Questions/Comments from Committee Orientation 9/30/2021

	Learning	

1	What does Academics look like in a bond?
	
	  a. Academic experiences guide our vision.
	
	  b. What kind of academic alignment might be necessary to support programming or new programs?
	
	  c. If there is a vision for Academic programs, facilities, transportation, technology, and equitable access need to reflect the needs and sustainability of that program.
		Access to high quality academic experiences should be available to every student on every campus. This work is being supported centrally through the Curriculum and Instruction team through the design of Yearly Planning Guides and District Lesson Plans/Instructional Planning Guides. Beyond this common, high-quality baseline for experiences, additional opportunities for specialized experiences and programs are also offered at specified campuses within the district, and access to these must be available (including the transportation to them) for students from any campus.
		
		In terms of bond needs that are considered the high-quality baselines for every campus, these include:
		
		• Libraries that serve as a large instructional space for students and families to access paper books, digital resources, and supplemental learning experiences
		• Flexible spaces for collaborative work and small group instruction
		• Capabilities for electricity and WiFi access that are appropriate for the blended learning environments
		• Plans for technology/device replacement schedules to ensure ongoing, consistent 1:1 access to support future plans for instruction
		• Outdoor learning (and dining) spaces
		• Movable furniture and flexible room design to promote student engagement and peer collaboration
		• Indoor and outdoor physical education spaces with appropriate equipment for exercise (including playground equipment meeting ADA standards).
		• Transportation accessibility for student access at magnet/special facility access (career and technical education opportunities, athletics, visual and performing arts)
		• Equitable visual and performing arts facilities and equipment across the district (portable reduction, musical instruments, choir risers, chairs and music stands, lights and sound equipment for performance venues, stage curtains, kilns for art rooms, technology)

2	Why do we have extra committees on the long-range plan if it centers Academics?	Although the plan centers around academics, it is important to identify needs in other areas of the district that also support our students, teachers and community. Additionally, many recommendations will require large capital investments through bond programs, and will need to be identified through this process so that the Bond Steering Committee may consider them.
3	Students with disabilities being meaningfully included with general education. Where is our district-wide inclusion model?	The Special Education Department will set in motion a district-wide Inclusion Plan beginning mid-school year with a substantial focus on training opportunities for a variety of stakeholders that will extend through the summer and continue next school year. Training and presentations will facilitate the development of a common definition of terms and practices associated with Inclusion. In addition, district stakeholders will learn about evidence-based inclusion service delivery models. The selection and fashioning of model classrooms that include coaching opportunities at HS, MS and ES levels will begin spring 2022 in preparation for the 2022-23 SY.

Learning	
	Ideas embedded in the Inclusion Plan stem from discussions and meetings with members from the Special Education Advisory Committee (SEAC) and the Coalition for Special Education Equity (CSEE). The Department has developed an Inclusion Work Group Committee, a SEAC ad hoc committee, to facilitate input from various district, parent, and community groups throughout the unfolding of this initiative.

Inclusion in education ensures that all students regardless of their strengths and challenges become a part of their school and community. All students feel a sense of belonging among peers, teachers and staff. Other works that will promote inclusive practices in and out of classroom environments include the introduction of "Best Buddies" to Austin ISD, and Unified Sport Events through Special Olympics of Texas. In addition, parent/staff newsletters will begin in October 2021 and parent/staff webinars will begin in Nov. 2021. |
| 4 | If our committee (Academics/CTE) covers anything that has to do with Academics, what does that look like? Overcrowded classes? Staffing? Leveling? Access to programs? IB/AP? What are we not allowed to touch? | Generally staffing for campuses is provided transparently and equitably through student enrollment data and the staffing guidelines/formulas as part of the annual budget cycle. The formulas are implemented in accordance with district initiatives and priorities. Campuses manage programming offered within the communicated staffing guidelines and prioritize certain initiatives or instructional approaches based on student choice sheets and staff capacity. Specific programming differences for any campus that require additional staff would have to be considered, approved centrally, and communicated broadly through the staffing guidelines so that equity and consistency are provided for existing campuses and future campus openings, etc.

