



Facilities and Bond Planning Advisory Committee

January 12, 2017

5:30 PM

Alternative Learning Center, Cafeteria

901 Neal Street, Austin TX 78702

Purpose. The Board of Trustees appoints citizens to the Facilities and Bond Planning Advisory Committee (FABPAC) to evaluate capital improvement needs of the district and to provide recommendations to the Board of Trustees on long-range facilities planning; amendments to the Facility Master Plan; and the scope of work and timing of future bond programs. More information can be found at AISDFuture.org

	AGENDA ITEM	TIME	STRATEGIC PLAN COMMITMENTS (IF APPLICABLE)
1.	Call to Order <ul style="list-style-type: none">Overview of Meeting GoalsWelcome from Principal	5:30 p.m.	
2.	Citizens Communication*	5:40 p.m.	9
3.	Approval of Minutes (1/4/17 and 1/5/17)	5:50 p.m.	9
4.	Discussion of Revised Preliminary Options and Committee Feedback	6:00 p.m.	9, 10
5.	Discussion of Preliminary Facility Master Plan Sequencing	6:30 p.m.	9, 10
6.	Preparation for Community Engagement Series #3	8:20 p.m.	9, 10
7.	Discussion of Committee Operations, Future Meetings Dates, Locations and Agenda Items	8:50 p.m.	9, 10
8.	Adjourn	9:00 p.m.	

*All regular meetings of AISD advisory bodies are open to the public. If you would like to speak before a district advisory body during a regular meeting, please consult the [Citizens Communications and Visitor Guidelines](http://www.austinisd.org/advisory-bodies), which can be found on the AISD website under Advisory Bodies (<http://www.austinisd.org/advisory-bodies>.) Citizens Communication is limited to 10 minutes.

Notice: Prior to the FABPAC Meeting, district staff will host a tour of Alternative Learning Center. Attendees may include FABPAC committee members and members of the AISD Board of Trustees. The tour is open to the public.

The tour will start at 5:15 p.m. Those interested in taking the tour should assemble in the school's cafeteria a few minutes before the tour's start time.



Facilities and Bond Planning Advisory Committee

January 12, 2017

5:30 PM

Alternative Learning Center, Cafeteria

901 Neal Street, Austin TX 78702

NOTE: The FABPAC will be hosting a series of community engagement meetings to provide an update on the progress of developing the Facility Master Plan and the options the committee would like the public to consider. The meetings will be held on:

- Tuesday, Jan. 24 at McCallum High School - Cafeteria 6 p.m. – 8 p.m.
- Wednesday, Jan. 25 at Crockett High School - Cafeteria 6 p.m. – 8 p.m.
- Thursday, Jan. 26 at Garcia YMLA - Cafeteria 6 p.m. – 8 p.m.
- Tuesday, Jan. 31 at Martin Middle School - Cafeteria 6 p.m. – 8 p.m.
- Wednesday, Feb. 1 at Burnet Middle School - Cafeteria 6 p.m. – 8 p.m.
- Thursday, Feb. 2 at Gorzycki Middle School - Cafeteria 6 p.m. – 8 p.m.



Facilities and Bond Planning Advisory Committee

Wednesday, January 4, 2017

5:00 p.m.

Rosedale School, Cafeteria

2117 W 49th Street, Austin, TX 78756

MEETING MINUTES

IN ATTENDANCE:

Committee Members: Kristin Ashy, Cherylan Campbell, Rich DePalma, Gabriel Estrada, Roxanne Evans, Paulette Gibbins, Mark Grayson, Dusty Harshman, Jodi Leach, Jennifer Littlefield, Scott Marks (via video conference), Cynthia McCollum, Rick Potter, Tali Wildman

AISD Trustees: Julie Cowan, Cindy Anderson, Kendall Pace, Amber Elenz, Yasmin Wagner

Staff: Paul Cruz, Nicole Conley, Paul Turner, Beth Wilson, Melissa Laursen, Felipe Romero, Edmund Oropez, Asha Dane'el, Lydia Venegas, Julia Maldonado, Celso Baez, Loretta Taylor, Reyne Telles, Christian Clarke Casarez, Gilbert Hicks, Sandra Creswell, Terrance Eaton, Annette Gregory, Lisa Goodnow, Chelsea Brass, Ruben Pizarro, Craig Shapiro, Dr. David Kauffman, Jennifer Williams, Gloria Williams, Thyrun Hurst, Elizabeth Dickey

Consultants: Beth Penfield, Greg Smith, Chris Dunlavey, Michael Akin, Jevon Hodge, Matias Segura, Drew Johnson, Angela Whitaker-Williams, Kayla Anthony

Visitors: List of visitors is attached.

1. Call to order and Overview of Meeting Goals (5:13 PM)

Tri-chair Cherylan Campbell called the meeting to order at 5:13 PM and stated the following goals:

- Come to an agreement on preliminary recommendations for the remaining elementary school planning clusters, to be presented at Community Series #3 beginning January 24.
- Listen to a presentation from Archer Hadley to hear his perspective on how the district can incorporate ADA accessibility features into a modernized facility.
- Begin a discussion on the departmental requests.

Elizabeth Dickey, Rosedale Principal, welcomed the FABPAC and community members in the audience to the Rosedale School. The school serves students with significant medical needs.

Trustees Julie Cowan, Cindy Anderson, Amber Elenz, Kendall Pace, and Yasmin Wagner were in attendance.

2. Citizens Communication

Tri-Chair Roxanne Evans explained the Citizens' Communication process.

- Mueller stakeholder – for years, the efficiency argument has been used by AISD for planning; minority families are moving to Round Rock and the district is losing kids to charter schools; it is time for AISD to serve the families and students who have historically been under-served; supports either a middle school or special needs school like Rosedale at the Mueller site; the 10-acres at Mueller is an amazing opportunity.
- Dawson stakeholder – school closure options are being developed by outside consultants from Washington DC; Dawson is not under-utilized; Dawson should remain a stable fixture in the neighborhood.
- Windsor Park Neighborhood Association Chair – supports a middle school at the Mueller site; the area is not currently being served by a viable middle school option—which can be seen by the numbers of families choosing other middle school options.
- Dawson teacher – the information provided by the consultants is not accurate; Dawson has a vibrant, diverse student population; the consolidation option for Dawson creates uncertainty for teacher's jobs; where will the PPCD students in this area of the district be served—the program was recently moved from Becker ES.
- Dawson parent – neighborhood resident for 14 years; Dawson is inclusive and diverse; education for all; encourages the FABPAC to look beyond the metrics and numbers provided by the consultant and look at the families that Dawson serves.
- Dawson parent – Dawson provides wonderful services for its disabled students; Dawson is a great atmosphere for the students that need special support.

3. Approval of Minutes (11/30/16; 12/01/16; 12/07/16; 12/08/16; and 12/15/16)

FABPAC postponed approval of the minutes until January 11 to allow additional review time.

4. Discussion of Revised Preliminary Options and Committee Feedback

Using feedback from the FABPAC, Brailsford & Dunlavey presented revised elementary schools planning cluster options to the committee. The goal is to determine the FABPAC's level of agreement for each planning cluster and to determine what preliminary recommendation should be presented to the community. Results of FABPAC's discussion on **clusters 3, 13, 4, 14, 5, 9, 10, and 11** are as follows:

Cluster 3

Move forward – incorporating the decision to advance Maplewood and Campbell with the “split campus” approach for public feedback, and stating that the alternative would be to have the Boundary Advisory Committee (BAC) consider a boundary adjustment to optimize enrollments at both schools.

Additional notes: One member questioned the methodology to determine the percentage of capacity for Blackshear, as it has specialized Fine Arts spaces. Members also wanted to ensure that the community understands the definition of a “split campus” as primary and intermediate level elementary students.

Cluster 13

Move forward – with the modification to remove a new relief school for Oak Hill and Patton. Instead, maximize capacities at Patton and Oak Hill during their modernization projects, understanding there are site constraints that may limit the expansion of these schools. The percent of capacity of these schools should be monitored, as the BAC may need to investigate a future boundary change with adjacent schools to provide needed relief. Re-order the priorities: Oak Hill should be Priority 1, Patton Priority 2, Zilker Priority 3 (unless serious structural issues are found there), and Barton Hills Priority 4.

Cluster 4

Move forward – as presented.

Cluster 14

Move forward – with a minor modification that the recommendation to re-purpose Sanchez for community use should not include the specific reference to a Science Center and should remain more general.

Additional notes: A member questioned whether the Grove PUD was included in the new demographic projections. Staff stated, that it is not in the current projections, however, it is noted as in the “Planning phase”. The Educational Impact Statement prepared by staff for the Grove PUD estimates approximately 200 students (across all grade levels) over the next 20 years. The FMP will be reviewed every two years, and updated projections will be analyzed as part of that process. Members requested that a note be added to the FMP to monitor the cluster’s demographics in future FMP updates.

Cluster 5

Move forward – with a modification to Dawson being consolidated into Galindo following a full modernization project at Galindo in years 1 – 12 (and eliminate the two-step approach of an earlier targeted project and a later full modernization, as referenced for Galindo in Cluster 9).

Additional notes: The BAC would evaluate the consolidation boundaries at the appropriate time during the process.

Cluster 9

Move forward – with modifications to adjust the options for Galindo to receive a full modernization project in Years 1-12 to receive Dawson and St. Elmo students (instead of a two-step earlier targeted project followed by a longer term modernization project).

Additional notes: During the BAC's evaluation of consolidation boundaries, they should consider an adjustment of St. Elmo's attendance area north of Ben White Blvd to Galindo.

Cluster 10

Move forward – as presented.

Additional notes: During the BAC's evaluation of consolidation boundaries, they should consider the following for Joslin:

- 1) Attendance area north of Ben White to Galindo and Zilker
- 2) Attendance area south of Ben White Blvd to Sunset Valley and St. Elmo; and the need for a possible boundary adjustment between Boone and Sunset Valley.

Cluster 11

Move forward - assuming that investigation demonstrates that a capacity expansion at Baranoff is not achievable due to site constraints, the BAC should explore the following boundary changes to provide relief from overcrowding: (1) a minor boundary adjustment for Greyrock Ridge with the new SW elementary school, and (2) a boundary change with adjacent attendance areas (i.e. Kocurek and/or Cowan).

5. Presentation from Archer Hadley

Archer Hadley, former Austin HS student, and founder of Archer's Challenge gave a presentation to the FABPAC on his experiences as a wheelchair-bound student trying to navigate through district schools, and provided recommendations on how the district can improve ADA accessibility. Mr. Hadley's first experience with Archer's Challenge was as a student at Austin HS, where he successfully raised \$90K for the installation of automatic doors on the campus. He asked that FABPAC consider the following accessibility improvements:

- At least two sets of automatic doors at the main entrances at every campus. The approximate cost for the system is \$5,000 – 7,000.
- Two sets of elevators (with security keys) at every school.
- Classroom furniture should accommodate wheelchairs (i.e. desks should be clear underneath)
- Cafeteria tables should be accessible for indoor or outdoor dining.
- Every campus should have family bathrooms.

