CBAC Meeting #2, April 5, 2023
Questions & Clarifying Topics Submitted by Committee Members

<mark>TECHNOLOGY QUESTIONS</mark>

1. (Technology) How many additional computer technicians will be needed to repair students' devices?
RESPONSE:
It is estimated that an additional 4-6 field engineers may be needed to accommodate the additional Chromebooks for students in grades 3 through 12. The 4-6 FEs is a rough estimate, and it is based on current workloads. Moving to a standard device districtwide could change this model and the anticipated FE numbers may or may not be needed due to only supporting district issued devices.

2. (Technology) How fast will a student's broken device be repaired, use the most complicated repair for establishing turnaround time (the Geek Squad requires 3 to 4 days to repair my lab top)? *Important as we were told a broken device would be repaired meaning the student could be without a device and unable to do their work.*
RESPONSE:
When a student's Chromebook is not functioning, broken, or lost the student may check out a temporary device from the library to ensure same day access. The district will maintain additional devices per student enrollment on each campus.

3. (Technology) How many extra devices will be required to provide students for lost, broken, or forgotten devices?
RESPONSE:
Other school districts in the region that have adopted the 1:1 student to device standard have stated their broken and lost rate is between 2% to 8% of inventory. Katy ISD has embedded an extra 10% in the proposal to cover the typical "broken and lost" rate reported by other districts.

4. (Technology) We were told devices would be recharged via charging stations for each room.

  a. How many charging stations would be required?
  b. Are the classrooms able to accept these stations? How big are the stations? Will 2 or 3 student desks have to be removed?
  c. Are the classrooms able to provide electricity for these devices or will additional outlets be required?
  d. Do all schools have the electricity capacity to provide for all these devices plugged in and charging all students' devices at one time? Old schools may not have the electricity capacity required to charge all devices at one time.

e. Will each student be given a charge wire to take home to enable them to use and charge the device at home?

RESPONSE:

One (12) slot charging station has been provided to each classroom. Katy ISD classrooms are already equipped to accommodate charging stations with the necessary space and electricity. The size of the charging stations is minimal, as they fit on a counter, or can be placed on a rolling cart and moved from one classroom to another. Students will also be provided with charging cables that they take home to charge their devices.

5. **(Technology) If a student loses or breaks a device will the parent have to pay for the device?**
   a. **What if the parent cannot afford to pay for the device replacement?**
   b. **Will a student be issued another device before the lost, broken, one is   paid for?**
   c. **What is the additional cost for all the above questions assuming that each needed doing or provided?**

RESPONSE:

Katy ISD maintains a pro-rated repair and replacement fee schedule for all district inventory checked out to students. District inventory can include technology devices, textbooks, library books, classroom manipulatives, musical instruments, and athletic uniforms. A technology device fee schedule was maintained during the COVID-19 school year in which many students were attending school online via KVA. Repair and loss of devices did not exceed the expected 10% of devices checked-out. Immediate replacement of a student device is provided to ensure continued access to district content, resources, and software. The campus will work with students on reimbursement of damaged devices based on whether the damage is intentional or not.

Katy ISD Technology Department can put Katy ISD owned Chromebooks in lost mode with a message to call Katy ISD Police Department if the device is turned on.

Other comparable size school districts who implemented this program have noted that replacement due to total damage or loss is about 2% to 8% over the lifecycle of the equipment. Therefore, we expect a similar number, and we budgeted 10% replacement cost (already included in the 1:1 numbers). As well as an additional $200k annually in fix and repair costs.

6. **(Technology) Phone system upgrade- Great idea; are the phones left at school when staff leave for home or on field trips?**
RESPONSE:
Yes, the phones are hard-wired.

7. **(Technology) Phone system upgrade- Will the phones work while staff are not in the building?**
RESPONSE:
These are not mobile phones, but office/classroom phones. Yes, the phones will work.

