

**Spring Independent School District Bond
Steering Committee Minutes
Tuesday, July 19, 2022**

The third meeting of the Bond Steering Committee was held on Tuesday, July 19, 2022, at Spring High School, located at 19428 I-45, Spring, TX 77373. The purpose of the meeting was to cover topics around demographics and enrollment, and to discuss a range of potential facility needs that could be addressed as part of the bond campaign.

Attendees

Bond Steering Committee Members Present: 36

Call to Order

At approximately 6:10 p.m., Spring ISD Executive Chief of District Operations Mark Miranda began the meeting.

Agenda

- Welcome and Greetings
 - Mr. Miranda welcomed the group and shared the agenda for the evening, to include a recap of the June 30 meeting, where topics related to Safety & Security and Transportation were discussed; results from a reading and thought exchange assignment completed by committee members; a district demographics and enrollment discussion; a Spring High School scavenger hunt activity; and an overview of potential secondary, elementary, and districtwide facility-related needs that could be addressed by the bond.
 - Superintendent of Schools Dr. Lupita Hinojosa also gave a brief welcome to attendees, thanking them for their continued commitment to the steering committee's work and reminding them that meeting presentations and minutes were being regularly uploaded to the [district's 2022 Bond website](#), where questions can also be submitted for discussion at upcoming committee meetings and bond-related events.
 - Spring ISD Board of Trustees President Justine Durant greeted attendees, thanking them for their help in ensuring that the district can meet the needs of all students. She also reminded them of their important role as representatives of their communities, campuses, and neighborhoods within the district, and their ability to be spokespeople to help educate and coordinate with the public about the bond process, with a focus on transparency and open communications regarding the needs of the district, its schools, and students.
 - Mr. Miranda reviewed the upcoming schedule of committee meetings, including the upcoming June 21 meeting, where discussion will include deferred maintenance projects and technology needs, followed by meetings in which the committee will begin the work of prioritizing needs and considering the possible makeup of the potential bond measure. Miranda also reviewed the group's meeting norms to ensure a productive and informative session.

- June 30 Meeting Recap – Safety & Security and Transportation
 - Mr. Miranda gave a high-level review of the group’s June 30 meeting, during which topics related to Safety & Security and Transportation were discussed.
 - Miranda discussed the group’s breakout “table talk” conversations from the previous meeting and mentioned some of the common themes and topics that arose during those discussions. He explained that all of the individual suggestions and ideas produced by the committee in both large-group and small-group discussion were being gathered together, and would constitute part of the continuing discussion going forward, especially as the group begins the process of weighing and prioritizing various needs that could appear on a 2022 bond measure.
 - In addition to capital needs, Miranda also explained that the small-group discussions had also produced a number of suggestions and ideas for non-capital needs, which, although not eligible for inclusion on a bond measure, were also being gathered and saved to support the administration in its general planning going forward. “Those are valuable thoughts to us as well,” Miranda said.

- Reading Assignment and Thought Exchange Results
 - Following the overview recap of the previous meeting, Mr. Miranda moved on to discuss a reading assignment given to the group and a subsequent online thought exchange activity, as well as the results of that exercise.
 - Among the chief takeaways from the assigned reading, Miranda explained, was the fact that school facilities have a direct impact on student learning, student and staff health, school finances, and other crucial factors relevant to education. However, based on national studies, many school facilities – both in Texas and across the country – fall short of the ideal of providing well-equipped, safe and secure 21st century learning environments where students can successfully pursue their education.
 - Nationwide, school facilities are “chronically underfunded,” leaving districts and communities in the position of regularly having to make difficult funding decisions, effectively weigh priorities, and do the best they can with funding resources that are seldom sufficient to the needs.
 - Another key point from the reading, Miranda said, was the fact that PreK-12 schools and facilities constitute the second-largest infrastructure capital expense behind highways, but that, unlike transportation infrastructure that benefits from significant federal and state funding, capital funding for school construction falls mostly on the shoulders of local communities.
 - These factors help explain the necessity for districts to periodically propose bond measures to their communities for voter consideration, in order to ensure ongoing funding for needed capital projects within the district.
 - The main theme of the thought exchange activity following the reading was: “What are the most critical facilities-related capital needs for Spring ISD?” The

activity had 21 participants responding, with 19 open-ended responses, and 193 “ratings,” where, after completing their initial responses, participants provided additional feedback on the submissions of others. The ratings, Miranda explained, were especially useful in helping to determine which themes and ideas resonated with the most committee members.