Mr. Hadley stated, that at a minimum, the district should be providing these improvements at all school campuses. These are needed to allow all students to access their education. Archer Hadley challenged the FABPAC with Archer's Challenge. The FABAC briefly discussed the need to

incorporate these recommendations in the updated Ed Specs, and the Facility Master Plan modernization definition.

6. Discussion of Departmental Priorities and Non-School Facilities

This agenda item was postponed to a future meeting.

7. Discussion of Committee Operations, Future Meeting Dates, Locations and Agenda Items

- Next meeting is January 5, 2017 – continue discussion of planning clusters.
- Demographic Presentation – January 9 Board Work Session, can be viewed on Channel 22 or online.

8. Adjourn (9:15 PM)

FACILITIES AND BOND PLANNING ADVISORY COMMITTEE

CITIZENS' COMMUNICATION SIGN-IN SHEET

TO SPEAK

COMPLETE ATTACHED SPEAKER CARD

GIVE TO COMMITTEE MEMBER

January 4, 2017

	<u>NAME</u>
1.	Melissa Sancedo
2.	Kevin Foster
3.	Berkeley Stoltz
4.	Meghan Dougherty
5.	Joy Heller

alternatively 6. Sage Baker
7. Lauren Rangel

FACILITIES AND BOND PLANNING ADVISORY COMMITTEE

VISITOR SIGN-IN SHEET

January 4, 2017

	<u>NAME</u>	<u>SCHOOL AFFILIATION</u>
1.	Raquel Abraján	Ortega Elementary
2.	Kulvadee Amy Pattanarinn	Dawson Elementary
3.	Scott Shredos	Dawson Ele.
4.	Caren Kargel	Dawson Ele.
5.	Angeliqne Dennis	Dawson El.
6.	Fred Wobdell	Dawson El.
7.	Kay Watson	Dawson Elementary
8.	Melinda Ramirez	Dawson Elementary
9.	Hayley J. Martinez	Dawson Elementary
10.	Angela Parker	Dawson Elem.
11.	Jen Beyersdatter Heller	Dawson Elem.
12.	Jodi Smith	Dawson Elem.
13.	Tiffany Harwell	Dawson Elem.
14.	Sage Baber	Dawson Elementary
15.	Alma O'Dwyer	Dawson Elem.

FACILITIES AND BOND PLANNING ADVISORY COMMITTEE

VISITOR SIGN-IN SHEET

January 4, 2017

	<u>NAME</u>	<u>SCHOOL AFFILIATION</u>
1.	Melissa Saucedo	Ann Richards
2.	Rachel Lee	Ortega Elementary
3.	Margy Morgan	Dawson Elementary
4.	Leah Priddy	Dawson Elementary
5.	Jennifer Pace	Joslin
6.	Tania Jedele	Dawson Elementary
7.	Stefannie Cundiff	Dawson Elementary
8.	David Corriillo-Moran	Ridgetop Elementary
9.	Melissa Fernandez	Ortega Elem
10.	Lara Weinacht	Ortega Elementary
11.	Margery Muñoz	Ortega Elementary
12.	Micah Ful	Ann Richards
13.	Julie + Joseph Barschow	Joslin Elm.
14.	Mary Stewart Miller	Ortega
15.	Rosa Chavez	Ortega Elementary

FACILITIES AND BOND PLANNING ADVISORY COMMITTEE

VISITOR SIGN-IN SHEET

January 4, 2017

	<u>NAME</u>	<u>SCHOOL AFFILIATION</u>
1.	Melanie Plowman	LASA
2.	Julia de Moraes	Joslin
3.	Emily Moller	Ortega Elementary
4.	Meghan Doughty	Sadler Means
5.	Heather Chesley	CASIS
6.	Peggy Gawn	CAC
7.	Tamara Russell	Joslin
8.	Lee Barschon	Joslin Elementary
9.	Hannah Hamilton	Ortega Elem
10.	Stephanie Turner	Joslin Elementary
11.	Barbara Hadley	Ex-mem of Alumni Austin High
12.	Archer Hadley	Alumni Austin High
13.	Zuri Garcia	Dawson Elementary
14.	Jessica Siegmund	Dawson Elementary
15.	Kate Mason-Murphy	Joslin Elementary

FACILITIES AND BOND PLANNING ADVISORY COMMITTEE
VISITOR SIGN-IN SHEET
January 4, 2017

	<u>NAME</u>	<u>SCHOOL AFFILIATION</u>
1.	Larry Murphy	Joslin Elementary
2.	Rio Mason-Murphy	Joslin Elementary
3.	Gus Mason-Murphy	Joslin Elementary
4.	Danielle Dutchover	Dawson Elementary
5.	Richard Faidley	Anderson X-5.
6.	Gen Phlips	LASA
7.	Ashley Marshall	Joslin Elementary
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		



Facilities and Bond Planning Advisory Committee

Thursday, January 5, 2017

5:00 p.m.

Carruth Administration Center, Board Auditorium
1111 W 6th Street, Austin, TX 78703

MEETING MINUTES

IN ATTENDANCE:

Committee Members: Kristin Ashy, Leticia Caballero, Cherylann Campbell, Rich DePalma, Gabriel Estrada, Paulette Gibbins, Mark Grayson, Dusty Harshman, Marguerite Jones, Jodi Leach, Jennifer Littlefield, Scott Marks (via video conference), Cynthia McCollum, Rick Potter, Joe Siedlecki, Tali Wildman

AISD Trustees: Ann Teich, Amber Elenz, Yasmin Wagner

Staff: Paul Cruz, Nicole Conley, Paul Turner, Beth Wilson, Melissa Laursen, Felipe Romero, Edmund Oropez, Asha Dane'el, Marc Brewster, Lydia Venegas, Julia Maldonado, Celso Baez, Chaneel Daniels, Loretta Taylor, Christian Clarke Casarez, Gilbert Hicks, Sandra Creswell, Terrance Eaton, Lisa Goodnow, Ruben Pizarro, Craig Shapiro, Rey Garcia, Tiffany Young, Dr. David Kauffman, Gloria Williams, Thyrun Hurst, Luis Hernandez, Norma Garza-Mittanck

Consultants: Beth Penfield, Greg Smith, Chris Dunlavey, Michael Akin, Jevon Hodge, Angela Whitaker-Williams, Drew Johnson, Raechel French, Benny Hawkins, Kayla Anthony

Visitors: List of visitors is attached.

1. Call to order and Overview of Meeting Goals (5:13 PM)

Tri-chair Leticia Caballero called the meeting to order at 5:13 PM and stated the goal of the meeting is to come to an agreement on preliminary recommendations for the remaining planning clusters, to be presented at Community Series #3 beginning on January 24.

Trustees Ann Teich, Amber Elenz, and Yasmin Wagner were in attendance.

2. Citizens Communication

Tri-Chair Cherylann Campbell explained the Citizens' Communication process.

- Kealing principal – supports maintaining the two current school programs on campus; although there are challenges, the administration is proud of the combination of both

programs on one campus; Kealing students and staff are working to broadcast a profile of the unique Kealing campus.

- Curriculum coordinator at Kealing – the option to move the magnet program from the Kealing campus undermines the vision for Kealing; although there are challenges with co-locating two programs, the staff takes them on every day; advanced academics will not thrive in isolation, students need to learn from each other.
- Magnet Director at Kealing – the students learn from each other; requests that FABPAC not split the school programs; the school capitalizes on opportunities for social and emotional learning experiences; the dual campus is worth the challenges that come with it.
- LASA CAC member- there are conflicts between LBJ and LASA; supports relocating LASA to the ALC campus due to its central location and opportunities for expansion; an expansion would allow for more diversity.
- Mueller resident/AISD parent – supports a co-ed middle school at the Mueller site, it is a win-win for the district and the community; AISD is losing middle school students to charters.

3. Discussion of Revised Preliminary Options and Committee Feedback

Using feedback from the FABPAC, Brailsford & Dunlavey presented revised planning cluster options to the committee. The goal is to determine the FABPAC's level of agreement for each planning cluster and to determine what preliminary recommendation should be presented to the community. Results of FABPAC discussion on clusters **11, 16, 19, 24, 27, 23, 26, 22** are as follows:

Cluster 11

FABPAC revisited Cluster 11, specifically the preliminary recommendation developed on Jan 4, 2017, for Baranoff.

Revision - Move forward - assuming that investigation demonstrates that a capacity expansion at Baranoff is not achievable due to site constraints, the BAC should explore the following boundary changes to provide relief from overcrowding: (1) a minor boundary adjustment for Greyrock Ridge with the new SW elementary school, and (2) a boundary change with Cowan, following the modernization project at the Cowan site that will increase its capacity to medium or large (depending on projections and results of boundary adjustment). In addition, the Administration should consider new academic programming at nearby Kocurek and Menchaca to indirectly help with overcrowding at Baranoff.

Additional notes: The FABPAC wants to further investigate the possibility of relocating the Menchaca campus as part of the modernization planning for the school, due to traffic concerns.

Cluster 16

Move forward - with the clarification that the goal is to build and expand upon the Ridgetop and Reilly dual language programs within a consolidated, modernized facility at the Reilly site.

Additional notes: A member stated that the Ridgeway community needs reassurance as to the continuity of the dual language program at the Reilly campus. A new World Language Program could be investigated for the combined campus.

Cluster 19

Move forward - with Webb Primary consolidating in the modernized Brown facility (this recommendation was made following further understanding of the impacts of creating a “true” K-8 program at Webb Middle School).

Cluster 24

Move forward – with the modification to remove the line item for a targeted project for Bailey MS since it is not related to a consolidation or an AISD identified reinvention project. These types of targeted projects will be reviewed during bond planning.

Additional notes: Need to message to the community that schools with comprehensive projects in Years 12-25 will receive targeted projects in Years 1-12.

Cluster 27

Move forward – with the modification to Bowie’s project description to clarify intentions of project to ‘right size’ core spaces and optimize the site for the current population (2,900) and not an expansion for more students. Depending on funding, goal will be to complete all campus modernization work at one time. In addition, FABPAC would like the BAC to evaluate a possible boundary change between Akins with Crockett (this is in consideration of the recent changes to the transfer policy regarding “frozen” schools; Akins may have future overcrowding).

Cluster 23

Move forward – with the modification to ‘right-size’ Covington and Mendez, and consider alternate uses of available space, such as co-location of staff or partners.