For example, the staffing guidelines provide for the earlier hiring of a principal and a secretary/bookkeeper at a campus up to a year prior to students beginning of any level and type. Staffing guidelines provide additional weighting for the campus economically disadvantaged ratios for secondary teacher allocations, and campuses have weighting for their level of students identified to receive special education services in order to provide additional counseling and administrative staff at those schools. Elementary campuses also have staffing guidelines that provide for dual language instruction and the support of emergent bilingual students.

Further, at the elementary level, the state sets class size limits for standard PK-4 classes. The district does have some latitude for increasing class sizes, when necessary, called out in our District of Innovation Plan to prevent mixed language classrooms at the elementary level in grades PK-4.

Leveling occurs across our school district in an equitable manner when student enrollment does not match projection and the staffing levels provided based on that projection. Leveling balances staffing and instructional programming to meet the needs of students actually enrolled and on campuses. Specific standard or specialized programming for a particular campus or site would be defined by the Office of School Leadership in partnership with the Offices of Academics and Human Capital. Unique program offerings or structures would generally be addressed through the defined campus staffing based on the existing guidelines and formulas. However, any budgetary impact and prioritization of specialized or unique programming that are not addressed through existing guidelines would have to be considered for budgetary impact, district prioritization, and equitable implementation. Any staffing impacts would need to be communicated transparently through the staffing guidelines/formulas for all campuses. |

Learning

5	Does a baseline exist for AISD regarding basics? What is the baseline and how do we gather that? Metrics? Teachers? All of it?	Austin ISD gathers data and metrics on many programs and foundational components through formal reports and evaluation processes, program management teams, and through department leads. A complete list of what would constitute basics could be developed in a single place once the desired metrics are determined.
6	Are we considering test scores or other measures for schools?	The long-range planning consultant, DLR, has been provided several years of TEA accountability data. The Academics committee, and other committees as appropriate, will need to determine how this data will be used in the process.
7	Are academic enrichment activities equitable? What support is needed?	We continue to review programming by campus. The Creative Learning Initiative works to increase arts programming at our historically underserved campuses. Transportation can be a factor- if programming is after school, are we able to also incorporate late transportation runs to allow more students access and opportunity.
8	How are students interacting moving from face to face to virtual? Are we considering the virtual element? How are we going to help Spanish speaking parents with this curve? In school and out? Consideration of teachers' interaction with students.	Long range planning could include prioritizing school models that are built to be flexible and have an in-person as well as virtual component. Recent legislation supports the development of virtual or hybrid models that school districts can examine to decide how and if that model might reflect the desires of the community.
9	How can we better connect the long-range facility bond process with the other elements of education, how can the educational and staffing needs be considered with whatever decisions get made?	It is important to note that the long-range planning process is more than facilities. That said, facilities set the tone for learning and can be instrumental in instructional goals. Staffing and facilities planning need to go hand in hand (ex. Fine arts facility decisions have a definite impact on campus staffing for those who will lead the classes that correspond to the facilities.).
10	What is the role and function of libraries?	Austin ISD libraries nurture a life-long appreciation of reading and learning by assuring that students have opportunities for successful access, evaluation and use of information, technology, and literature. The libraries provide relevant, up-to-date and appropriate resources which facilitate and extend learning and meet students' individual reading needs. The libraries acquire licensing for the use of many databases that provide the faculty and students of AISD access to authoritative and fun articles for every reading level. Librarians work with the school community to promote student achievement. Librarians model life long learning and literacy as a source of power and pleasure. Libraries have embraced the transformation to multimedia hubs. As one of the main common areas on campuses, libraries serve as the campus center for community and school engagement.
11	What are all the pieces of information we can get access to as the planning team (data, projections, education plans, existing resources are available inside of school, outside of school, asset maps, determination of resource and program deserts, etc) to facilitate the process overall (Visual & Performing Arts)?	Currently, data used to identify underserved communities (2019-20 student demographics, 2014-18 Social Vulnerability Index, and 2020-21 facility condition and educational suitability assessment data is available within this StoryMap: https://storymaps.arcgis.com/stories/dd2fc8c8c4904ce9b1f2dd8661b9d6ec Additionally, community feedback, academic programming types and locations, accountability ratings, and other data will be available to committees as it is analyzed and ready for discussion. If there is specific data that you feel is important for your

