building additions or the utilization of portable classroom buildings. We are currently serving 960 students in PK-4 and 2,500 students in kindergarten, so the maximum increase would be an additional 1,540 students if there was 100 percent participation in the tuition-based Pre-K program.  To increase the number of students served, we will reallocate current building space and continue to utilize an application system for tuition-based enrollment.

**Question #45:**

Wave vs the Schools of Innovation. Are they only available to the kids that are zoned to them? How does that organize bus routes? Are they able to go to what school they want? Does this affect any scholarships at all for not attending the same zones?

**Answer:**

All schools would have a program to explore careers and have a primary program focus. STREAM of Innovation campuses would not be magnet schools, so students would attend their zoned campus. Transportation would not be affected since they would run routes within their home attendance zones as they do now. Students would be able to apply for a transfer if they would like to attend another campus with a different focus, but transportation would not be provided. STREAM of Innovation would have no effect on scholarships.

**Question #46:**

What is happening in the classrooms that are being removed for the Schools of Innovation?

**Answer:**

Every campus has identified spaces within their existing building that can be adjusted to accommodate the collaboration spaces. Our campuses are fully committed to these flexible spaces, especially since they can be utilized for almost any activity.

**Question #47:**

In order to achieve Vision 2030, we really need to consider expansion plans. This district should not have any portables other than during construction.

**Answer:**

We will spend most of the May 2nd committee meeting discussing Vision 2030 plans and options, which should provide further clarification and committee understanding of Vision 2030. Based on the latest enrollment projections, our plan is to remove all portable classroom buildings after construction is completed.

**Question #48:**

As far as Centers of Innovation go, can we recommend counseling spaces be included?

**Answer:**

Counseling spaces are not specifically included in the Centers of Innovation, but these flexible spaces can be used for almost any activity based on campus needs.

**Question #49:**

Is there a vision to transition the traditional library space into these collaboration areas?

**Answer:**

The collaboration spaces included in last week’s presentation were not within the existing library spaces, but the transformation of the libraries at all 10 campuses would include flexible spaces, mobile library book shelving, makerspaces, group/project-based learning spaces and other innovative learning areas.

**Question #50:**

Is this proposal for the schools in alignment for the expected population within the next 5-10 years?

**Answer:**

This proposal is in alignment with the latest enrollment projections.

**Question #51:**

What are the current and future school population figures for all our schools based on the current district zoning maps?

**Answer:**

This information was provided in our presentation at the May 9th committee meeting and a printed version of the presentation was provided to each committee member in attendance.

**Question #52:**

What are the actual classroom numbers that will be repurposed at each Intermediate campus for the purpose of collaboration spaces?

**Answer:**

Four (4) classrooms would be repurposed at each intermediate campus for the purpose of collaboration spaces. The actual location of these four classrooms within each campus would be determined during project programming and design if recommended by the committee and approved by the voters.

**Question #53:**

I have concerns regarding the Ag facilities at both East and West barns, but more so at the East barn. Space is a growing problem at East barn. Students are being told no when asking for space for animal projects. Students are only allowed 1 animal for the CCISD livestock show, being told there is not room for projects for other shows (Galveston County, Pasadena, all Texas Majors such as Houston LS&R, State Fair, etc.) and losing out on MANY opportunities, both experiential and financial. The barn rules allow each student space for up to 4 animal projects, but there isn’t room for even that. Students at West barn have multiple animal projects but are still searching for more space.

**Answer:**

We have been working with the Career and Technical Education (CTE) department to address these concerns. We will include for committee consideration the addition of a detached pole barn, which would provide approximately 10 additional cattle stalls. This would allow the CTE department to move cattle to the pole barn and utilize more interior space for small animal pens. We are also considering converting the small arena into additional small animal pens. These changes would provide consistency between the two barns in terms of available pens per High School. This proposed project will be discussed during the recommendation development process.

**Question #54:**

When the classrooms are transformed into these new collaborative spaces, what is the plan for housing the classes currently using that space? It seems that classroom space would need to be added or the new spaces will have to be used as classrooms (or get portables, which no one wants).