Cluster 26

Move forward – as presented, with the exception of Eastside, which should continue to be discussed at the next meeting.

Cluster 22

Move forward, with modifications (1) Full modernization at Martin to “right-size” the campus while providing spaces to support its STEM program, and re-purpose available space with the district’s science center, CTE space, or Administrative space; (2) Kealing magnet program stays at Kealing campus.

On January 11, 2017, Cluster 26, specifically Eastside will be revisited and Clusters 21 and 25 will be discussed.

Request for Information:

- Members requested a white paper on Community Schools

4. Discussion of Committee Operations, Future Meeting Dates, Locations and Agenda Items

- January 11 – continue discussing secondary school planning clusters
- January 12 – discuss preliminary FMP sequencing and prepare for community engagement series #3
- Send out doodle poll to determine meeting availability week of January 16 to discuss departmental priorities.

5. Adjourn (9:35 PM)

FACILITIES AND BOND PLANNING ADVISORY COMMITTEE

CITIZENS' COMMUNICATION SIGN-IN SHEET

TO SPEAK

COMPLETE ATTACHED SPEAKER CARD

GIVE TO COMMITTEE MEMBER

January 5, 2017

	<u>NAME</u>
1.	Kenisha Coburn - Principal @ Kealing
2.	Jenna Martin - Coord. @ Kealing
3.	Dianne Carter - @ Kealing
4.	Ken Flugger
5.	Lydia Ortiz

Shawn Tyson
Carol Lee

FACILITIES AND BOND PLANNING ADVISORY COMMITTEE

VISITOR SIGN-IN SHEET

January 5, 2017

	<u>NAME</u>	<u>SCHOOL AFFILIATION</u>
1.	Carol Lee	Ortega Elementary
2.	Alfonso Longoria	Kealing MS
3.	Dianne Carter	Kealing MS
4.	Stephanie Touchstone	Kealing MS.
5.	Sarah Martin	Kealing MS.
6.	Corey Wiggins	Kealing M.S.
7.	Kenisha Cobb	Kealing MS
8.	Angela Hall	Kealing MS.
9.	Lydia Ortiz	Murrell N.A.
10.	Robae McCombs	KEALING MS
11.	CANDACE HUNTER	Austin Achieve
12.	CHANEEL DANIELS	CONSTRUCTION MGT. DEPT. - AISD
13.	VINCENT TOVAR	GOVALLUE ES
14.	Sharvion Jones	Kealing MS
15.	Ann Chipp	LASA HS

FACILITIES AND BOND PLANNING ADVISORY COMMITTEE
VISITOR SIGN-IN SHEET
January 5, 2017

	<u>NAME</u>	<u>SCHOOL AFFILIATION</u>
1.	Melanie Provan	LASA
2.	Stephanie Jamigan	Casis/Kealing/LASA
3.	Lori Wallace	Mills/Gorzycki/LASA
4.	SPRUE TTSER	KEALING
5.	JANNA MAIDL	KEALING
6.	Kasey Higgen	Kealing
7.	Flannette Strickland	Kealing
8.	Richard Fairley	Anderson
9.	What to	
10.	Deanne Desjardins	
11.	Mary Egan	Bowie
12.	Danuel Hillen	Kealing MS
13.		
14.		
15.		

Facility Master Plan Preliminary Sequencing

01/12/2017 FABPAC Meeting



Reinventing the urban school experience.

Agenda

- Update on Cluster Reviews
- Overall Facilities Master Plan (FMP) Roadmap
 - How do we balance the timeframes?
 - How many schools fall into each timeframe?
 - What drivers were prioritized in each timeframe?
- Breakdown of Groups 1 – 4 (by general timeframes)

Recommendations in Alignment with Planning Strategies

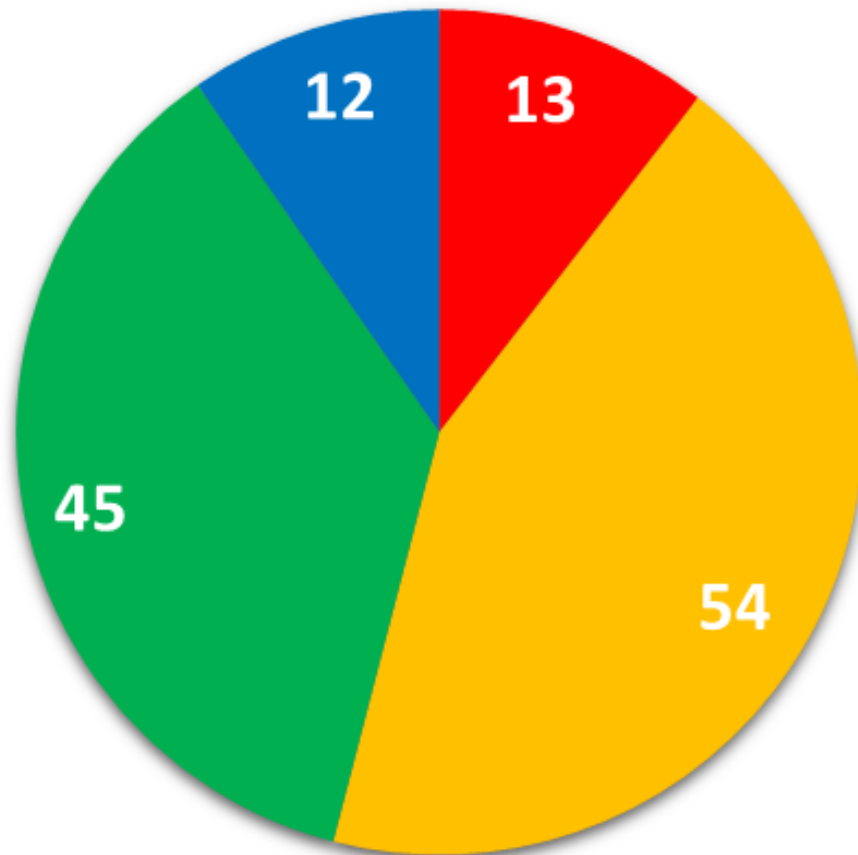
- On August 18, 2016, the FABPAC reviewed and finalized five planning strategies:
 1. Focus on facilities with the highest need(s) based on objective data
 2. Implement a long-term modernization approach
 3. Balance needs of Planning Clusters and the desire to minimize operating and capital costs district-wide
 - 4. Distribute projects across Planning Clusters using objective data**
 - 5. Incorporate logistical considerations**

Timeframes

- Initial, general timeframes were used to conceptualize how AISD may address categories of need over time
- These timeframes have not been fully balanced with potential costs
- Timeframes are subject to change based on cost analysis, bond planning, and further identification of needs
- Goals for tonight:
 - Understand which school falls into which initial timeframe
 - Understand inter-dependencies between school projects and potential impacts to timeframes

FMP PROJECT BREAKDOWN BY YEARS

■ 1-6 ■ 6-12 ■ 12-25 ■ 17-25



- **Years 1 – 6: 13 projects**
Schools in very poor condition (FCA), schools or clusters with overcrowding, or relocation

- **Years 6 – 12*: 54 projects**
Schools in poor condition (FCA or ESA), schools with overcrowding

**Some projects may move up to years 1 – 6 depending on funding and/or logistical considerations*

- **Years 12 – 25: 45 projects**
Schools in average condition (FCA & ESA)

- **Years 17 – 25: 12 projects**
Schools in good to excellent condition (FCA and ESA)

Projects above are comprehensive projects. Other targeted school improvement projects will occur in each FMP timeframe, to be presented in later documents as determined by assessments and departmental needs.

Recommendations in Alignment with Planning Strategies:

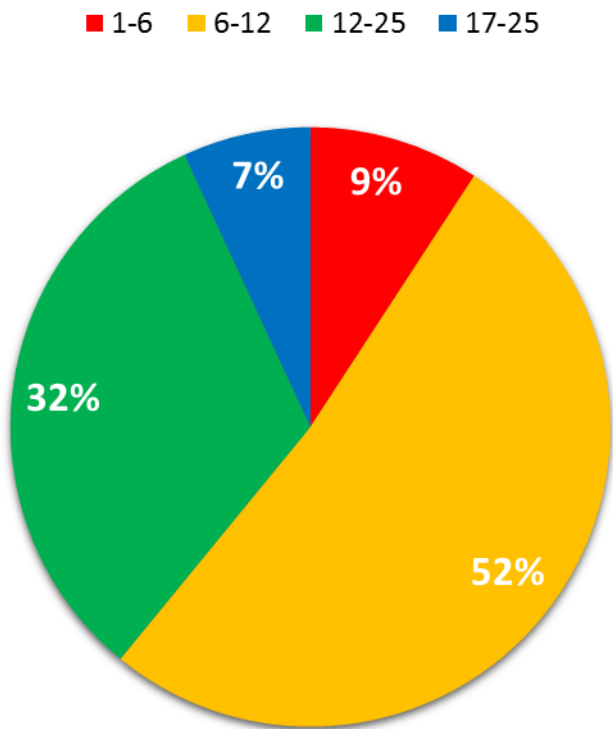
Focus on facilities with the highest need(s) based on objective data

Project Timeframe	Average FCA Score	Average ESA Score
Years 1 – 6	33.8	48.8
Years 6 – 12	46.7	57.9
Years 12 – 25	60.0	64.5
Years 17 – 25	79.3	75.8

FCA Key	
Very Poor	< 30
Poor	30 – 49
Average	50 – 69
Good	70 – 89
Excellent	90 – 100

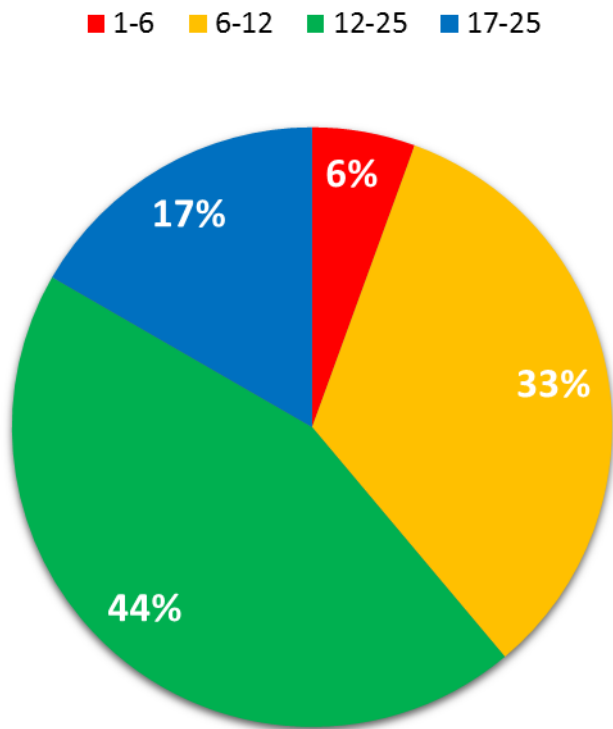
ESA Key	
Very Unsatisfactory	20 – 35%
Unsatisfactory	36 – 50%
Average	51 – 65%
Good	66 – 80%
Excellent	81 – 100%