8. (Technology) Phone system upgrade- When a 911 call is made do the people receiving the call also receive information about the specific location of the phone making the call?
RESPONSE:
Yes.

9. (Technology) What would the cost be to provide more laptop towers to schools, (one per classroom, minus athletics/PE) instead of one to one to students? *These laptops would stay at the school. Teachers would be responsible to keep their carts charged.*
RESPONSE:
Charging stations are more appropriate for Chromebooks and space efficient for classrooms.

10. (Technology) How many district computers are currently checked out by students for use.
RESPONSE:

Currently, there are 13,727 Chromebooks and 15 laptops checked out to students.

11. (Technology) Are computer labs made obsolete if we implement a 1:1 ratio? Is this redundant or can we look at a "one or the other strategy?"
RESPONSE:
The practice of teachers reserving a classroom computer lab to provide students access to online support for assignments and assessments is obsolete. However, courses that require specialized devices and software (Cyber Security, Networking, Computer Maintenance, Computer Science) will continue to require dedicated computer labs to support the specific path of study and associated courses.

12. (Technology) What is the thinking behind having separate copiers from the printers and scanners vs. having all-in-one options?
RESPONSE:
All-in-ones models are used for small office applications and are typically more expensive than standalone printers. Large copiers/printers are shared resources for heavy volume printing or copying.

13. (Technology) What is the projected annual incremental operating cost for replacements, maintenance (repair, IT troubleshooting and support manpower)?
RESPONSE:
We anticipate the need for an additional 4 - 6 field engineers and an additional 10% for replacement cost over the life cycle of the equipment and an estimated $200k annually in maintenance cost. The 10% is already added to the cost numbers. The 4-6 FEs is a rough estimate and is based on current workloads. Moving to a standard device districtwide could change this model and the anticipated FE numbers may or may not be needed due to supporting standard district issued devices.

14. (Technology) What is the projected life cycle of the Chromebook and what will be the impact to future operating and/or capital budgets for replacement-in-kind or new technology?
RESPONSE:
The Chromebook life cycle at Katy ISD is 5 years. The incremental future impact to capital cost will be approximately $8 million every bond cycle, adjusted for enrollment and inflation. The operational impact will be about 10% for replacement cost over the lifecycle of the equipment, $200k annual in maintenance cost, and an anticipated additional 4 - 6 field engineers. The 4-6 FEs is a rough estimate, and it is based on current workloads.

15. (Technology) In speaking with other elementary teachers, the majority prefer to have class sets of Chromebooks to use in their classrooms instead of having students take the devices home. Would it be possible to have this setup in regard to 1:1 Chromebooks for elementary schools and allow secondary (junior high and high school) to check Chromebooks out to individual students? Could this be a school-based decision rather than districtwide?

RESPONSE:
The cost for a classroom set would be much higher than the 1:1 recommended standard. Based on our calculations for grades 3-12 (grades PK-2 will not be taking devices home, they will remain at 50% classroom set), the classroom set model has been found to be inefficient for campuses, as fixed number of devices have to be allocated per classroom based on the max number of student enrollment in that classroom. Our classrooms fluctuate in size, so that means a certain number of devices will go unused if the class size is not at the maximum number.

<mark>**OPERATIONS/MAINTENANCE/FACILITIES QUESTIONS**</mark>

1. (Operations) Bear Creek Elem.- Has a history of flooding. Has this been stopped? Can this problem be solved? Is it time to build a new Bear Creek Elem and increase the elevation to prevent flooding?
RESPONSE:
The subdivision (or sections of) Bear Creek flooded during Hurricane Harvey, as well as a few other extremely large rainmaking storms over the past 10 years. However, Bear Creek Elementary has never flooded during any of those rain events. Bear Creek Elementary is one of- if not the highest- spot in the neighborhood. We are comfortable with its current location.

