



Facilities and Bond Planning Advisory Committee

April 12, 2018

6:00 – 8:30 PM

Carruth Administration Center, Board Auditorium

1111 West 6th Street, Austin, TX 78703

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 and Overview of Meeting Goals	6:00 PM	
2.	Citizens Communication*	6:05 PM	9, 10
3.	Approval of Minutes (February 12)	6:15 PM	
4.	Subcommittee Report Outs (Community Engagement; Equity; and Target Utilization Plan)	6:20 PM	9, 10
5.	Bond Implementation Related Items		
	A. Role of Community Bond Oversight Committee	6:30 PM	9, 10
	B. Safety and Security (existing and planned facilities)	6:45 PM	9, 10
6.	Boundary Advisory Committee Update	7:15 PM	9, 10
7.	Equity White Paper Discussion	7:30 PM	9, 10
8.	Facility Master Plan (FMP) Related Items		
	A. Planning for the FMP Update	8:00 PM	9, 10
9.	Discussion of Committee Operations, Future Meetings Dates and Agenda Items	8:25 PM	9, 10
10.	Adjourn	8:30 PM	

*All regular and plenary 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.



Facilities and Bond Planning Advisory Committee

February 8, 2018

6:00 p.m.

Odom Elementary School, Library

1111 West 6th Street, Austin, TX 78703

MEETING MINUTES

IN ATTENDANCE:

Committee Members: Kristin Ashy, Cherylann Campbell, Alejandro Delgado, Gabriel Estrada, Roxanne Evans, Paulette Gibbins, Dusty Harshman, Jennifer Littlefield, Barbara Spears-Corbett

AISD Trustees: Yasmin Wagner

Staff: Paul Turner, Beth Wilson, Melissa Laursen, Lydia Venegas, Julia Maldonado, Celso Baez, Reyne Telles, Samantha Alexander, Terrence Eaton, Craig Shapiro, Gilbert Hicks, Sandra Creswell, Christian Clarke Casarez, Thyrun Hurst, Jennifer Hranitzky, David Kauffman, Gordon King,

Consultants: Matias Segura

Visitors: None

1. Call to Order and Overview of Meeting Goals (6:10 PM)

Tri-chair Cherylann Campbell called the meeting to order at 6:10 PM and reviewed the meeting goals. Odom Principal Sondra McWilliams welcomed the committee and described two upcoming 2013 bond projects that would add two new multipurpose classrooms, a flexible maker space, and an outdoor learning environment.

2. Citizens Communication

None.

3. Approval of Minutes

The January 11, 2018 minutes were approved as presented.

4. Update from Subcommittees

- Equity – The equity white paper was distributed to the committee and will be discussed at the April meeting.
- Community Engagement - Kristin Ashy recommended that committee members circle back with the schools within their vertical teams to discuss what happens now that the bond has

passed. Samantha Alexander (Assistant Director of Communications) showed the committee recent enhancements to the Bond website, including the addition of a webpage that provides resources about the seventeen (17) modernization projects.

5. Update on Bond Implementation

Through a Request for Qualifications process, the district authorized AECOM to serve as the bond program manager for the large school modernization projects. Matias Segura (AECOM) presented an update on the progress of the bond implementation for those projects.

- Bridging documents were developed for the Design-Build projects to set a framework for the selected design-build teams.
- Request for Qualifications are due February 9 for the Construction Manager at Risk projects, including Ann Richards, Eastside/International, Bowie, Blazier relief school and the new southwest elementary.
- Campus Architectural Teams (CATs) are being established for each modernization project to ensure that design and construction decisions fulfill the objective of providing a modernized, 21st century learning environment that supports students within the framework of the project schedule and budget. CATs are generally comprised of 9-10 members selected by the principal to include instructional staff, administrative staff, parents and community members, and students (for MS and HS projects). CATs will meet regularly from the initial planning through design, construction and the opening of the school. All CAT meetings are open to the public and meeting times and locations will be shared on the bond webpage.

6. Update on Target Utilization Plans (TUPs) and Planning Teams

Target Utilization Plans

Dr. Cruz has a meeting scheduled with the TUP subcommittee the following week. An update will be provided at the April FABPAC meeting.

Planning Teams

Associate Superintendents provided a status update for the following three planning teams:

Planning Team	Charge	Update
Metz-Sanchez-Zavala	Determine which campus will be proposed to the Superintendent for modernization	<ul style="list-style-type: none"> • Jan 11, 2018 – reviewed charge and concept of a 21st Century Learning campus • Feb 13, 2018 – will review data considerations including current and projected enrollment and population trends, campus capacity, facility conditions, and transportation