Elementary School Projects by Years



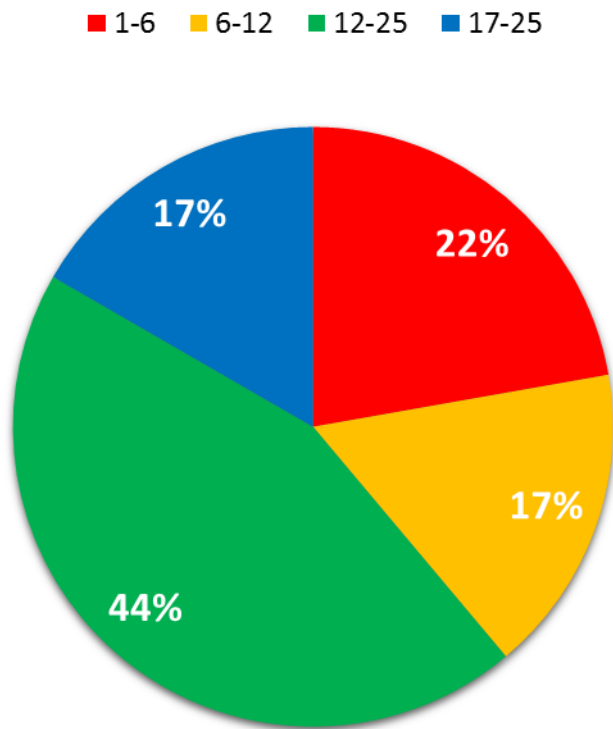
61% of elementary school projects occur in Years 1 – 12

Middle School Projects by Years



39% of middle school projects occur in Years 1 – 12

High School Projects by Years



39% of high school projects occur in Years 1 – 12

Project Inter-dependencies

- Like an ecosystem, many schools in the FMP are interrelated
- For school modernization projects with inter-dependencies, projects must be completed at one school before another school project can begin
- Each “linkage” will be identified in the FMP, if applicable
- AISD is committed to providing all students with a modernized facility over time and dependencies reflect this

Swing Space Considerations

- Not all school modernization projects have direct inter-dependencies
- Swing space is a consideration for all school projects and preliminary swing opportunities are identified where possible
- Future availability of swing space may require detailed logistical considerations and additional planning
- Detailed swing and implementation planning should occur over time as project timelines are approached

Group 1

FMP Years 1 – 6

Group 1: School projects in Years 1 – 6

Cluster	School Name	Project Type	Driver
7	New SE Elementary/Middle	New Construction	Overcrowding
7	New SE Elementary (Future)	Land Acquisition	Overcrowding
12	New SW Elementary	New Construction	Overcrowding
14	Casis Elementary School	Full Modernization or Replacement	Very Poor FCA
15	Rosedale School	Replacement	Very Poor FCA
15	Lucy Read Pre-K School*	Students Return to Home School	Very Poor FCA
17	New NW Elementary	New Construction	Overcrowding
19	Webb Primary Center*	Relocate from portables (to Brown ES after rebuild)	Program 100% in portables
19	Brown Elementary School*	Full Modernization (Replacement)	Very Poor FCA; Relocation of Webb Primary
21	Murchison Middle School	Full Modernization	Projected Overcrowding; Poor ESA
25	LASA High School*	New Construction	Relocation
26	Ann Richards Leadership Academy	Full Modernization	Poor FCA
25	Alternative Learning Center*	Relocate Program	Poor FCA; Poor ESA
27	Bowie High School	Renovation w/ Reconfiguration and Addition	Overcrowding

**Indicates school project is inter-dependent with another AISD school project. Description and graphic to follow.*

Goal: to return Lucy Read Pre-K students to modernized schools in their home boundary

Doss Elementary

- Doss students swing out to TBD location
- Construction of a modernized facility

McBee Elementary and Wooldridge Elementary

- Targeted project at McBee and Wooldridge to accommodate Lucy Read Pre-K students
- McBee and Wooldridge students are not displaced during targeted project

Cook Elementary

- Cook students swing out to TBD location
- Construction of modernized facility

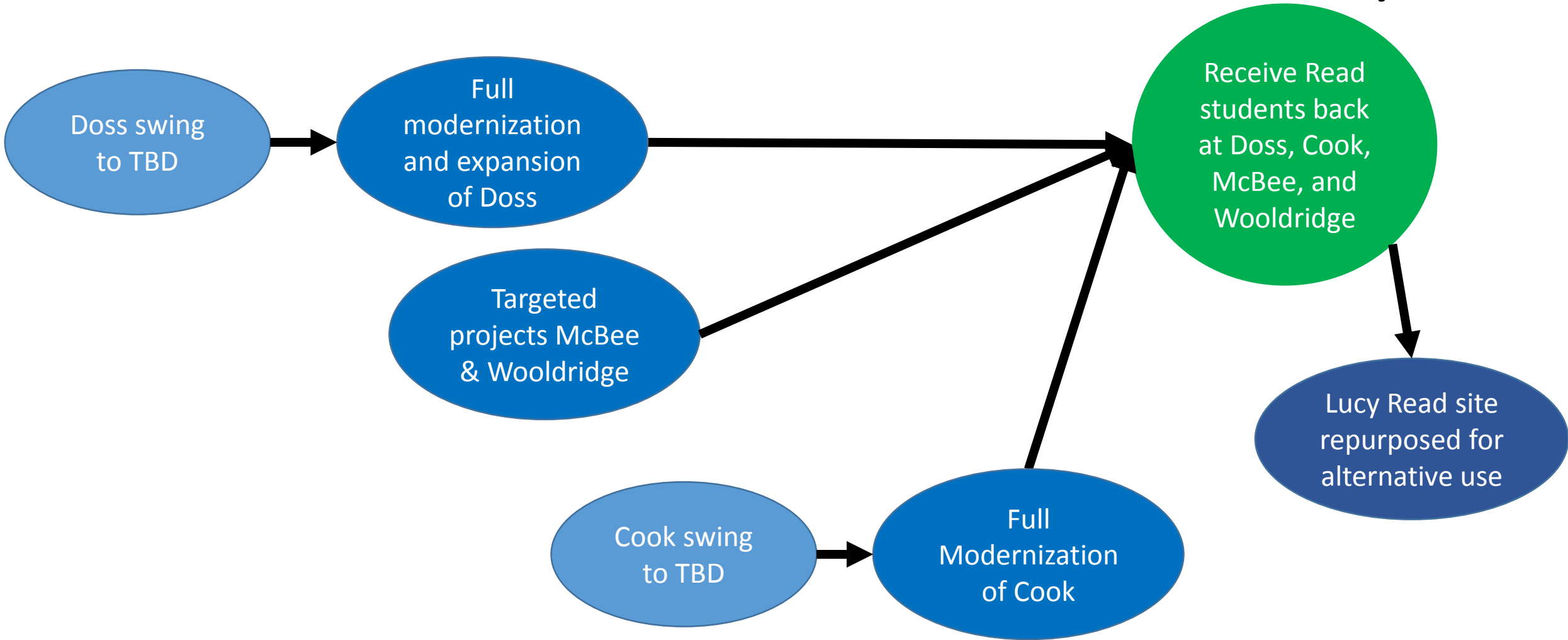
Lucy Read Pre-K

- Lucy Read students return to McBee, Wooldridge and modernized Cook and Doss in their home boundary
- Meet with community to determine alternative use for Lucy Read site

Years 1 – 6

Years 6 – 12

Goal: to return Lucy Read Pre-K students to modernized schools in their home boundary



Goal: to provide the Brown and Webb Primary communities with a modernized learning environment

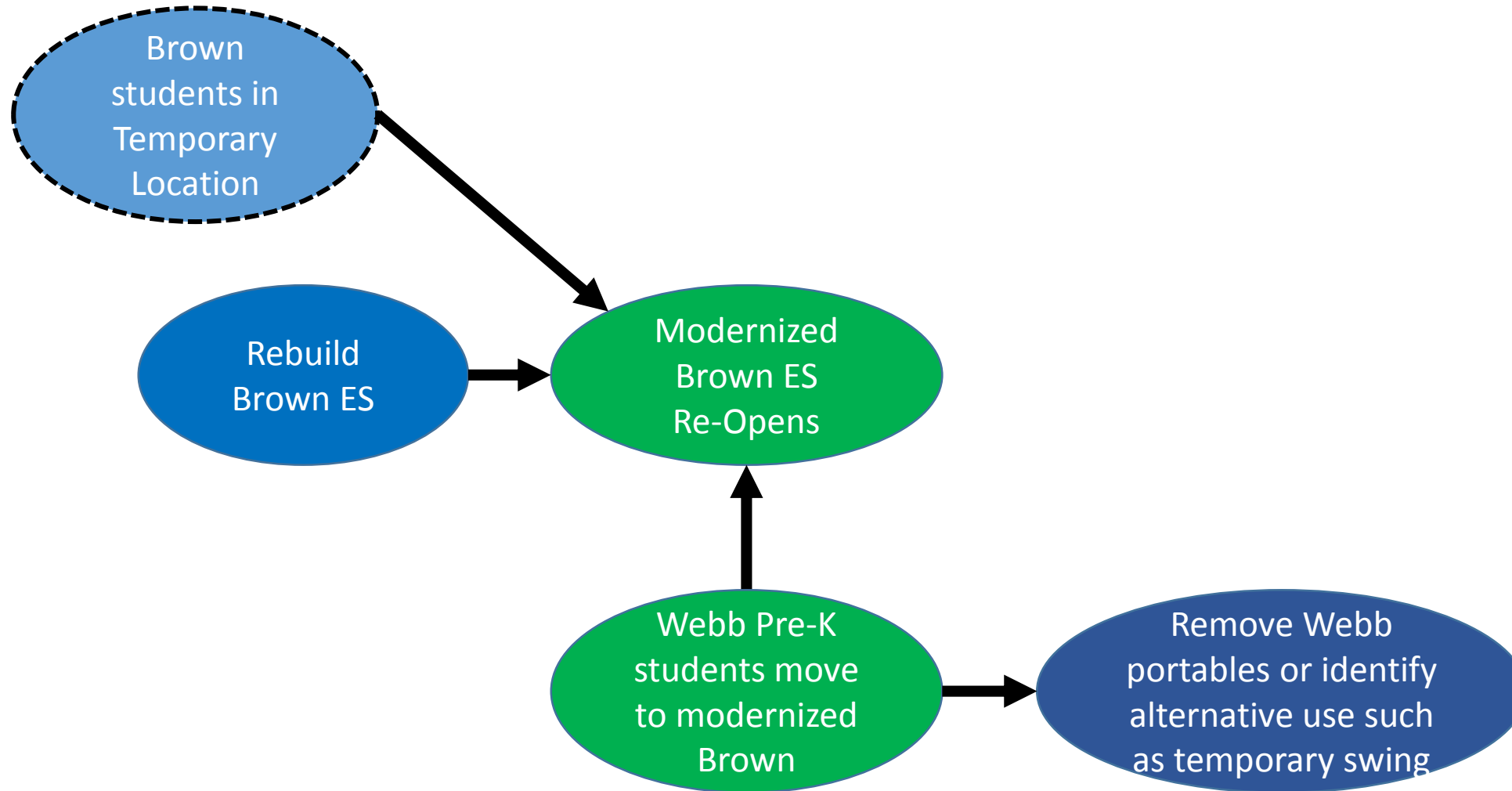
Brown Elementary

- Brown students remain at current temporary location
- Construction of a new, modernized facility