- Some of the critical facilities-related capital needs for Spring ISD identified through the thought exchange activity included:
 - High Schools (identified by 80% of respondents)
 - Deferred Maintenance (identified by 75% of respondents)
 - Multi-Purpose Districtwide Education and Performance Center (identified by 60% of respondents)
 - Community Engagement Center (identified by 30% of respondents)
- In addition, some of the general facilities needs for Spring ISD identified through the thought exchange activity included:
 - Educational deficiencies (identified by 50% of respondents)
 - Life-cycle deficiencies (identified by 50% of respondents)
 - Maintenance, including mechanical, electrical, plumbing (identified by 50% of respondents)
 - Site deficiencies, including location and design (identified by 50% of respondents)
 - Environmental deficiencies (identified by 5% of respondents)
- In discussing highly rated comments and suggestions that resonated with many committee members, Miranda listed the following:
 - Updating buildings for safety, maintenance, and equity.
 - Repairs to address building weak points regarding safety.
 - Addressing older buildings, such as Spring High School, where outdated facilities and infrastructure are impacting learning, as well as potentially impacting student and staff health and safety.
 - A new PVA/multi-use building to serve the whole district.
 - Replacement of Spring and Westfield high schools.
 - Makeover and renovations of Spring High School.
 - Modernized HVAC systems.
 - Addressing the needs of other aging facilities, including older elementary campuses.
- Miranda thanked everyone who participated in the online thought exchange activity, explaining that the feedback was all incredibly valuable both in shaping the current potential bond proposal and in understanding community priorities for district capital needs going forward.
- Demographics and Enrollment
 - Mr. Miranda referred committee members to the presentation made to the school board during its May 2022 regular meeting by Rocky Gardiner of Zonda Education. Miranda explained that he would be drawing from that report during the current presentation to the bond steering committee.

- Economic and demographic trends affecting the entire Houston region, as well as those occurring within Spring ISD, will continue to impact the district over upcoming years.
- Overall, the Houston economy was showing strong signs near the end of 2021, with a 5% unemployment rate, generally considered to be “full employment.”
- More locally, Spring ISD is seeing economic growth as well, with businesses coming into the community such as Hewlett Packard (HP), which is opening a new headquarters location at City Place (formerly called Springwoods Village), while existing businesses in the district such as Southwestern Energy, St. Luke’s Health, and ExxonMobil continue to support employment, economic stability and growth in the area.
- The Zonda Education presentation also covered trends within Spring ISD related to population growth and changes in the district’s various attendance zones, and new and upcoming housing developments that will likely impact enrollment numbers at particular schools.
- In particular, new home developments are expected to impact the following campus communities:
 - Marshall Elementary
 - Burchett Elementary
 - Reynolds Elementary
 - Booker Elementary
- In Spring ISD, the northeast area around Marshall Elementary and the southwest area around Reynolds Elementary are both showing high numbers of new home builds and new home closings, both of which are projected to impact enrollment trends at schools in those areas and feeder patterns.
- Chief Financial Officer Ann Westbrook continued the presentation, discussing historical and projected enrollment trends and how they might impact Spring ISD and its campuses over the upcoming years.
- Westbrook noted that enrollment is a crucial piece of data, as it drives the district’s budget as well as school staffing and many other important funding decisions.
- From 2015-16 through the onset of the pandemic, student enrollment in public school districts across Texas went up annually between approximately 32,000 and 67,000 students per year.
- The COVID-19 era saw large enrollment drops, with districts statewide losing more than 122,000 students in the 2020-21 school year.
- While the following year, 2021-22, saw a statewide enrollment rebound of 55,780 students, the figures in Spring ISD have been relatively flat.
- Overall, Spring ISD enrollment declined by 8.9% between 2016-17 and 2021-22. Hurricane Harvey, which heavily impacted some district neighborhoods, accounted for some of the enrollment losses, while the pandemic resulted in another, even more significant drop in enrollment. From 2020-21 to 2021-22, Spring ISD’s enrollment went down again, but only slightly, by 0.1%.

- Westbrook explained that the district is optimistic about regaining the approximately 2,000 students lost since the start of the pandemic, but also noted that Zonda Education foresees the possibility of a slower increase in overall Spring ISD enrollment, with enrollment numbers that could remain relatively flat over the next several years.
 - Nevertheless, in addition to working toward enrollment increases and regaining lost students, Spring ISD will also need to respond effectively to shifting populations and demographic trends throughout the district, including new housing developments likely to shift population centers and disproportionately affect certain campuses and communities.
 - In response to committee member questions, Westbrook explained that the Zonda Education enrollment projections for the district include some of the expected new resident growth, such as in the areas around Marshall Elementary and Reynolds Elementary.
 - Committee members were invited to participate in small-group discussions in response to the enrollment and demographic information presented.
- Activity: Spring High School Scavenger Hunt
 - Committee members were invited to participate in a breakout activity in which small teams spread out to visit various locations around the Spring High School campus. They then came back to the cafeteria and reported to the larger group on what they had seen and learned about the campus during the activity.
 - Some of the locations visited by groups around the campus included:
 - Carpentry Shop
 - Band Hall
 - Classroom spaces
 - Auditorium/Theater
 - Points of entry and exit
 - The groups came back with a variety of impressions and reflections, many of which highlighted the aging nature of the campus facility and its infrastructure.
 - Groups noted poor ventilation; cramped classroom spaces; lack of adequate storage in areas requiring it, such as the band hall; and deteriorating overall infrastructure.
 - In reflecting on entryways and exits – of which the campus has close to 50 – committee members noted deficiencies related to the building’s general safety and security, including the ability to properly monitor and control points of ingress and egress.
 - A question arose about the dates when the district’s high schools were built. In response, Miranda explained that the original core of each high school campus was built in the following years:
 - Spring High School: 1968
 - Westfield High School: 1976
 - Carl Wunsche Sr. High School: 2006
 - Dekaney High School: 2007