**Answer:**

Demographic data shows a decrease at most if not all intermediates over the next 7-years. Campus principals have reviewed their campus utilization and master schedule (teachers, sections taught, planning periods) and have confirmed that they have the capacity to accommodate the four (4) collaboration spaces.

**Question #55:**

When will items be discussed that have been submitted as items requested or discussed with campus administrators?

**Answer:**

We will provide estimates for most of these requests and they will be discussed during the recommendation development process during the May 16th, May 23rd and June 6th (if needed) committee meetings.

**Question #56:**

Have you investigated composting? My employer just started using a company called moonshot compost that haul off and compost any food waste. Food waste in landfills contributes to methane gas emissions which are more than 25 times as potent as carbon dioxide.

**Answer:**

We have forwarded this information to our child nutrition department for review and consideration.

**Question #57:**

It was mentioned at the May 2 meeting computer labs are becoming obsolete, why are we creating computer labs in these new spaces?

**Answer:**

Computer labs with built-in workstations and associated infrastructure are obsolete. As we discussed in our committee meetings, flexibility is key. We currently provide floor mounted power and data in one collaboration area in new and renovated campuses so that the campus has the option to establish a computer lab using flexible furniture and re-arrange for other activities if needed. This maximizes the flexibility and usefulness of the collaboration spaces.

**Question #58:**

As the pool liner at Creek HS is beyond its life span, is it in the binder? I believe there are 2 other lined pools in CCISD, but I don’t see life cycle replacement for any of them.

**Answer:**

We are in the process of receiving quotes for this work and will be requesting funding from our Board to complete the work as soon as possible, so committee consideration is not necessary. Depending upon lead times for material and scheduling conflicts, we will coordinate with Athletics and Maintenance prior to completing the work. Pending Board approval, we anticipate completing the repairs one campus at a time to minimize the impact on campus programs.

**Question #59:**

Great question from student ambassador, regarding wanting data sources for decision on pursuing 2030 vision. It would be nice to see reference list of case-studies on student outcome results, etc. (for example) that drove decision making process to pursue this route.

**Answer:**

There are a host of research which concludes the physical learning environment has an impact on student achievement.

[The Impact of Learning Space Design on Learner Experience and Collaboration | EDUCAUSE](https://er.educause.edu/articles/2021/11/the-impact-of-learning-space-design-on-learner-experience-and-collaboration)

[Collaborative Learning Spaces: Classrooms That Connect to the World | Edutopia](https://www.edutopia.org/blog/collaborative-learning-spaces-connect-to-world-jennifer-williams-fran-siracusa)

[Learning Spaces Affect Student Engagement | U-M LSA LSA Technology Services (umich.edu)](https://lsa.umich.edu/technology-services/news-events/all-news/teaching-tip-of-the-week/learning-spaces-affect-student-engagement.html)

Studies on Student Engagement:

[Articles on Engagement - OneDrive (sharepoint.com)](https://ccisdnet-my.sharepoint.com/personal/curriculum_ccisd_net/_layouts/15/onedrive.aspx?ga=1&id=%2Fpersonal%2Fcurriculum%5Fccisd%5Fnet%2FDocuments%2FVision%202030%2FArticles%20on%20Engagement%2FGallup%20Focus%20on%20Student%20Engagement%20for%20Better%20Academic%20Outcomes%2Epdf&parent=%2Fpersonal%2Fcurriculum%5Fccisd%5Fnet%2FDocuments%2FVision%202030%2FArticles%20on%20Engagement)

**Question #60:**

Can we propose to have lighting put into Ward Elementary that would allow for a full light panel? Currently at Ward the school is extremely dark due to only 2 out of the 3 fluorescent light tubes being in place throughout the school.

**Answer:**

We recently conducted a light level reading in the corridors at Ward Elementary and confirmed that current lighting levels meet recommended lighting level guidelines for school corridors. Florescent light fixtures were de-lamped in 2010-11 as part of our energy saving measures. We can add LED lighting retrofits as a topic of discussion in the recommendation development process if the committee chooses.