		committee to review, please contact melissa.laursen@austinisd.org. Please identify the type of data, and reason why it should be analyzed as part of this process.
12	When we don't have enough staff, who is picking up the slack (Visual & Performing Arts)?	Pending
13	What is the district planning, in terms of staffing levels for example, then we can see what will be delivered with what is being designed (Visual & Performing Arts)?	Staffing for Visual and Performing Arts programs is driven by the number of classrooms at each campus for elementary schools, and by student choice for secondary schools.
14	What does the district think is happening in terms of AISD's current pathway through our Fine Arts current system?	All elementary students have art and music on a 3-day rotation. While most of our campuses offer a variety of classes in art, dance, music and theatre, we recognize that there are some programs missing from some secondary schools.
15	How do students who are wanting or needing to access higher level arts courses get access? How are we increasing access to those who are systemically or historically lacking access?	Students who are wanting higher level arts courses that may not be available should work with their campus counselors and teachers to ensure those options are available when feasible. We are looking at student data and working to close the access gap to a full range of Visual and Performing Art classes for every student by using student choice as the driver for offering and staffing programs throughout the district.
16	How does the district communicate to students and families what their opportunities are (Visual & Performing Arts)?	Campuses communicate with their students and families regarding the Visual & Performing Arts programs available in their schools. Additional information can be found on our AISD website https://www.austinisd.org/arts .
17	Who is funding any/all programming that occurs in our schools (Visual & Performing Arts)?	Annual Visual and Performing Arts funding is driven by student choice and program need. All curricular programs receive repair and supply funds based on student enrollment, as well as limited capital outlay funds to purchase and refresh large equipment such as musical instruments and kilns. Uniforms are refreshed on a rotation every 10 years. In terms of the Creative Learning Initiative, we are a collective impact partnership between Austin ISD, the city of Austin, MINDPOP (our backbone organization), and over 100 arts organizations. We all work collaboratively in both services and funding to serve Austin ISD schools, students, teachers, staff, and families.
18	What are the current long-range plans for Visual and Performing Arts?	Our goal is to provide equal access to all programs throughout the District; implement a plan that addresses current spatial inequities at each campus and through Creative Learning, use research-based Creative Teaching strategies to enhance students' learning at all campuses.
19	Where do we get current data on our programs for their current needs (Visual & Performing Arts)?	In addition to tracking enrollment, Visual and Performing Arts teachers and administrators work together to communicate and determine program needs. For the Creative Learning Initiative, we use a series of qualitative and quantitative measures to assess current needs, the impacts of our efforts, and gather feedback. We use this data to improve implementation practices, make budget decisions, identify gaps in programming and other issues of equity and access, and track trends.

Learning

20	What are the factors to consider when making program cuts, teacher cuts, or additions?	Factors considered in program cuts include information from campuses on enrollment and student outcomes. Additionally, for Career and Technical Education, there is a need for Industry-Based Certifications (IBC) to ensure that students are graduating high school with applicable and relevant certifications in today's workplace.
21	What are the current staffing formulas for programs (Visual & Performing Arts)?	Pending
22	Where are after-school arts programming and enrichment opportunities, who has them, how are they funded, and who has access?	This information will be analyzed and shared with the committees during the planning process.
23	We don't advocate for trade schools/military. We only present college, but the reality is that college isn't for everyone. We need to give different options besides the degree behind the name. We need to balance programs with technical pathways. Potentially look at the European programs.	We have a district wide College, Career, and Military Readiness team that meets regularly to work towards pathways of success for all students. E3 Alliance data has shown that young adults in central Texas without ANY postsecondary credential (certificate, Associate's degree or Bachelor's degree) only have a 12% chance of earning a living wage. Therefore, we continue to push for postsecondary pathways for all students- for some students this may be a technical certification or a 2 year degree. We continue to use the language of college, career, and military readiness to ensure that ALL students are able to make the most informed and personalized decision about postsecondary options. We want to provide equitable access to programs as well to ensure that historically underrepresented populations have access to ALL pathways.