Webb Primary

- Webb Pre-K students move to modernized Brown
- Remove Webb portables or identify alternative use such as temporary swing space for other modernizations

Goal: to provide the Brown and Webb Primary communities with a modernized learning environment



Goal: to provide ALC with a modernized learning environment and provide LASA with a larger, accessible modernized campus

Alternative Learning Center (ALC)

- Modernize a site (TBD) to receive ALC students
- ALC relocation to modernized site (TBD)

LASA

- Rebuild ALC site as LASA
- Relocate LASA from LBJ High School to new school at ALC site

Goal: to provide ALC with a modernized learning environment and provide LASA with a modernized, stand-alone campus



Group 2

FMP Years 6 – 12

Group 2: School projects in Years 6 – 12

Cluster	School Name	Project Type	Driver
2	Blanton Elementary School	Full Modernization	Poor FCA
2	Pecan Springs Elementary School	Full Modernization	Poor FCA
2	Winn Elementary School	Renovation w/ Reconfiguration	Poor FCA / ESA; Under-enrolled
3	Maplewood Elementary School	Full Modernization	Poor FCA; Overcrowded
3	Oak Springs Elementary School	Full Modernization	Poor FCA
4	Allison Elementary School	Full Modernization	Poor FCA
4	Brooke Elementary School*	Consolidation Option	Poor FCA; Under-enrolled
4	Govalle Elementary School	Full Modernization (Replacement)	Poor ESA; Avg. FCA
4	Zavala Elementary School*	Renovation w/ Reconfiguration	Poor FCA
5	Becker Elementary School	Full Modernization	Poor FCA / ESA
5	Dawson Elementary School	Consolidation Option	Avg. FCA; Under-enrolled
5	Linder Elementary School*	Full Modernization	Poor FCA; Under-enrolled
6	Houston Elementary School	Full Modernization	Avg. FCA; Poor ESA
6	Uphaus Early Childhood Center	Renovation	Avg FCA
7	Palm Elementary School	Renovation w/ Reconfiguration	Poor FCA
7	Perez Elementary School	Renovation w/ Reconfiguration & Addition	Avg. FCA / Overcrowding
8	Casey Elementary School	Full Modernization	Poor FCA
8	Menchaca Elementary School	Full Modernization	Poor FCA; Overcrowding

**Indicates school project is inter-dependent with another AISD school project. Description and graphic to follow.*

Group 2: School projects in Years 6 – 12

Cluster	School Name	Project Type	Driver
9	Galindo Elementary School*	Renovation w/ Reconfiguration	Avg. FCA
9	Odom Elementary School	Full Modernization	Poor FCA
9	Pleasant Hill Elementary School	Full Modernization	Poor FCA
9	St. Elmo Elementary School*	Full Modernization	Poor FCA
9	Williams Elementary School	Full Modernization	Poor FCA, Poor ESA
10	Cunningham Elementary School	Full Modernization	Poor FCA
10	Joslin Elementary School*	Consolidation Option	Avg. FCA; Under-enrolled
10	Sunset Valley Elementary School*	Renovation w/ Reconfiguration	Poor FCA
11	Cowan Elementary School*	Renovation w/ Reconfiguration	Poor FCA
13	Oak Hill Elementary School	Full Modernization	Poor FCA
13	Zilker Elementary School	Renovation w/ Reconfiguration	Poor FCA
14	Sanchez Elementary School*	Consolidation Option	Poor FCA
14	Pease Elementary School	Renovation w/ Reconfiguration	Poor FCA
14	Mathews Elementary School	Full Modernization	Poor FCA
14	Bryker Woods Elementary School	Full Modernization	Poor FCA
15	Highland Park Elementary School	Full Modernization	Poor FCA
15	Gullett Elementary School	Full Modernization	Poor FCA
15	Brentwood Elementary School	Full Modernization	Poor FCA

**Indicates school project is inter-dependent with another AISD school project. Description and graphic to follow.*

Group 2: School projects in Years 6 – 12

Cluster	School Name	Project Type	Driver
16	Ridgetop Elementary School	Consolidation Option	Avg. FCA; Overcrowded
16	Reilly Elementary School	Full Modernization w/ Addition	Poor FCA
17	Hill Elementary School	Full Modernization	Overcrowded School
17	Doss Elementary School	Full Modernization	
18	Wooten Elementary School	Full Modernization	Poor FCA
18	Cook Elementary School	Full Modernization	Poor FCA; Lucy Read Very Poor FCA
19	Barrington Elementary School	Full Modernization	Avg. FCA; Poor ESA
20	Walnut Creek Elementary School	Full Modernization	
20	Graham Elementary School	Full Modernization	Avg. FCA; Overcrowding; Relocation of Dobie
21	Webb Middle School	Full Modernization	Avg FCA
	Sadler Means Young Women's Leadership Academy	Full Modernization (Replacement)	Poor FCA
21	Dobie Middle School	Full Modernization	Poor FCA
22	O Henry Middle School	Full Modernization	Poor FCA
22	Martin Middle School	Full Modernization	Poor FCA; Poor ESA
23	Bedichek Middle School	Full Modernization	
25	McCallum High School	Full Modernization	Avg. FCA; Future Overcrowding
25	LBJ High School	Full Modernization	Poor ESA; Avg. FCA
26	Travis High School	Renovation w/ Reconfiguration	Avg. FCA; Poor ESA

**Indicates school project is inter-dependent with another AISD school project. Description and graphic to follow.*

Goal: to provide Cowan and Baranoff with overcrowding relief and state-of-the-art, modernized learning facilities

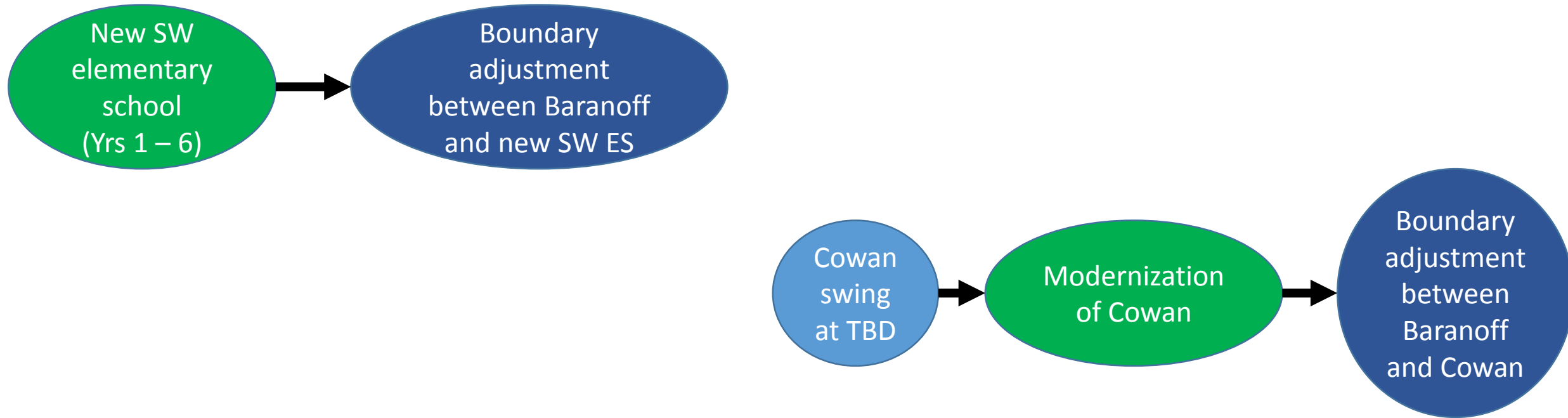
New SW Elementary

- Construction of new, modernized facility
- Boundary adjustment between Baranoff and new SW ES to relieve overcrowding at Baranoff (and Kiker)

Cowan Elementary

- Cowan swing out at TBD location
- Construction of modernized facility
- Recommend boundary adjustment to relieve overcrowding at Baranoff

Goal: to provide Cowan and Baranoff with overcrowding relief and state-of-the-art, modernized learning facilities



Goal: to provide the Brooke, Linder, and Zavala communities with state-of-the-art, modernized learning facilities