**Question #61:**

Make the gate entrances to the fields wide enough for an ambulance to be able to access the fields.

**Answer:**

Bonds 2013 and 2017 included replacing field fencing and gates at high schools and intermediate schools. During the planning phase of these projects, ambulance access is coordinated with the CCISD athletics department. In some cases, due to unavoidable constraints such as limited space and proximity of the fields to a road, transporting an injured student requires more effort. But in all cases, there are adequate pathways and/or sidewalks that can be utilized. As we continue to work on fencing projects, we will continue to support ambulance access.

**Question #62:**

Would it be possible to get a list of all schools with portable buildings and the count per school? I’d really like for none our schools to have any portable buildings.

**Answer:**

Over the last ten years, our goal has been to remove as many of these portable classroom buildings as possible. As a result, we currently only have twelve (12) campuses with portable classroom buildings, and the portable buildings will be removed from another three (3) campuses this Summer.

The campuses are as follows including those that will be removed this summer from Ross, Whitcomb, and Gilmore:

|  |  |  |
| --- | --- | --- |
| **Campus** |  | **# of Portable Buildings** |
| Clear Lake Intermediate |  | 1 |
| League City Intermediate |  | 6 |
| Space Center Intermediate |  | 8 |
| Westbrook Intermediate |  | 5 |
| Bauerschlag Elementary |  | 1 |
| Bay Elementary |  | 1 |
| Gilmore Elementary |  | 2 |
| Greene Elementary |  | 3 |
| Mossman Elementary |  | 2 |
| Ross Elementary |  | 1 |
| Weber Elementary |  | 3 |
| Wedgewood Elementary |  | 1 |

**Question #63:**

Has the board discussed having a common complex for the schools in the northwestern part of the district? Either athletic or academic hub?

**Answer:**

The Board has not discussed this, other than the Challenger Columbia Stadium complex which is used for football, soccer and track and field. This can be discussed during the recommendation development process if the committee chooses.

**Question #64:**

What will be programmatic (learning) benefits between option 2 vs option 3 of vision 2030?

**Answer:**

This will be discussed during the optional meeting on STREAM of Innovation on Monday, May 15 at 6 p.m. A recording of the meeting will be made available.

**Question #65:**

In the interest of getting the bond passed, considering there is a 28.5 M between the two options, Will it be possible to do option 2 as phase 1 in this bond and option 3 in the next bond, regarding Vision 2030?

**Answer:**

Yes. The committee could choose to recommend option 2, which includes additions at Clear Lake Int. and Seabrook Int., and a future facility advisory committee could consider and recommend additions to the eight (8) remaining campuses.

**Question #66:**

Once all 10 intermediates are converted to schools/centers of innovation, will science magnet and WAVE programs be removed?

**Answer:**

There are no plans to eliminate these programs as part of Vision 2030. As we move forward to elevate the intermediate school experience at all ten (10) intermediate campuses, students may decide to remain at their home campuses, at which time we could review the need for magnet programs.

**Question #67:**

To keep it equitable for all students and to avoid transportation issues, would it better to not have primary areas of focus, and just have uniform career exploration in all campus?

**Answer:**

The incorporation of focuses and career exploration is an on-going discussion with our principals and will be a major point of discussion throughout 2023-24 as we utilize the year to plan implementation of Vision 2030 at the intermediate level.

**Question #68:**

Could we please consider adding a new item: replace water fountains at Clear Springs HS with combo fountains/water bottle fillers. I have no idea if this is cost prohibitive, but it would be wonderful to have access to water bottle fillers for our students.

**Answer:**

Adding a bottle-fillers to one water fountain at each campus was completed in 2020 as part of our COVID 19 response. Currently, not every drinking fountain has a bottle-filler, but all students have access to one. The assessment includes replacement of drinking fountains as lifecycle and condition priorities at select campuses based on their age and condition. Depending on the style, a retrofit at each fountain would range between $1,000 to $2,500 which makes this cost prohibitive for every water fountain. Campuses are also utilizing discretionary funds and requesting additional bottle fillers be added and our Maintenance Department works directly with campus staff to complete these projects.