2. (Operations) Beck JH- "Building Controls" what is this? It is security or something else? If it is security, why is not called building security?
RESPONSE:
Beck JH is on the list for building controls upgrades as part of the comprehensive building renovation. Building controls serve as the "brain" of the building, responsible for controlling the air conditioning/heating, lights, and several other components. Updated building controls are required for the Bond 2023 listed campuses due to out-of-date software and servers and generally old technology. New building controls will allow us to provide better comfort for

students and staff, allow the M&O team to respond to "hot/cold" calls more quickly through advanced building graphics, and provide more functionality for our energy savings initiatives.

3. (Operations) Over the course of 8 hours of CBAC meetings there has been mention of stage curtains almost once per hour… I can only imagine what can and will be said in public about the curtains if we don't get aligned and ahead of the messaging. Please explain the pertinent need for this project.
RESPONSE:
The fire marshal has an impact on materials and equipment that are required in our schools-including large fabric items like stage curtains. The stage curtains listed in our Bond 2023 replacement program are no longer in compliance for fire resistance based on industry standards and manufacturer's recommendations. Due to the age and cost (approx. 50% of a new curtain) to retreat these curtains, the continued cost of retreatment over a 10-year span exceeds the cost of a new curtain. New curtains, as we have at many campuses, are manufactured with Inherently Fire-Retardant materials, and this is the new standard for stage curtains.

4. (Operations) As follow-up to the question of renewable energy, could a renewable energy program be considered as a separate bond initiative so voters could decide that on its merits?
If the financials made sense, it seems a reasonable thing to do, but I realize it has become a contested political issue on whether or not one supports clean energy. I wouldn't want that political component to kill a needed bond package.
RESPONSE:
Katy ISD is certainly interested in renewable energy- both to save money and do our part for the electric grid and the environment. Haskett Junior High is the only Katy ISD facility with solar panels. Since it opened, we have seen positive results in energy savings. During the bidding process of High School 10 and Junior High 18, solar panels were proposed as an alternate. Unfortunately, the cost for solar panels on those projects was too high, and we were not able to utilize them on that site. However, we are open to renewable energy projects and will continue to explore their use in future facilities.

5. (Operations) Regarding Pattison, other elementary schools seem to be even more over capacity (and will continue to be more over capacity) and have multiple grade level housed outside in portables for many years. Is it due to land availability, age of campus, floor plan is easier to add on to?
RESPONSE:
As the Bond 2023 committee has expressed several times during the first two meetings, portables are not ideal. As we build out the district and/or renovate campuses, several factors are considered: the number of portable classrooms on campus, age of the campus, nearby growth including apartment complexes, the ability of the site to manage portable classrooms, the ability to conduct an attendance boundary modification, as well as continued growth or regeneration of families in a school zone. Although we have several campuses that are in a similar situation to Pattison, we believe that those building additions can be addressed on future bonds as those buildings are renovated.

6. **(Operations) How are schools selected to receive classroom additions such as Pattison's proposed add on?**
RESPONSE:
Same as Question #5

7. (**Operations) How are schools selected to receive classroom additions such as Pattison's proposed add on? Other elementary schools seem to be even more over capacity (and will continue to be more over capacity) and have multiple grade level housed outside in portables for many years? Is it due to land availability, age of campus, floor plan is easier to add on to ...? Thank you!**
RESPONSE:
Same at #5

8. **(Operations) Is there a place in the binder that tells when each project is proposed to begin and end? I can't seem to find that information.**
RESPONSE:
Construction timelines are based on a campus opening in the fall/start of the new school year. The construction timelines for each type of campus are (based on our repeat design):
- ✓ Elementary – 20 to 22 months to build
- ✓ Junior High – 25 to 28 months to build
- ✓ High School – 36 to 40 months to build

Within these time frames, the Katy ISD Board of Trustees also must review and approve contracts and designs at monthly Board meetings. Projects are spread out across a 3 to 4 year bond cycle to control for cashflow, construction market (general and subcontractors), and in-house management.