Planning Team	Charge	Update
		<ul style="list-style-type: none"> March 6, 2018 – tour planned at Joe Lee Johnson ES April 17, 2018 – community engagement event planned
Norman-Sims	Determine which campus will be proposed to the Superintendent for modernization	<ul style="list-style-type: none"> Dec 2017– Feb 2018 – reviewed charge and concept of 21st Century Learning campus; reviewed data; visited Joe Lee Johnson ES; reviewed budgetary, staffing programmatic impact of under-enrolled schools; discussed modernization concept; and explored academic program options Feb 13, 2018 – will continue to explore academic program options March 1 and 3, 2018 – community engagement events planned
Eastside Memorial/International-LASA-LBJ ECHS	Develop a program design for Eastside Memorial/International at the Original L.C. Anderson site; for LASA at the Eastside Memorial site; and for the LBJ ECHS Health Professions	<ul style="list-style-type: none"> Nov 2017 – Feb 1, 2018 – reviewed charge and concept of 21st Century Learning campus; reviewed data; focused work on school design elements, reviewed academic programming and industry needs; and visited other ISD high school campuses Feb 22, 2018- community engagement event planned

7. Review and Discuss Draft Facility Master Plan survey

Cherylann Campbell (FABPAC tri-chair) and Tali Wildman (FABPAC member) worked together to develop a draft FMP survey based on feedback captured at the January 11 brainstorming session. Positive feedback was received, with a couple of suggested revisions:

- Consider revising questions so the survey taker can select their responses from a list of options, rather than providing written responses
- Shorten the survey to about five questions

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

Next meeting: April 12 at the Carruth Administration Center

FABPAC generated ideas for future meeting topics including:

- Bond implementation updates

- Target Utilization Plans (TUPs) – what is the final process?
- Equity – how to define equity
- Connection to Boundary Advisory Committee – how does the FABPAC coordinate with the BAC?
- Portable reduction plan
- Community engagement for the fall
- Master Planning efforts – Athletics, CTE, Fine Arts, secondary schools
- Gear up for fall FMP work
- When is the next Board Update?
- Community uses within schools
- Demographic update
- Permanent capacity methodology as it relates to the new Ed Specs
- Real estate (requests for proposals)

9. Adjourn (8:02 PM)



Potential Boundary Adjustments Identified in Facility Master Plan (Approved April 3, 2017)

Reviewed by the Boundary Advisory Committee (September – November 2017)

The Boundary Advisory Committee's primary criterion was evaluated for each potential boundary change.

Primary Criterion (without new school construction)

Recommend the adjustment of school attendance areas to balance student enrollments of areas affected. The student enrollments for these schools should be within the **target range of 75-115 percent of permanent capacity**. Projected student populations will also be considered as a factor when adjusting attendance areas, as they may affect future enrollments.

List of boundary changes identified in the Facility Master Plan for further review

Affected Schools	Facility Master Plan	Date of BAC Review	Meeting Minutes/Other Notes (Data used for discussions included the 2016-17 Demographic Report and 2017-18 enrollment data)	BAC Recommendation/Comments	Superintendent's Direction
<ul style="list-style-type: none"> Brown ES Webb Primary 	Relocate Webb Primary students from portables currently located at Webb Middle School; reassign the Webb Primary students to a new modernized Brown Elementary.	09/21/17 10/10/17 11/30/17	<ul style="list-style-type: none"> 2017 Bond Program includes funding to rebuild Brown ES at a capacity to allow for the additional students currently assigned to Webb Primary. District administration will conduct outreach to the affected communities prior to taking this item to the Board for approval to merge the attendance areas. 	Members requested that the district engage with the affected communities as the merging of the attendance areas will not be reviewed by the BAC, which involves a public hearing as part of the process.	Board approval only, no BAC process
<ul style="list-style-type: none"> Govalle ES Ortega ES 	Investigate a future boundary adjustment to send the Govalle students that reside east of Airport Blvd to Ortega. Goal is to support better aligning neighborhoods with appropriate attendance areas for students who wish to walk to school and to balance enrollments.	9/21/17 10/10/17	<ul style="list-style-type: none"> In 2017-18, 228 (or 57%) Govalle students reside east of Airport Blvd. If the 228 students were reassigned to Ortega, it would result in a permanent capacity of 140% at Ortega (overcrowded) and 29% at Govalle (under-enrolled). Proposed boundary change does not support the BAC's primary criterion. 	After reviewing the data, the BAC did not support a boundary change at this time.	N/A



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Reviewed by the Boundary Advisory Committee (September – November 2017)