Long-range Planning Committees Process & Responsibilities

24	Are we here to create a wish list to improve security?	The Safety, Security and Resiliency Committee will work together to develop a list of prioritized projects to address safety and security concerns based on existing data, and feedback from our communities. We are committed to the safety of our students, staff, families, and communities and plan to make recommendations with this commitment at the forefront.
25	Is there a timeline for this? Is there somewhere that document lives? What are the milestones and end points?	The current long-range planning timeline has the committees presenting the plan to the Board of Trustees in May 2022. General milestone information is located in the Long-range and Bond Planning Handbook. A schedule is being developed and will be shared with the committees soon.
26	How will decisions be made, what role/weight will the committee proposals have? Will each committee be voted on separately, or will items be bundled together? How do we ensure that specific requests and proposals are funded? Will the work in the committee serve as a "think tank" or will it be final recommendations?	Through the Equity by Design process, the committees will work to develop decision-making criteria that will be used to determine project priorities for each committee. Each committee will work towards gaining consensus on their individual elements of the plan, which will then be combined into one comprehensive Long-range Plan. It will be the responsibility of the Bond Steering Committee to determine which projects are ultimately included in a bond program for the Board's consideration. The Board is responsible for putting bond propositions in front of voters, who are ultimately responsible for their approval.

Long-range Planning Committees Process & Responsibilities

#	Question	Answer
27	What are the things we will be doing to get the support of the community (especially lower-economic) that do not trust us anymore and how can we get them involved?	As part of Equity by Design, we have identified 25 school communities that have been historically underserved. We have reached out to all of these schools, and neighborhood groups that surround these schools to identify their issues and unmet needs early in the process. Focused outreach efforts to these school communities will be prioritized throughout the process.
28	How were the committee members chosen?	Long-range planning staff advisors were asked to review applications and create committees using the following set of criteria: 1. Students (2) 2. Representation from each vertical team (12) 3. Campus representation from elementary, middle, and high school and/or classified staff not associated with a campus 4. Equity Advisory Committee or Subcommittee member 5. Representation of Special Education interests 6. Representation of Dual Language interests 7. Racial diversity similar to that of the district as a whole 8. Members who have never participated on a district advisory body (goal of 25% or more) 9. Balanced representation from schools receiving and not received Title I funds 10. Representation of other underrepresented identities The group was then asked to determine whether the proposed committee met, partially met, or did not meet the above criteria. Adjustments were made to committee composition based on how well each met the criteria. Additional outreach was conducted through the Office of School Leadership to recruit campus staff, students, and parents or community members from underrepresented vertical teams.
29	When we say long range are we talking about 3-5 years or what is the timeline?	It depends on the type of projects - for example, we tend to look out 20-25 years for facilities improvements, but look at shorter time frames of 5 years for other areas, like technology.
30	There has been a lot of talk about a bond and I'm wondering how that fits in with Resiliency?	Resiliency issues (such as secure vestibules, additional building improvements for shelters, redundant power systems, etc.) will be included in the long-range plan, which will then be considered by the Bond Steering Committee for inclusion in the next bond program.
31	Is it a good idea to make personal wishlists and bring it back later to the group? And when do we get to incorporate everyone's ideas and wants?	Committee members should not make personal wishlists, but should serve as a representative of the AISD community, and evaluate the community's input and other data when making recommendations. We will be incorporating the community's feedback throughout this process from developing problem statements based on the identified issues to ultimately, developing a prioritized list of projects.
32	How do we ensure that the long-range plan is actually not just quick fixes and they are actually long-range plans to maintain for the long-term and duration to keep maintenance costs lower? When we say long-range planning is that to fix what we need years past or for planning for future?	The long-range plan will not include quick fixes. The Plan will include recommendations for needed improvements and new facilities as we plan for the future that will result in reduced maintenance costs.