The detailed timeline for the proposed new campuses has been established and will be provided to the bond committee. Although the timeline for component replacements, campus renovations and building additions has been produced, these dates are still flexible within the timeframe of a designated bond, in an effort to manage finances and Construction Project Managers' schedules.

9. **(Operations) Is it possible to allocate funds to add portable bathroom buildings to the campuses with long term portable farms? For example, Bryant Elementary has approximately 8-10 portables (an entire grade level) and has for the entire time we have been at the school.**
Each class has one card that opens the door to the school that is passed around as needed for students who need to use the restroom and the card is often misplaced or lost causing disruption trying to find a way for students to access the restrooms during instructional time. This is inconvenient and potentially a security concern if a card that opens a door to the building is lost for any period of time.
RESPONSE:

As a general rule, elementary campuses with over 10 portable classrooms (like Schmalz and Campbell) will receive a portable restroom facility. As those facilities lose portables, the restroom facilities are moved to other campuses with a need.

10. **(Operations) Another bathroom concern is no female restroom in the athletic facilities on the campuses mentioned in the last committee meeting. If athletic facility upgrades don't make the cut on this bond, I wonder if perhaps making adjustments to current bathroom facilities would be a more affordable option to at least meet the needs of female students and staff in the meantime (converting male restrooms into unisex or single stall restrooms, etc.- or even logistical changes like trading off who gets to use the outside bathroom every 6 weeks or so… the men are just as capable of walking inside to use the bathroom as the women.)**
RESPONSE:
Unfortunately, the male restrooms in those field houses are all connected to male locker/dressing rooms- they are not sectioned off in a way that could be utilized by female students or staff.

11. **(Operations) Would putting the athletic restroom issue under a different category like building updates or renovations may be a way to ensure that issue is addressed?** *Equal access to restroom facilities is not exactly an "athletic" upgrade as much as it is a hygienic necessity.*
RESPONSE:
The weight room expansions give us the opportunity to add female restrooms in the field house at the selected campuses. We feel that both the restrooms and weight room expansions are important to improve the overall facility.

12. **(Operations- Component Replacement) Are the two bleachers currently unusable which are proposed for replacement?**
RESPONSE:
They are currently usable. However, the junior high (3 sets) and high school (1 set) of bleachers are original to the campus and require a great deal of maintenance upkeep to operate, parts are obsolete and difficult to obtain, and they are not ADA (Americans with Disabilities Act) compliant.

13. **(Operations- Component Replacement) Are there any alternatives to the bleacher replacements? The cost seems high.**
RESPONSE:
Like question #13 ... when parts become difficult to find and the cost to maintain the equipment becomes prohibitive, in addition to posing issues with ADA, we recommend replacing the bleachers. As with other components, we bid bleacher projects in an effort to minimize costs and find the best value for the district.

14. **(Operations) Just to confirm, KISD already has the land for Elm #47 and Elm #48. It does not have the land for Elm #49, Elm #50, JH #19, and HS #11. Correct?**

RESPONSE:

Katy ISD currently owns property for Elementary #47 (Elyson) and Elementary #48 (Sunterra). At this time, we do not have available land for Elementary 49 and beyond. Nor do we have land for Junior High #19 or High School #11.

15. (Operations) Construction is needed in the near-term on Elem #49 and JH #19? If this is accurate, what is the reduction in land cost, if we only seek to purchase land for Elem #49 and JH #19 and remove the land cost for Elem #50 and HS #11?

RESPONSE:

Based on demographic projections, High School #11 will be needed in 2028 and Elementary #50 in 2029. Although it appears that we are purchasing land early, land in the Northwest quadrant of the district is becoming very difficult to obtain and becomes more expensive as time goes on. Purchasing these sites in the next 2-3 years will provide the district with the opportunity to construct these schools on schedule and possibly at a more reasonable price for land.