Linder Elementary

- Linder students swing out to Brooke ES
- Construction of modernized facility

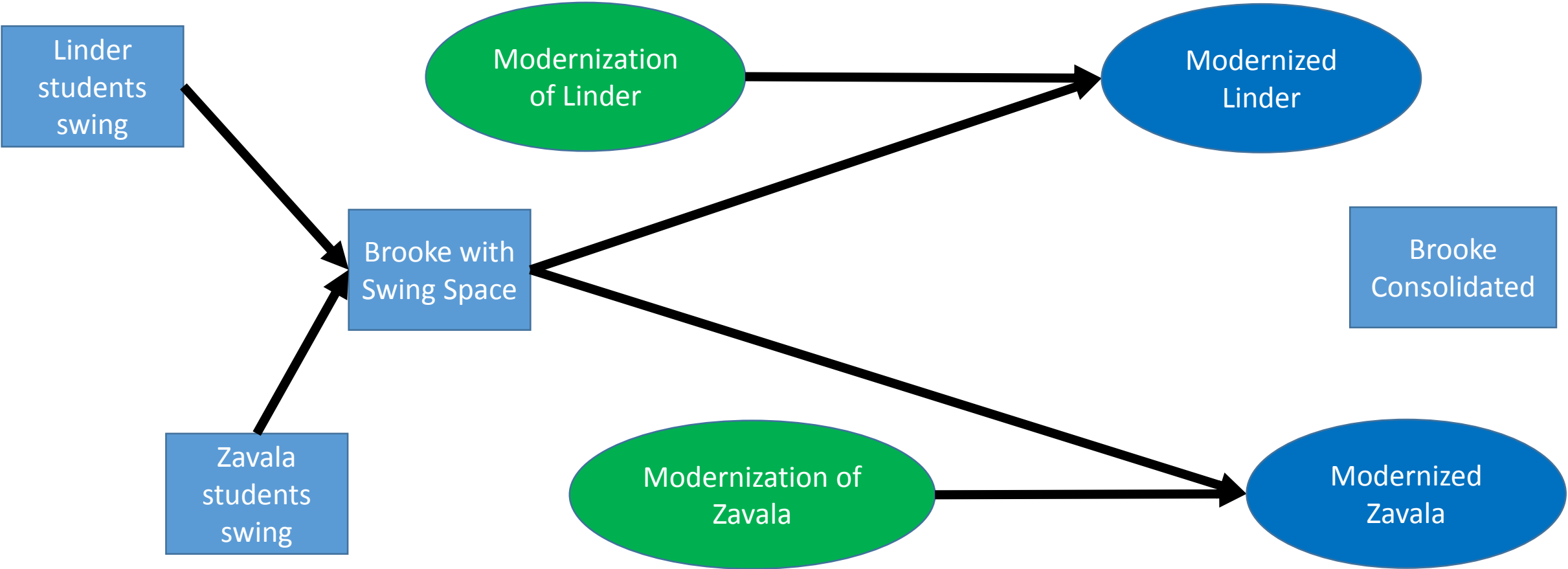
Zavala Elementary

- Zavala students swing out to Brooke ES after Linder modernization
- Construction of modernized facility

Brooke Elementary

- Brooke students move to modernized Linder and Zavala
- Linder Pre-K and K return from Uphaus
- Meet with community to understand needs and desires for repurposing Brooke

Goal: to provide the Brooke, Linder, and Zavala communities with state-of-the-art, modernized facilities



Goal: to provide the Metz and Sanchez communities with state-of-the-art, modernized learning facilities

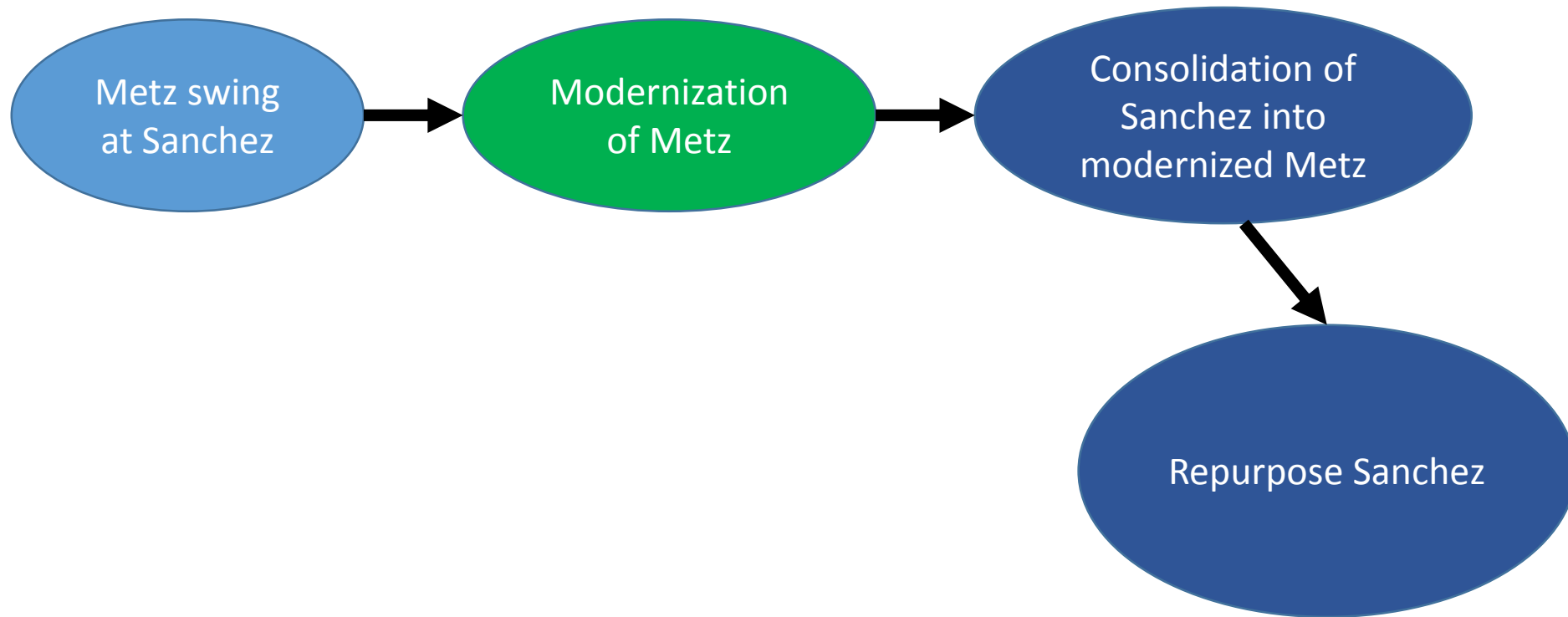
Metz Elementary

- Metz students swing out to Sanchez
- Construction of modernized facility

Sanchez Elementary

- Sanchez students move to modernized Metz
- Meet with community to understand needs and desires for repurposing Sanchez

Goal: to provide the Metz and Sanchez communities with state-of-the-art, modernized learning facilities



Goal: to provide the Dawson, Joslin, St.
Elmo, Galindo, and Sunset Valley
communities with state-of-the-art,
modernized learning facilities
(Graphics on following slides)

St. Elmo Elementary

- St. Elmo students swing out to TBD location
- Construction of modernized facility
- Boundary adjustment to receive some Galindo and Joslin students

Galindo Elementary

- Galindo students swing out to TBD location
- Construction of modernized facility
- Boundary adjustment to receive Dawson students and some Joslin students

Sunset Valley Elementary

- Sunset Valley students swing out to TBD location
- Construction of modernized facility
- Boundary adjustment to receive some Joslin students

Zilker Elementary

- Zilker students swing out to TBD location
- Construction of modernized facility
- Boundary adjustment to receive some Joslin students

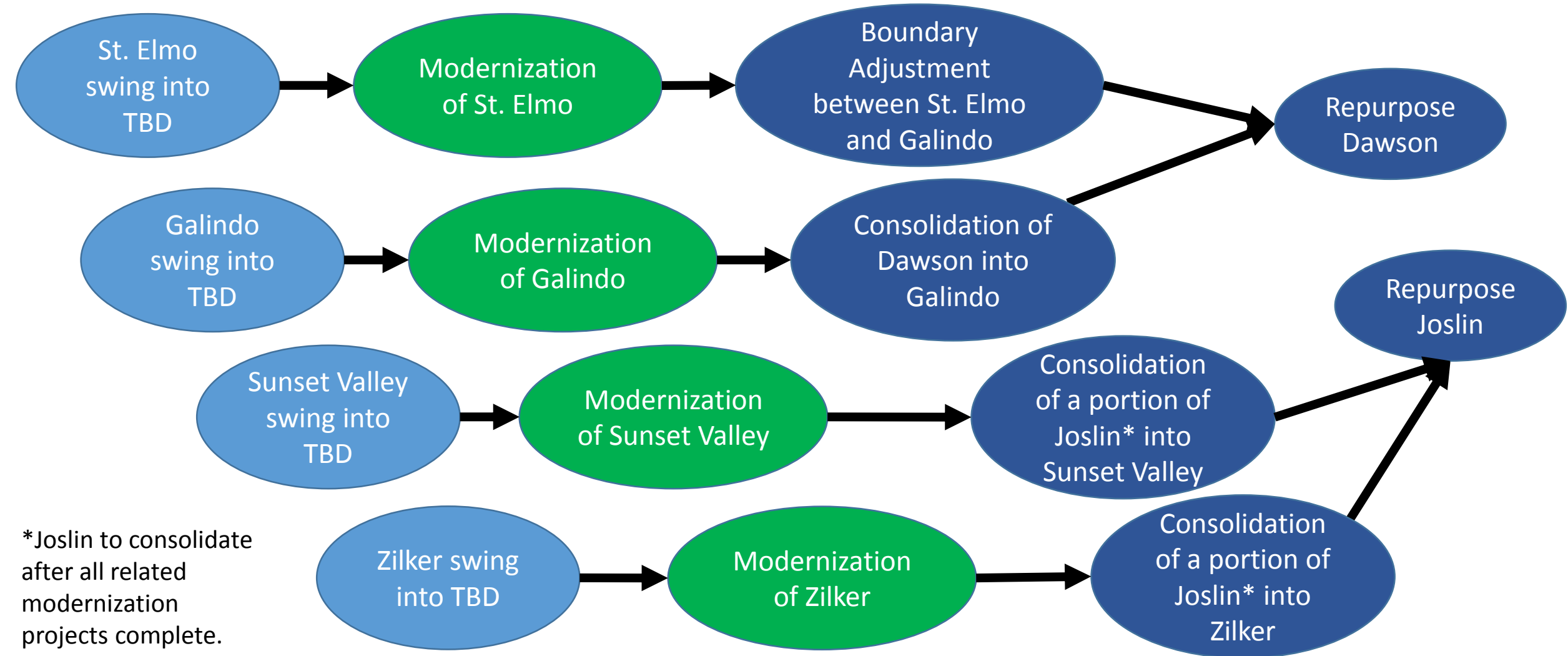
Dawson Elementary

- Dawson students move to modernized Galindo and St. Elmo
- Meet with community to understand needs and desires for repurposing Dawson

Joslin Elementary

- Joslin students move to modernized Galindo, St. Elmo, Sunset Valley, and Zilker after all modernization projects are complete
- Meet with community to understand desires for repurposing Joslin

Goal: to provide the Dawson, Joslin, St. Elmo, Galindo, and Sunset Valley communities with state-of-the-art, modernized learning facilities



*Joslin to consolidate after all related modernization projects complete.