Long-range Planning Committees Process & Responsibilities

33	Is this (Technology) committee based on developing a bond plan or a technology plan? • Are we coming with a bond or something more like teaching and implementing technology in general, learning from home options via bond, or how tech can make learning better. Figure out what technology looks like in the future, how it's used everyday, and if it's working.	The Technology Committee will be developing a plan that includes prioritized recommendations that will be considered by a Bond Steering Committee for inclusion in a future bond program. It's up to the committee to review data on what currently exists within the district, best practices, and consider community input to determine what technology needs there are in the District.
34	Is scope of commitment just equipment or student facing initiatives (Technology)?	Both will be part of the commitment, it's up to the committee to provide direction.
35	Are we looking at partnerships with community members, to further access tech? Brainstorm? What can be asked for in bond, maybe what we want schools to look at? Having wifi busses was critical in the past, will they be part of the mission later? Connectivity at home, any student connectivity, all are possible what roles we play?	AISD has numerous partnerships with community organizations, and is always seeking additional help. We are looking at creative ways to improve connectivity in the home and in our schools. We are looking at options with better coverage and less costly alternatives to the wifi busses. Bond funding can be used for the construction and renovation of facilities, purchasing land, school buses, and equipment.
36	Are we a long-range planning committee or are we the pre-bond steering committee? It seems like a performative effort. Is the goal to actually create a long-range plan or a checkbox? My children's schools closed three times in three decades, and kids moved teachers due to leveling.	The long-range planning committees are responsible for work that will inform a future bond by developing a prioritized list of capital projects. They will also make recommendations that could be funded and implemented in other ways. The Long-range Plan will be shared with the Bond Steering Committee and Board of Trustees. The Bond Steering Committee will use the Long-range Plan to develop a proposed bond program that must be approved by the Board, and ultimately voted on by the AISD community.

Facilities and Design Standards

37	How much is being revamped from previous projects (bond, fmp, school closures)? Where are we starting? What is the status of FABPAC ? What about the legacy work from past endeavors? What are our goals for the Facilities Committee and what effect can we actually have on outcomes?	The Facilities Master Plan recommendations and community feedback from the school changes process are being considered in this long-range planning process. The Facilities and Bond Planning Advisory Committee that developed the 2017 Facilities Master Plan, the 2017 Bond Program, and the 2019 FMP update no longer exists. Due to the expanded long-range planning effort, seven long-range planning committees were established as ad hoc committees to develop a plan. The plan will include prioritized recommendations for each of the seven planning categories, and will be presented to the Board of Trustees and Bond Steering Committee.