- High School Site (100 acres): $22,816,728 (4,356,000 SF@$5.24/SF)
- Junior High Site (30 acres): $6,845,018 (1,306,800 SF) @$5.24/SF)
- Elementary Site: $3,422,509 (653,000 SF@$5.24/SF)

16. (Operations) Would it be possible to hire a few personnel/engineers to bring the design services in-house (than have just some Q/A work done when we bid the final projects out), especially if we forecast to have 20+ years of renovations and redoing MEP of existing facilities?

RESPONSE:

We have recently hired a second registered architect on staff. This will allow us the opportunity to utilize our in-house architects for design work on smaller projects. We have also recently discussed the possibility of hiring an internal engineer, and those discussions are ongoing as we believe that both in-house architects and engineers can ultimately save the district money on future construction projects.

17. (Operations/School Leadership & Support) If the committee came back and requested that the district proposes a bond which falls between the two most recent high bonds ($676MM on 5/2021 and $748MM on 11/2014) what reductions/adjustments would you make in your recommendation, assuming we want to prioritize the following:

- Safety and Security
- New campuses for NW quadrant growth
- Technology infrastructure items and devices for faculty/staff/facility like offices, library, etc.
- Component replacements based on assessed life expectancy not warranties

RESPONSE:

This bond package was built with a careful study of district needs. Student physical safety is always paramount, but a facility in good working condition with functional building components is equally important to ensure student safety. For example, a roof that leaks will lead to water intrusion, which in this climate will ultimately lead to mold- which is inherently unsafe for

students and staff. Another example is the need to replace old HVAC equipment like chillers. If a chiller breaks and is not reparable, lead times for new chillers are well over a year. As the district waits on new equipment, a chiller must be rented, costing thousands of dollars per month.

With respect to classrooms, overcrowded schools, or the technology used by students and staff, the Katy ISD community has been supportive of providing high quality learning experiences utilizing classroom spaces and technology that is best for students and staff. We believe that as a whole, this bond package provides students at our campuses with the opportunity to attend safe schools where they can learn and grow successfully.

18. **(Operations/School Leadership & Support) Why are we providing space for one club, one very small sub section of kids? How often is the Shaw Center used for the general population of KISD? What activities/lessons are being taught in the building? When students are using the center, is there a district employee at the facility?**
RESPONSE:

- **Why are we providing space for one club, one very small sub-section of kids?**
1. The Shaw Center hosts 7 High School FRC Robotics Clubs and 3 Vex Robotics Teams. Team Membership ranges from 12 members for Vex Teams to approximately 55 students per FRC team. That totals close to 400 students a year who come to the Shaw Center for Robotics. During the height of build season, approximately 150 will be there each night and on weekends.
2. The Shaw Center hosts field trips for at least one grade level for every junior high and high school. That is close to 12,000 students served each year for field trips.
3. The Shaw Center hosts summer camps which serve approximately 500 students each summer.
4. The Shaw Center hosts Family STEAM Nights which serve approximately 1,300 people each year.
5. The Shaw Center is also used for staff development, GT Testing, "Languages Other Than English" (LOTE) Community events, Fine Arts Pottery making and more.

- **How often is the Shaw Center used for the general population of KISD?**
1. Without including robotics, school children are at the Shaw Center for field trips 3-4 times a week. Each group is approximately 160 students.
2. From January to April, Robotics students are at the Shaw Center 6 days a week. At other times of the year, robotics students are there approximately 3 times a week.
3. Summer Camps serve the general population.
4. There are 3 Family STEAM Nights during the fall that are free and open to the general public.
5. Individual schools host Family STEAM Nights during the fall as well.