- In addition to these four schools, Spring Early College Academy is currently housed on the campus of Lone Star College-North Harris, in a facility not owned or managed by Spring ISD.
- Potential Facility Needs – High, Middle, Elementary, District
 - Committee members walked through a range of potential facility needs at the high school, middle school and elementary school levels, as well as potential district facility needs.
 - Mr. Miranda noted that the district was focusing attention on older facilities, like the campus of Spring High School, originally constructed in 1968, which one steering committee member suggested had “outlived its life.”
 - In particular, the discussion focused on the following potential facility needs and opportunities that could be addressed by a bond measure:
 - Spring High School
 - Originally built in 1968.
 - Deficiencies include poor, antiquated layout; narrow hallways in some sections; a cafeteria that strains its maximum capacity, even with multiple lunch periods; lack of needed storage spaces; low ceilings; poor lighting and circulation; poor ventilation and cooling; lack of natural light in classrooms; classrooms that are too small; outdated science labs; and poor adjacencies affecting a number of areas and departments around the school
 - The potential bond presents an opportunity for a life-cycle replacement of the campus, revitalizing Spring High School with a modern campus with updated facilities and improved safety and security.
 - The new campus could potentially be built at the same location, behind the current school, taking advantage of land already owned by the district.
 - Westfield High School
 - Miranda noted that Westfield, built in 1976, shares many of the same deficiencies as Spring High School, but benefits from being close to a decade younger overall, making it a potential priority for life-cycle replacement in a future bond.
 - The campus could benefit from updated facilities, improved student circulation, and improved safety and security.
 - Like Spring High School, a replacement Westfield Campus could be built at the existing school’s location on Ella Blvd.
 - Spring Leadership Academy
 - In 2023-24, Spring Leadership Academy (SLA) will move from its current location on TC Jester to the location of the former Clark Primary School.
 - The move will expand SLA’s enrollment capacity and prepare the way for the district’s new Momentum High School to move into the

TC Jester location that currently houses Spring Leadership Academy.

- The Clark Primary campus will undergo renovations to make the campus suitable for Spring Leadership Academy.
- Miranda explained that Phase One of that work is being funded through federal Elementary And Secondary School Emergency Relief (ESSER) funds, but an opportunity exists to provide additional bond funds to create a true custom-designed campus to serve the students of Spring Leadership Academy.
- Jenkins Elementary School
 - Built in 1973, Jenkins represents an older district facility, as well as one in an area of strong housing growth and population influx.
 - An opportunity exists to rebuild on the same site.
 - Miranda explained that rebuilding would increase facility capacity and relieve crowding at nearby campuses.
 - In addition, a modern facility would help revitalize the school's academic setting.
- Reynolds Elementary School
 - Built in 1973, Reynolds is also an older district campus in an area now seeing housing growth and population influx.
 - Miranda explained that a new facility would relieve crowding at nearby campuses while preparing Reynolds as a modern campus for the future.
 - The Reynolds rebuild could be at the school's existing location, or nearby, such as across the street, near Wells Middle School.
- Districtwide Education and Performance Center
 - As a facility suggestion that had been supported by previous comments from a number of committee members, Miranda explained that a districtwide education and performance center would provide a multi-use, indoor space to accommodate a number of needs across academics, performing and visual arts, and athletics, including:
 - UIL Academic and Athletic Competitions
 - CTE and STEM Expos
 - Band, Choir, Theater and Debate Performances
 - Etc.
 - In addition, he explained to the committee that the facility could be designed to provide a contemporary indoor space for events such as:
 - Convocations
 - Graduation ceremonies
 - District and community gatherings
 - Family reunification following potential emergency events

- The multi-use facility could be built on existing district property at the Planet Ford Stadium site, also incorporating additional parking that could be used for stadium events.
 - Miranda emphasized the fact that there will always be more potential projects and opportunities than a single bond could encompass, and that the steering committee members will provide invaluable assistance in helping to prioritize various needs and determine which could be included in a potential bond at this time.
- Adjourment
 - The meeting concluded with a Mentimeter text-message-based poll, in which attendees answered the question “How are you feeling after tonight’s presentation?”
 - Responses from the group included the following, among others:
 - Excited
 - Anxious
 - Determined
 - Optimistic
 - Informed
 - Hopeful
 - Encouraged
 - Conflicted
 - Curious
 - Ms. Westbrook told committee members about upcoming meetings, including Thursday, July 21 at 6 p.m. at Dekaney High School, followed by a meeting on July 28 where committee members will begin the process of prioritizing needs and narrowing the scope of the potential bond measure.
 - The meeting ended at 8 p.m.