Goal: to provide the Oak Hill and Patton communities with state-of-the-art, modernized learning facilities

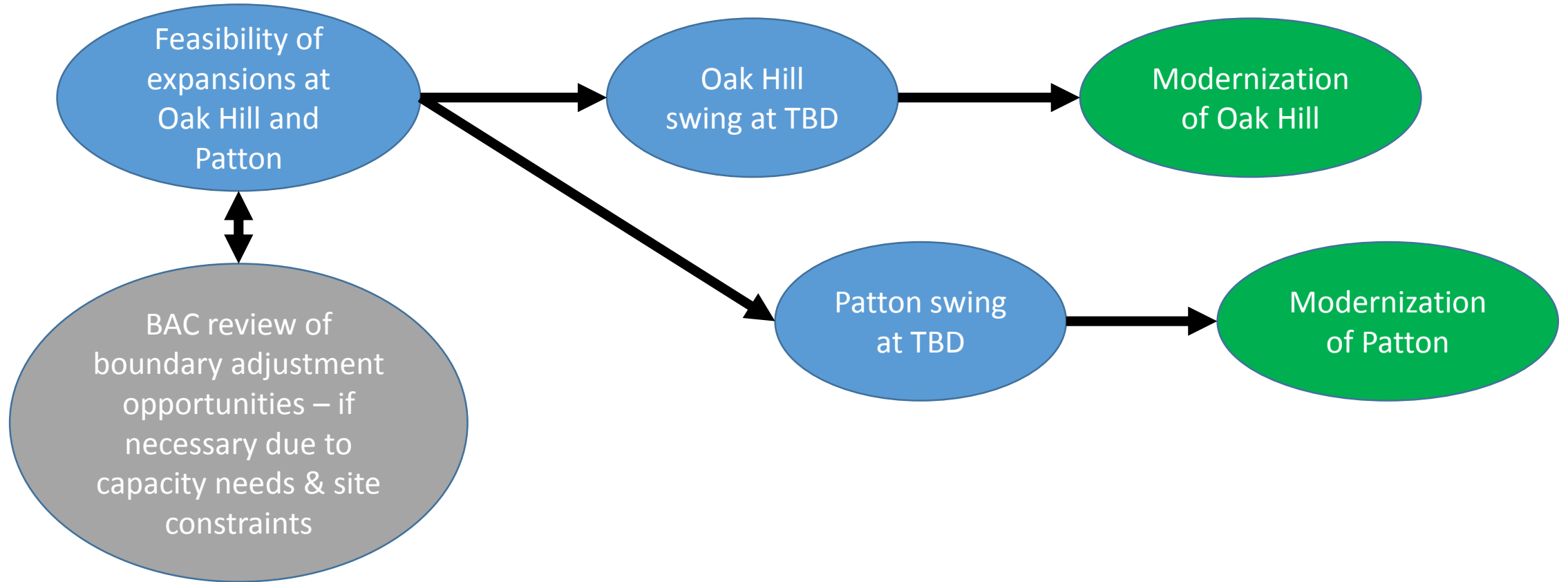
Oak Hill

- Feasibility study to determine if Oak Hill can expand on site
- Oak Hill students swing out to TBD location
- Construction of modernized facility
- Recommend boundary adjustment if site constraints prevent school expansion and capacity needs are not met

Patton

- Feasibility study to determine if Patton can expand on site
- Patton students swing out to TBD location
- Construction of modernized facility
- Recommend boundary adjustment if site constraints prevent school expansion and capacity needs are not met

Goal: to provide the Oak Hill and Patton communities with state-of-the-art, modernized learning facilities



Goal: to provide the Reilly and Ridgetop communities with state-of-the-art, modernized learning facilities

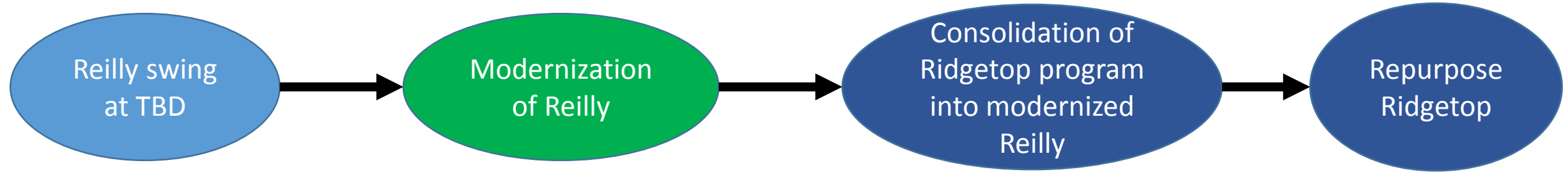
Reilly

- Reilly students swing out to TBD location
- Construction of modernized, expanded facility

Ridgetop

- Ridgetop students and program move into modernized Reilly
- Meet with community to understand needs and desires for repurposing Ridgetop

Goal: to provide the Reilly and Ridgetop communities with state-of-the-art, modernized learning facilities



Goal: to return Dobie Pre-K students to modernized schools in their home boundary

Graham

- Graham students swing out to TBD location
- Construction of modernized facility

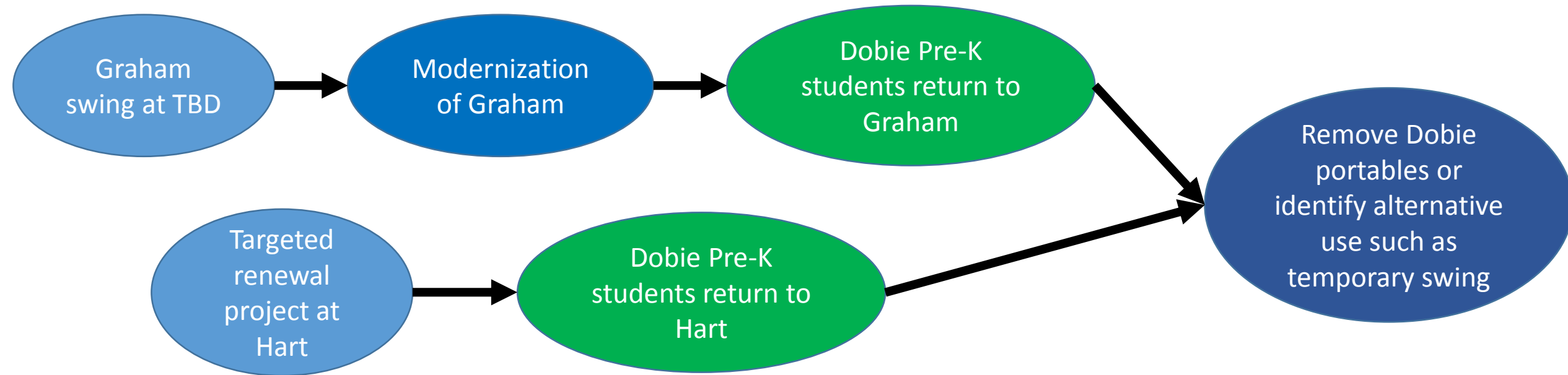
Hart

- Targeted project at Hart to accommodate Dobie Pre-K students
- Hart students are not displaced during targeted project

Dobie Pre-K

- Dobie Pre-K students return to Hart and modernized Graham in their home boundary
- Remove Dobie portables or identify alternative use such as temporary swing

Goal: to return Dobie Pre-K students to modernized schools in their home boundary



Group 3

FMP Years 12 – 25

Group 3: School projects in Years 12 – 25

Cluster	School Name	Project Type (v2 FABPAC)	Driver (v2 FABPAC)
1	Jordan Elementary School	Renovation w/ Reconfiguration	Avg. FCA
1	Norman Elementary School*	Consolidation Option	Avg. FCA; Under-enrolled
1	Sims Elementary School*	Full Modernization	Avg FCA; Under-enrolled
2	Andrews Elementary School	Limited Renovation	Avg. FCA
2	Harris Elementary School	Full Modernization	Avg. FCA
3	Blackshear Elementary School	Full Modernization	Avg. FCA
3	Campbell Elementary School	Full Modernization	Avg. FCA; Under-enrolled
4	Metz Elementary School	Full Modernization	Avg. FCA; Consolidation
4	Ortega Elementary School	Renovation w/ Reconfiguration	Avg. FCA
5	Travis Heights Elementary School	Full Modernization	Avg. FCA

**Indicates school project is inter-dependent with another AISD school project. Description and graphic to follow.*

Group 3: School projects in Years 12 – 25

Cluster	School Name	Project Type (v2 FABPAC)	Driver (v2 FABPAC)
6	Rodriguez Elementary School	Full Modernization	Avg. FCA
6	Widen Elementary School	Renovation w/ Reconfiguration	Avg. FCA
7	Blazier Elementary School	Renovation	Overcrowding
7	Langford Elementary School	Full Modernization	Avg. FCA
7	New SE Elementary*	New Construction	Avg. FCA
8	Kocurek Elementary School	Full Modernization	Avg. FCA
10	Boone Elementary School	Renovation w/ Reconfiguration	Avg. FCA
11	Baranoff Elementary School	Renovation w/ Reconfiguration	Overcrowding
12	Mills Elementary School	Renovation w/ Reconfiguration	Avg. FCA
12	Kiker Elementary School	Renovation w/ Reconfiguration	Overcrowding

**Indicates school project is inter-dependent with another AISD school project. Description and graphic to follow.*

Group 3: School projects in Years 12 – 25

Cluster	School Name	Project Type (v2 FABPAC)	Driver (v2 FABPAC)
13	Patton Elementary School	Renovation w/ Reconfiguration	Avg. FCA
13	Barton Hills Elementary School	Full Modernization	Avg. FCA
16	Lee Elementary School	Renovation w/ Reconfiguration	Avg. FCA
17	Summitt Elementary School	Renovation w/ Reconfiguration & Addition	Avg. FCA
17	Pillow Elementary School	Full Modernization	Avg. FCA, Poor ESA
18	Wooldridge Elementary School	System Upgrade w/ Addition	Avg. FCA; Poor ESA; Relocation of Lucy Read Pre-K
18	McBee Elementary School	Renovation w/ Reconfiguration	Avg. FCA
19	Pickle Elementary School	Renovation	Avg. FCA
20	Hart Elementary School	Renovation w/ Reconfiguration	Avg. FCA

**Indicates school project is inter-dependent with another AISD school project. Description and graphic to follow.*

Group 3: School projects in Years 12 – 25

Cluster	School Name	Project Type (v2 FABPAC)	Driver (v2 FABPAC)
21	Burnet Middle School	Renovation w/ Reconfiguration	Avg FCA
22	Fulmore Middle School	Full Modernization	Avg. FCA
23	Paredes Middle School	Renovation	Avg. FCA
23	Mendez Middle School*	Full Modernization	Avg. FCA
23	Covington Middle School*	Full Modernization	Avg. FCA; Reinvention Project
24	Small Middle School	Renovation w/ Reconfiguration	Avg. FCA; Good ESA
24	Gorzycki Middle School	Renovation w/ Reconfiguration	Avg. FCA; Good ESA
24	Bailey Middle School	Renovation w/ Reconfiguration	Avg. FCA; Avg. ESA