- **What activities/lessons are being taught in the building?**
1. Robotics students must learn applied programming, marketing, community outreach, communications, and manufacturing in order to compete successfully in the FIRST Robotics Competition. Much of their learning comes from mentors who are currently working in these types of industries. It is true, applied education at its best.
2. During daytime field trips, students learn science concepts directly correlated to the curriculum. If, for example a 5th grade group comes at a time when they are studying weathering and erosion in the curriculum, the students will have a hands-on activity related to that concept.

The Shaw Center has an instructional specialist who makes sure student activities align to the curriculum.

3. Summer camps are designed around the science curriculum and robotics coding.
4. Family STEAM Nights cover general science concepts such as astronomy, chemistry, etc. in a hands-on, fun way.

- **When students are using the center, is there a district employee at the facility?**
1. Without exception, if students are in the Shaw Center, a professional district employee must be in the building in a supervisory capacity.
2. At night and on weekends, there are normally 3-4 Katy ISD district professionals in the building although only one is required.
3. During field trips, the students' teachers and Shaw Center staff are present.

19. **(Operations/School Leadership & Support) What is the logic in expanding some of the weight rooms to be over 4,000 square feet as opposed to just maintaining them at over 2,000 square feet? Please outline your answer as to why this is a "need" as opposed to a "want" item.**
RESPONSE:
High school weight rooms serve between 950 and 1400 athletes at each high school campus; with over 10,500 high school athletes throughout the district. During summer programming, high school weight rooms also serve between 200-500 junior high students participating in Strength and Condition Camps.

The current district standard for a 4,000 square foot weight room occurred with the new high school (Paetow and Jordan High School) blueprint. The square footage for a weight room was increased due to growing enrollment in athletic programs, utilization of the weight room by multiple teams and to ensure student and staff safety. When district standards are adjusted to accommodate enrollment, safety and student access, the district is intentional in auditing the efficiency of facilities operating within spaces that do not encompass the new standard.

20. **(Operations/ School Leadership & Support) Can you provide a more detailed breakdown of what is included in the Law Enforcement Center project and the Support Services Complex Renovation? How much additional staff will this likely help support, etc.?**
RESPONSE:
The Law Enforcement Center (LEC) was built in 2002 following the opening of Cinco Ranch High School and before Morton Ranch High School opened right next door. When the LEC opened in 2002, student enrollment was 40,000 and the Katy ISD Police Department totaled 35 officers and staff.

For the 2023-2024 school year, it is anticipated student enrollment will surpass 95,000 students and the Katy ISD Police Department has expanded to 90 personnel. In addition to the Katy ISD Police Department, the Office of Emergency Management (OEM) responsible for facility safety has been added as well as the Safety and Security Analysis Center (SSAC) responsible for 24/7 surveillance of all Katy ISD facilities.

It is a priority to increase the square footage of the current LEC facility to ensure:
- Large group room (LGI) to house department trainings and meetings
- Expansion of the SSAC to ensure 24/7 monitoring of district sites
- Adequate workspaces for staff assigned to the LEC

SCHOOL LEADERSHIP & SUPPORT QUESTIONS

1. (School Leadership & Support/ Teaching & Learning) Can you please provide a student usage number for the following facilities (perhaps number of unique students per year and average number of students per day)?
RESPONSE:
- Miller Career & Technology Center Auto Program – 114 accepted to the 2023-2024 school year. Wait list is 52 students.
- Shaw Center Expansion (See Question #18 on page 9)
- Behavioral Learning Center - This side of the center is expected to support around 100-200 students daily over the next 25-30 years.

2. (School Leadership & Support) Does the administration plan to institute a district wide policy that will not allow personal devices onto campuses and/or amend the current discipline management plan to address continued use of personal devices if the justification of the 1:1 Chromebook project is to eliminate the use of personal devices?
RESPONSE:
If the 1:1 Chromebook project is implemented per the approval of the Bond 2023 technology proposition, teachers will require students to use their district issued device in lieu of personal devices including cell phones. Requiring students to use the district issued devices ensures students have access to all district content, resources, and software. The district Student Handbook and Discipline Management Plan (DMP) will be updated to reflect this new requirement for utilization of a district issued device during the instructional day.