**Question #69:**

Can we get cost estimate to retrofit all our water fountains so that they can be used to fill water bottles?

**Answer:**

Please see the answer to question #69 above. This can be discussed during the recommendation development process if the committee chooses.

**Question #70:**

Can we get cost estimates on building a sports complex for CCISD? Baseball and Softball fields; Natatorium; Basketball stadium like the Clear Lake High School gym.

**Answer:**

This can be added as a topic of discussion during the recommendation development process if the committee chooses.

**Question #71:**

Why do the schools focus on just robotics? What about programming, engineering etc…

**Answer:**

CCISD schools offer curricular and extracurricular activities in many areas beyond robotics. Currently, robotics is an after school activity at the majority of schools. Only three elementary schools have the Robotics, Coding and Computational thinking programs currently. With the STREAM of Innovation concept, all students would be exposed and participate in activities and projects that incorporate Science, Technology, Robotics, Art & Communication, and Mathematics in grades 6-8.

**Question #72:**

How do we the parents get to be involved in curriculum development?

**Answer:**

Parents are encouraged to participate in the Instructional Materials Selection process for each content area. As those materials come up for review, based on state criteria changes, the District seeks parents to participate in the selection. The District also has a District Educational Improvement Committee which meets regularly.

**Question #73:**

Can we have the demographics for each campus? I.E. Eco dis, Race, graduation %, SPED...

**Answer:**

<https://rptsvr1.tea.texas.gov/perfreport/src/src_srch.html>

**Question #74:**

I'm very interested in understanding the student/teacher ratio for each school. I have a friend who has decided to place her son at Lutheran South Academy instead of Clear Falls because of the ratio and rumors of violence and illegal activities on campus.

**Answer:**

The following are class size averages for core classes at Clear Falls High School.

|  |  |
| --- | --- |
| English/Language Arts | 20.9 |
| Foreign Languages | 19.1 |
| Mathematics | 22.3 |
| Science | 22.4 |
| Social Studies | 24.1 |

**Question #75:**

Are we thinking through the safety of the children and employees? With the amount of mass shootings, I'd like to ensure we're not skipping on safety, metal detectors, or other items in favor of maker spaces.

**Answer:**

Please see the S1 items in the binder for safety related items. As we shared in the prior meeting, if the committee feels there is a need that has not been shared with the group, the committee can bring forward other items.

**Question #76:**

How many schools have mega lunches? And how many are considering moving towards a mega lunch in the next 3-5 years?

**Answer:**

The following schools have them currently: Clear Lake High School, Clear Falls High School, and Clear Brook High School.

Next year, Clear Springs will move to an hour lunch.

Clear Creek High School has not yet.

**Question #77:**

How many people consistently monitor the camera system within the district. I do not mean how many people have access. How much would it cost to have at least 1 person full time with the proper equipment monitor the cameras. No more than 3 campuses elementary middle and high school for 1 person. If there are 48 campus this would mean 16 people with equipment monitoring the cameras for those schools. This would allow immediate information to be given to the Officers on campus in real time.

**Answer:**

Due to the sensitive nature of our security system designs and capabilities, we cannot publish detailed information beyond what is included in the assessment.

**Question #78:**

Can we look at adding for the high schools some seating - benches, tables/chairs, covers for outdoor areas - to accommodate students with the mega-lunch trends coming to all of our high schools. Kids should not be sitting on the floor or in restrooms to eat. To sit on the floor, you touch the floor with your hands as you sit, then you touch your food - yuck. Don’t even want to think about the kids eating in the bathroom….

**Answer:**

This can be added as a topic of discussion during the recommendation development process if the committee chooses.

**Question #79:**

Most high schools already exceed (or are close to exceeding) bldg capacity and none of the schools are targeted for expansions. Most intermediate have excess capacity (with exception of League City intermediate). What is the school district doing to rezone schools and repurpose some of the schools with excess space.

**Answer:**

The topic of rezoning schools has not been discussed.