**Indicates school project is inter-dependent with another AISD school project. Description and graphic to follow.*

Group 3: School projects in Years 12 – 25

Cluster	School Name	Project Type (v2 FABPAC)	Driver (v2 FABPAC)
25	Reagan High School	Full Modernization	Avg. FCA
25	Lanier High School	Full Modernization	Avg. FCA
25	Lanier GPA	Co-location (see Lanier)	--
25	Garza Independence High School	Renovation + Reconfiguration	Avg. FCA
26	Travis GPA	Co-location (see Travis)	--
26	Eastside Memorial High School	Full Modernization	Avg. FCA; Poor ESA
26	Austin High School	Full Modernization	Avg. FCA
27	Crockett High School	Full Modernization	Avg. FCA

**Indicates school project is inter-dependent with another AISD school project. Description and graphic to follow.*

Goal: to provide the Sims and Norman communities with state-of-the-art, modernized learning facilities

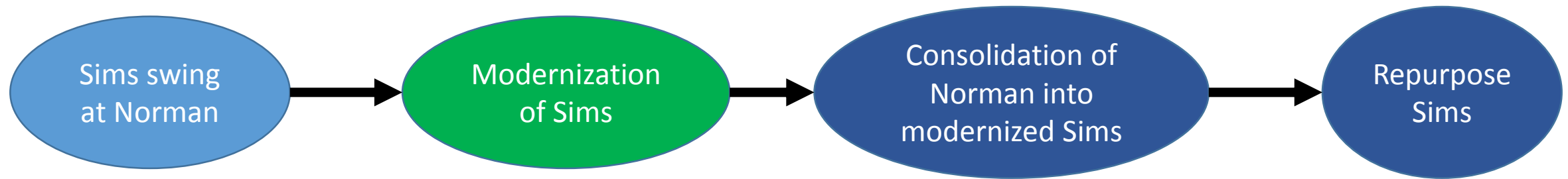
Sims Elementary

- Sims students swing out to Norman
- Construction of modernized facility

Norman Students

- Norman students move into modernized Sims
- Meet with community to understand needs and desires for repurposing Norman

Goal: to provide the Sims and Norman communities with state-of-the-art, modernized learning facilities



Group 4

FMP Years 17 – 25

Group 4: School projects in Years 17 – 25

Cluster	School Name	Project Type	Driver
1	Overton Elementary School	System Upgrade	Good FCA
12	Clayton Elementary School	System Upgrade	Good FCA
12	Baldwin Elementary School	System Upgrade	Excellent FCA
17	Davis Elementary School	Renovation w/ Reconfiguration	Good FCA
18	Padron Elementary School	System Upgrade	Excellent FCA
18	Guerrero Thompson Elementary School	System Upgrade	Good FCA
21	Lamar Middle School	Renovation w/ Reconfiguration	Good FCA
21	Garcia Young Men's Leadership Academy	Renovation	Good FCA
22	Kealing Middle School	Renovation w/ Reconfiguration	Good FCA
25	Anderson High School	Renovation	Good FCA
25	Clifton Career Development	Systems Upgrade	Good FCA
27	Akins High School	Renovation w/ Addition	Good FCA

Summary and Next Steps

- Continue cost analysis to balance projects across the full FMP timeline – may need to reframe some project timelines
- Incorporate feedback from Series 3 Engagement into preliminary recommendations
- Prepare final recommendations for FMP based on cost analysis, feasible timeframes, and community feedback

Community Feedback:

Engage, Communicate, Update, Advance



- Upcoming Meeting Locations
 - **January 24** McCallum HS – Cafeteria, (6:00 p.m. - 8:
 - **January 25** Crockett HS – Cafeteria, (6:00 p.m. - 8:00 p.m.)
 - **January 26** Garcia YMLA – Cafeteria, (6:00 p.m. - 8:00 p.m.)
 - **January 31** Martin MS - Cafeteria, (6:00 p.m. - 8:00 p.m.)
 - **February 1** Burnet MS - Cafeteria, (6:00 p.m. - 8:00 p.m.)
 - **February 2** Gorzycki MS - Cafeteria, (6:00 p.m. - 8:00 p.m.)
- Email: future@austinisd.org
- Call direct: 512-414-9595

**AISD Facility Master Plan
Engagement Series #3 Memo
Updated: January 9, 2017**

The following memo outlines the format, objectives, and logistics of the Engagement Series #3 regional meetings for Austin ISD's Facility Master Plan process.

Meeting Objectives:

- **Educate:** Update the community on the work of the FABPAC. Discuss how the data-driven options have evolved through the incorporation of community insight from the FABPAC members.
- **Seek Feedback:** Encourage and capture community input on the FABPAC recommendations for each vertical team and school.
- **Inform Next Steps:** Incorporate feedback from the community meetings into the process and use it to inform the next iteration of the FABPAC's options.

What Must be Accomplished: Engagement Series #3 will be used to get feedback on the initial FABPAC options. Feedback from this series will be directly used by FABPAC and the project team to refine these options and/or develop new ones. It is critical that community input be collected at this stage, to allow adequate time for FABPAC to consider feedback as they work toward the development of more final options to be considered in Series #4.

Key Themes: The meetings will be planned around the key themes of: **Facilities, Academics, and Community**, which are the three main considerations that must be balanced in a successful FMP. The meeting format, presentation, and feedback forms will all be organized around these key themes.

Meeting Schedule:

- January 24, 2017 at McCallum High School Cafeteria
- January 25, 2017 at Crockett High School Cafeteria
- January 26, 2017 at Gus Garcia Young Men's Leadership Academy Cafeteria
- January 31, 2017 at Martin Middle School Cafeteria
- February 1, 2017 at Burnet Middle School Cafeteria
- February 2, 2017 at Gorzycki Middle School Cafeteria

Meeting Timeline:

Gallery Walk

- 5:30-6:30 pm: There will be a gallery walk set up 30 minutes prior to the published 6:00 pm meeting start time to be available as people arrive, and it will continue through 6:30 pm. This is a way for attendees to quickly get up to speed the process and familiarize themselves with the work of the FABPAC.

- Note: This gallery walk will remain set up throughout the meeting and staffed accordingly to allow folks to engage in this manner if they would like.

Short Presentation

- 6:30-6:45 pm: A short presentation will be provided about the FMP process, objectives of meeting and format, and next steps for the process.

Facilitated Table Talks

- 6:45-8:00 pm: Attendees will join facilitated small group Table Talks, organized by vertical team, to walk through the options, ask questions, and provide input.

Meeting Format:

- Check-in Table: As community members arrive to the engagement meeting they will be asked to sign-in and to provide information about what school(s) (or planning cluster(s)) they are interested in providing feedback or seeking input on.
 - Note: The FMP team (B&D team and AISD) will decide the specific number of tables for the Table Talks based on this sign-in info.
- Meeting Materials: Every attendee will be given an information packet during check-in. This packet will have an overview of the FMP process, a meeting agenda, and a feedback form. Then they will be directed to an information table that will have data sheets available for each vertical team and individual school campus. This format allows attendees to take as much or as little information on specific schools, or all schools, as they need to inform their thinking.
- Gallery Walk: The Gallery Walk is the “first impression” that attendees will get when entering the room, and we want to be sure it tells the authentic story of how Facilities information, Academic planning and Community input come together to form the FMP. Gallery Walk stations will be assembled by these topics. Each station will be staffed by a combination of FABPAC members, AISD staff, and consultant team members. It is likely that some attendees are coming into this process for the first time, motivated by information related to their specific school. The Gallery Walk provides a way to quickly see the overall picture, and to gain immediate access to members of the project team, which will allow for more informed Table Talk discussions later in the meeting. Boards will cover a variety of topics, with post-it notes used to collect feedback. Boards include:
 - Modernization
 - Project Types
 - Consolidation Criteria & Potential Benefits
 - Planning Strategies
 - Academic Reinvention
 - FMP Timeline
 - Community Engagement

- Short Presentation: There will be a short presentation to orient community members in attendance before the Table Talks. The presentation will cover the following topics:
 - Why Are We Doing This?
 - What is an FMP?
 - Modernization
 - Community-led Process (FABPAC)
 - How Did We Get Here?
 - Format of Table Talks
 - What's Next?

It is important that this presentation reinforce that this is a community-led process, backed with the support of AISD and a full consultant team. The presentation should open with a welcome from a FABPAC member(s) to make it very clear that this is community-led, followed by a welcome from AISD, before the consultants present.

- Table Talks: Following the short presentation, attendees will join small group Table Talks. Tables will be organized by vertical team and attendees will be encouraged to provide input, ask specific questions, and seek further detail about the initial FABPAC options, how they were formed, and what other options need to be explored. Each table needs one facilitator and one note taker, and a FABPAC member (can float if more tables than members).
 - *Facilitators*: The facilitators must have familiarity with the planning options (training to be provided) and be able to effectively manage the discussions at each table. Facilitators will largely be consultants and AISD staff who have the greatest understanding of the options.
 - *Note Takers*: It is recommended that the note takers enter table notes directly into a laptop, potentially into a shared Google doc, to increase the efficiency of the data review that will follow. AISD staff and students would be good note takers.
 - *FABPAC*: As the leaders of the FMP effort, FABPAC members have some of the best background on the current options. Per discussion at the FABPAC Community Engagement subcommittee, FABPAC members will attempt to be part of Table Talks that do not represent their personal planning areas.
 - *Feedback Forms*: Each attendee will have a feedback form in their check-in packet. Additional forms will be available at each table. The form will ask attendees to provide feedback on options, organized by the key themes (Facilities, Academics and Community).

Additional Considerations:

- Student Participation: Students should be incorporated directly into the meeting format, possibly as note takers at each table. This helps with staffing levels, but – more importantly – it gives students a voice in the process and provides a very real reminder to all attendees that students are the reason we are doing this.

- Team Identification: As a community-led, team-driven process, it is important that we make it easy for attendees to identify the various team members who are collecting input. This can be done by all members of the project team (FABPAC, AISD staff, and consultants) wearing the same thing (AISD polo shirts?) or buttons/lanyards.
- Dynamic Content: AISD team members have secured the services of an educator who will be setting up a “Maker Space” in the childcare room. In addition to being very cool, this will also be a great way to model the type of learning that an FMP will support. We should also consider how to model the change we are seeking through dynamic content at the Gallery Walk stations (video, graphics, student interaction, etc.).
- Feedback Loop: This engagement series will produce a tremendous amount of feedback. The feedback needs to be analyzed thoroughly and efficiently to inform the development and refinement of options on the needed project timeline. The post-it notes from the Gallery Walk and the table notes and feedback forms from the Table Talks will all be logged, analyzed, and used by FABPAC and the project team to inform future work. Additionally, at the end of each meeting, we will seek (via email) high-level key takeaways from members of the project team (FABPAC members, AISD staff, and consultants) who attended. Using these methods, we capture the full picture of what was learned at each meeting based on written notes, digital table notes, and verbal discussions.