TEACHING & LEARNING QUESTIONS

1. (Teaching & Learning/Special Education) Katy ISD Plus program -approximately, on average, how many students will we expect to use this program? Where are these students now?
RESPONSE:
Katy ISD currently provides 18+ services to students on all 9 comprehensive high school campuses. Additionally, students access job sites, depending on their specific needs, either at our Coleman Student Support Annex or through community work sites. Katy ISD's 18+ program has served an increased number of students over the last 5 years and is continuing to grow. We anticipate the 18+ student population will continue to grow consistent with our overall enrollment and that this proposed facility could potentially serve between 300-500 18+ students annually over the next two decades.

2. (Teaching & Learning) I was very disappointed by the very quick discussion that we had on Special Education at last night's meeting. There is a belief that Katy has a very good special education system, but when I asked around last night, I was told that is not true as there are

unfunded programs that happen and not enough money to cover them. Please share more information about special education services in Katy ISD.
RESPONSE:
Special Education is a highly individualized area of educational practice and built upon the specific needs of student. Katy ISD is commonly referred to as a destination district for families with students who require special education services and offers a wide variety of supports including classroom accommodations and supports, specialized programming, and instructional/related services. All campuses in Katy ISD support students who require special education; however, the discussion during the bond meeting focused only on a very particular subset of Katy ISD students who require behavioral supports and/or programming that goes beyond graduation (18+). The proposal in these areas is to both expand and consolidate current programming options and increase the efficiency of special education programming. Special Education does receive federal funding and the state provides a weighted funding allotment. The funding Katy ISD receives from both the federal and state levels does not fully fund the district's special education programs; however, Katy ISD ensures all students receive their necessary supports and services by covering any remaining costs.

3. (Special Education) The "Katy PLUS" facility is designed for a very small population of 18+ students (i.e., 200 students), why wouldn't the Miller Career & Technology Center or another existing facility be a better fit for that program given its trade oriented?
RESPONSE:
Katy PLUS is a unique approach to 18+ programming. The scope for Katy PLUS and Miller Career & Technology differs significantly. Katy ISD PLUS (18+) programming center is broader in scope than a trade program. While there are embedded elements with 18+ programming that target the employment domain, additional domains of support include adult living, lifelong learning, and social and recreational leisure. These requirements are based in federal and state law and must be addressed to ensure the district is providing students with disabilities a free and appropriate public education. Supports for students that engage in 18+ programming are highly specialized and intentionally developed consistent with federal and state requirements. Miller Career & Technology Center does support students in grades 9-12 who receive special education services. Students who receive 18+ services have met graduation requirements are no longer enrolled in high school courses; therefore, Miller Career and Technology is not an appropriate setting for these students.

SAFETY & SECURITY QUESTIONS
1. (Safety & Security) Security Cameras- Are these cameras only recording what is in view or is there a person observing a screen all the time?   If there is an observer is this a new hire and what would this cost?
RESPONSE:
All safety and security systems (security cameras, access control, intrusion alarms, and fire alarms) are monitored 24/7 by the district's Safety & Security Analysis Center (SSAC). The SSAC, which has 6 analysts monitoring these systems coordinates its efforts with Katy ISD Police Department dispatchers to support the district's police officers as a force multiplier and to also

support campus front office staff in keeping all students and staff proactively safe from multiple potential hazards.

2. (Safety & Security) Are there other security and safety measures proposed from the Safety team, council, or schools which did not make this recommendation? What are those items, their costs, and why were they not included?