Facilities and Design Standards

38	Are we still following the guidelines/timeline set up in the Facilities Master Plan? What priorities are we going to decide on what school gets what and how do we handle them?	The FMP recommendations, including the 25-year roadmap, will be reviewed by the Facilities Committee. It should be noted that the decision-making criteria (planning strategies) developed for the 2017 FMP will be re-evaluated during this community-driven equity by design process. New data, and any changes to the decision-making criteria may result in some projects shifting in the timeline.
39	Do we want facilities designed based on programs that are stagnant?	The 2017 and draft 2021 Educational Specifications promotes spaces that allow for flexibility to accommodate changing academic programs. Specifically, the Career and Technical Education spaces will be designed to more easily adapt to the rapidly changing job industry.
40	What is the status of the Educational Specifications? Which Ed Specs will be used for the 2022 bond?	Feedback received from our community members has been reviewed, and it is anticipated an updated document will be presented to the Board of Trustees by the end of the year for approval. The newly adopted Ed Specs will then be used to budget bond projects, including modernization projects.
41	What needs to be defined about what is needed in a building for learning? Can we have that defined?	The district's Educational Specifications are standards for the way our schools should be designed and built to support students and teachers, including types and quantities of spaces. Generally, this document is updated before new bond programs. The district also has a Project Development Manual, which outlines technical design requirements and preferences for our facilities. Elements in this document include performance standards for materials, mechanical systems and equipment, etc . This document is updated periodically to align with industry standards and preferences of the Austin ISD.
42	Will there be discussions about restoring and keeping our historic schools, unlike in the past?	The draft 2021 Educational Specifications includes a statement to recognize the value of our historic schools. When any school is scheduled for modernization, architects will work with a Campus Advisory Council to ensure that historic (and cultural) elements are maintained when possible. An example of this is the new Eastside campus, where great efforts were made to reconstruct and incorporate portions of the Original L.C.Anderson High School that were significant to the community.
43	Need a thorough explanation on why closing facilities or building it. What are we basing these decisions on?	The committees will develop decision-making criteria to determine both the type of projects and a timeline for those projects.
44	How much flexibility do we have with educational specifications, in regards to the idea of a one size fits all approach.	The Educational Specifications is not a one-size fits all model. It does include model sizes, however, as each campus is unique, the Ed Specs can be tailored to fit the needs of each community.
45	What is the process for future maintenance for modernized schools, such as Eastside? There was a lack of collaboration between maintenance and designers. A long-term maintenance plan is needed.	The process is to follow our Standard Operating Procedure (SOP 14:00) which is a school inspection checklist. All schools receive regular inspection and are placed on a regular maintenance schedule. All modernized schools are placed on our maintenance schedule to ensure all warranty items are checked/corrected in a timely manner and all regular routine maintenance activities are performed to ensure proper equipment operations of our HVAC equipment, elevators, kitchen equipment, etc. We respond to all equipment/facility related work orders as quickly as possible.
46	How will the facilities affect enrollment in the district and will we be able to coordinate with enrollment as part of our work?	The Executive Director of Enrollment is a staff advisor in this process, and will provide guidance on enrollment strategies for the district. There has been some growth in enrollment at some of the newly modernized schools, however, it is difficult at this time to identify what that might be attributed to.

Facilities and Design Standards

47	How do we make sure our facilities work in our lower socio-economic schools?	We are unclear of the intent of this question. If this can be clarified, we will do our best to provide an answer.

Equity

48	We understand the intent of leading with equity, but would like to be sure about the clear steps and expectations for the next following meetings and how do we prepare for the work ahead? How do we get to the root of the inequities which impact overall access for children?	We are working on a more detailed plan and timeline for each of the upcoming Equity by Design steps for the November 13 committee meeting. Currently, we have a general framework for the process that can be found on page 45 of the September 30 meeting materials. Understanding the root of inequities first involves talking to our underserved communities about their lived experiences. Once we understand what the issues are, we can then conduct a root cause analysis to determine why an issue has occurred. Asking several "why" questions allows us to understand the "root" of the issue - so we are able to develop solution-oriented strategies with our community. The root cause analysis includes understanding: • What is the problem? • Why did it happen? • What will be done to prevent it from happening The results of the root cause analysis and problem statements will be shared with the community, who will be asked if we got them right.
49	Can the district request that the consultant commit to sharing updates on the Equity Assessment process during the long-range planning process.	As part of the RFP process, we can certainly ask the equity assessment firm for periodic updates to inform the budgeting and LRP processes. One thing for consideration is the methodology the firm will employ for the equity assessment and how periodic updates may impact the integrity of the equity assessment process; we should be able to find out the answer to this consideration during the vendor Q&A part of the RFP process.
50	What is the equity goal and in that same question, what is the current equity of access experience for our students and families?	The equity goal of this process is to first ensure that the voices of those adversely affected are heard, second that the decision-making criteria is developed with equity in the forefront, and ultimately that resources are allocated equitably. Using the Equity by Design model provides a process to complete these tasks. Please provide clarification to the second part of the question, and then we will work on providing an answer.
51	We would like elaboration on the equity by design chart. How do we make sure equitable decisions are made since the district is so large and diverse, how do we make sure all needs are met and no one gets forgotten and is there data for this?	We are working on providing additional information regarding our Equity by Design process. Here is a link to some initial information: Long-range and Bond Planning Handbook Community engagement is ongoing and we are prioritizing outreach to our underserved communities in various ways throughout the process to learn about their lived experiences and how we can address their needs. Understanding the needs of our underserved communities, and creating opportunities to address those needs, will strengthen the district as a whole.