RESPONSE:

Some other safety items that the district considered were glass hardening of campus external entrances to defend against extreme weather debris and to delay any active intruder threat. Together with door and window numbering, this issue was decided to be applied using state safety grant funding that was recently made available. Therefore, they were removed from the list of proposed bond projects. Additionally, manpower in the form of police officers and security guards assigned to campuses is ongoing. However, manpower cannot be acquisitioned through a bond project, a consideration is the associated equipment that is continuously improved to place police officers in the best possible positions to respond to any threat. Moreover, previous bonds have provided and updated security cameras that have greatly benefitted the district's security posture. A consideration for the application of facial recognition capability to the district's security camera strategy could further enhance the capability. However, cost and complexity of adding such a capability has delayed adding this as a bond project. Another consideration discussed is the application of concrete bollards/barriers to protect campuses and facilities from accidents or threats associated with vehicles. The district has a plan to continually add concrete benches and concrete raised gardens to front entrances as facilities are renovated or are newly built. Securing our campuses is a never-ending process. Katy ISD prides itself in ensuring that safety and security is foundational in all actions taken, and capabilities applied. The prioritization and planning of the application of safety and security capabilities is incorporated and balanced with creating safe environments conducive to a positive learning environment.

3. (Safety & Security) I am 100% on board with completion of the Campus Entry Slider Door Replacements in the proposed projects. I understand that these doors are shatter proof, but not bullet proof. My question is what can be added to the glass on these entry doors and even the glass on other building access doors not protected by fencing around the campuses to make them bullet proof or at least prevent a bullet from penetrating through the glass into the campus buildings. A type of film was mentioned in our previous meetings. Can you expand on this please and let the committee know the cost of adding this additional security to the doors. Also, can this cost be added to the 2023 bond proposal at this time?

RESPONSE:

The sliding doors would be delivered with the shatter -resistant window film already installed.

FINANCE QUESTIONS

1. (Finance) Can you explain state funding?

RESPONSE:

Essentially, all ISD operating budgets are entitled to $6,160 per student. Special demographics/programs adjust this amount based on the type of student population (i.e.,

Bilingual, Special Education, Economically Disadvantaged). All ISD's are in the same boat. The more students a district enrolls, the more revenue it receives; however, with new students comes the need for more teaching staff thus increased costs. Funding amounts are Legislated and, with exception of a VATRE to increase enrichment pennies, ISD's simply cannot control this amount.

I think this is helpful to see how little money schools get compared to the mandates and needs. Ex: What does the basic allotment allow to go towards?

RESPONSE:

The basic allotment goes to the General Operating Fund (GOF) budget and essentially can be used to pay for salaries, fuel, utilities, software, supplies and materials, etc. 88% of our GOF budget is in salary and benefits and 90.5% of our expenses are directly on students.

What is the $9.72 per student towards security?

RESPONSE:

In 2019, the State adopted the School Safety Allotment. The headline was $100M allotted to the safety and security of students in Texas, which equates to roughly $9.72 per student or around $800K to Katy ISD. To put this in perspective, Katy ISD's GOF safety and security budget exceeds $13M (or 16 times the amount the state provides).

<h2 style="text-align:center">COMMUNICATIONS QUESTIONS</h2>

1. **(Communications) If we are tasked with recommending what goes into the bond and championing it to our neighbors, will we receive training on delivering an effective pitch on supporting the bond? Or how to respond to specific questions regarding the bond? Or curtains?!**

RESPONSE:

The bond committee plays an integral role in building support for a bond. Because the bond committee will have dedicated a significant amount of time and energy toward reviewing, discussing, and vetting needs, and will ultimately make the decision on whether to recommend a bond package, the community considers this group of individuals as key and trusted advocates and communicators. Once the committee has finalized its bond package, we can begin to discuss and identify specific communication needs and talking points. There will also be an opportunity for the bond committee to establish a sub-committee known as the CBAC Communications Committee. This sub-committee would be charged with identifying key messages and audiences and identifying additional opportunities to share information about the bond measure with other community leaders, community groups, organizations, etc. The tentative date and time for the first CBAC Communications Committee is April 26, 5:30-8:00 p.m.