Equity

		Lastly, there will be opportunities for all community members to provide input at key points throughout the process. For example, as the committees draft work products, including problem statements, goals, and strategies, they will be shared on the Austin ISD Plans website to provide opportunities for feedback.
52	What are we tasked with doing so it is consistent with each committee and how does that fit in with the equity by design model?	The committees are tasked with developing a long-range plan to include decision-making criteria to prioritize recommendations that will inform a future bond program. The district, in conjunction with a planning partner, will use the Equity by Design model to guide the committees through their work.
53	How can I be equitable to make decisions, when I don't know other's situations throughout the district?	Decision-making must be informed by disaggregated data (understanding the subgroups), and also by what we learn from our historically underserved communities. In line with Equity by Design Step 2, *Listen to the voices of the adversely affected*, we are prioritizing our outreach efforts to our historically underserved communities. We will be sharing all of the information collected with our committee members throughout the process. We welcome and encourage our committee members to participate in these outreach efforts as well. Additionally, it is important that you take the Equity by Design training as this will help you to make equitable decisions.
54	How can we address the underserved community, schools and their location, girls are underserved. Is flexibility an option in the LRP and can we define that?	Equity by Design involves identifying the underserved communities, and then intentionally reaching out to those communities to understand their needs. We need clarification on what is meant by flexibility in the LRP.

Other

55	What will the upcoming bond cover? With bonds, there's a certain amount of money attached to the bond. If we come up with a list, who decides what goes into the bond?	Bond funding can be used for the construction and renovation of facilities, purchasing land, school buses, and equipment. At this time the exact amount of the bond has not been determined, nor the projects that will be included. The Bond Steering Committee will utilize the Long-range Plan recommendations to develop a proposed bond program for board consideration.
56	Having student, teachers will help with the experience. Will there be research opportunities?	We currently have numerous teachers and a few students to serve on our long-range planning committees, and are still recruiting additional members to serve in this role. We are unclear on what type of research opportunities are desired. We are happy to address this part of the question if clarity is provided.
57	As a teacher, we see our tech issues and challenges. How can we get teacher and staff input (there seems to be a lack of that), how to address tech that doesn't work? We need to plan with expert voices like teachers at every level with what works.	The Technology Committee currently has five campus staff members that will provide input into this process. Additionally, there will be opportunities at key points during the process for our teachers and community members to provide feedback. Also, teachers are encouraged to subscribe to newsletters from the AISD Technology Design Team, https://connect-design-learn.org/, who are working on amplifying the voices of teachers.
58	What do we want for the future and how do we make it a reality? Not disconnected from ultimate vision. A plan or vision for the future?	The purpose of this process is to work with our communities to develop a vision of where we want to be as a district in the future. Once we understand what the current issues and needs are, we can then work together to establish goals on where we want to be and strategies on how to get there.

Other	
59	Found disparity- the funding is not equitable across the district. Finding supplies for a simple lab, I am funding that myself. Proper tools to give our students. How many times do we buy the latest technology and then abandon it after the first year?	One way we have tried to equalize and provide support for all campuses for labs and materials is through the deliveries from the Science Health and Resource Center (SHRC) that is coordinated through the STEM department. Budget cuts have impacted the services/grade levels provided. However, this avenue could potentially be a source of support for campuses.