Affected Schools	Facility Master Plan	Date of BAC Review	Meeting Minutes/Other Notes (Data used for discussions included the 2016-17 Demographic Report and 2017-18 enrollment data)	BAC Recommendation/Comments	Superintendent's Direction
<ul style="list-style-type: none"> Baranoff ES Cowan ES Kocurek ES Boone ES 	Review a boundary adjustment with these schools to relieve overcrowding at Baranoff and Cowan and balance enrollments across all four schools.	09/21/17 10/10/17 11/30/17	<ul style="list-style-type: none"> Discussion around the timing to begin the BAC process; whether to start the process this fall or wait until January 2019 concurrent with creation of an attendance area for the new southwest elementary school. FMP recommends the new southwest elementary school provide relief from overcrowding at Kiker and Baranoff (specifically the Greyrock subdivision due to its proximity to the new school). Most likely, Baranoff will need additional relief. Proposed boundary change will help to balance student enrollments as described in the BAC's Primary Criterion. 	Undertake a comprehensive set of boundary changes with all listed schools in January 2019. This will be done concurrently with the creation of an attendance area for the new southwest elementary school, scheduled to open in August 2020. The new attendance area will affect the Kiker community and the Baranoff community (specifically the Greyrock subdivision which requested a boundary change to the BAC in 2016.)	Agreement with BAC recommendation
<ul style="list-style-type: none"> Maplewood ES Campbell ES 	Consider a boundary change to address overcrowding at Maplewood; or consider a grade-level split with one campus supporting grades PK-2 and the other campus 3-5.	09/21/17 11/30/17	<ul style="list-style-type: none"> BAC reviewed data that shows a high number of transfers into Maplewood contributes to overcrowding. SY2017-18, Maplewood was "frozen" to transfers, which should begin to address the overcrowding. 	After reviewing the data, the BAC did not support a boundary change at this time.	N/A
<ul style="list-style-type: none"> Palm ES 	Consider a boundary adjustment to balance enrollment in the region.	9/21/17	<ul style="list-style-type: none"> Palm is under-enrolled and has extra capacity. Blazier is currently the only overcrowded school in the region. 2017 Bond Program includes funding for a new Blazier relief school. Once the relief school is opened in August 2020, Blazier will no longer be overcrowded. 	Based on data analysis of the proposed relief for Blazier and staff's recommendation, a boundary change was not pursued.	N/A



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Reviewed by the Boundary Advisory Committee (September – November 2017)

Affected Schools	Facility Master Plan	Date of BAC Review	Meeting Minutes/Other Notes (Data used for discussions included the 2016-17 Demographic Report and 2017-18 enrollment data)	BAC Recommendation/Comments	Superintendent's Direction
<ul style="list-style-type: none"> Davis ES Summitt ES 	Consider a boundary adjustment to relieve potential future overcrowding at Davis.	9/21/17	<ul style="list-style-type: none"> Davis is at 110% permanent capacity and Summitt is at 116%. FMP recommends classroom additions at both schools in years 1-6 (although it was not funded in the 2017 Bond Program). Proposed boundary change does not support the BAC's primary criterion. 	Because Summitt is currently overcrowded, the BAC did not support a boundary change with Davis.	N/A
<ul style="list-style-type: none"> Oak Hill ES 	Investigate a boundary change with nearby schools for potential future overcrowding.	9/21/17	<ul style="list-style-type: none"> At 112%, Oak Hill is currently within the optimal utilization target range (75-115%) Proposed boundary change does not support the BAC's primary criterion. 	Upon staff's recommendation to monitor enrollment for another year, a boundary change was not pursued.	N/A
<ul style="list-style-type: none"> Patton ES 	Further study is needed to determine if the site will allow for expansion to replace the 8 portable classrooms/"permables" that are currently calculated into the schools' permanent capacity; if classroom additions cannot be accommodated due to site restrictions, then investigate a boundary adjustment with nearby schools.	9/21/17 11/30/17	<ul style="list-style-type: none"> Further studies indicate an 8-classroom addition is feasible at Patton to replace the 8 "permables" that are currently calculated into the schools permanent capacity. Funding for a classroom addition could be included in a future bond program. 	Some BAC members expressed interest in a boundary change with Boone and requested direction from the Superintendent.	Do not start a boundary process at this time. A future boundary adjustment between Boone, Baranoff, Cowan and Kocurek (to be discussed in Jan 2019) may significantly limit the amount of additional capacity at Boone. If there is not enough capacity at Boone or other nearby schools, an 8-classroom addition could be considered for a future bond.



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Affected Schools	Facility Master Plan	Date of BAC Review	Meeting Minutes/Other Notes (Data used for discussions included the 2016-17 Demographic Report and 2017-18 enrollment data)	BAC Recommendation/Comments	Superintendent's Direction
<ul style="list-style-type: none">Jordan ESOverton ES	Review a boundary adjustment with Overton to avoid building an addition at Jordan.	9/21/17	<ul style="list-style-type: none">Jordan's enrollment has decreased and the school is at 102% of its permanent capacity (within the target utilization range of 75-115%)Proposed boundary change does not support the BAC's primary criterion.	After reviewing the data, the BAC did not support a boundary change at this time.	N/A
<ul style="list-style-type: none">Akins HSCrockett HS	Monitor enrollment trends, and consider a boundary adjustment with Crockett to relieve potential future overcrowding at Akins	9/21/17 11/30/17	At 116%, Akins is just above the target utilization range of 75-115%, while Crockett is at 70%	Some BAC members expressed interest in a boundary change between Akins and Crockett and requested direction from the Superintendent.	Do not start boundary process at this time.

Equity White Paper

A report from the FABPAC Equity Subcommittee

November 2017

Equity White Paper

A report from the FABPAC Equity Subcommittee

This product is the result of months of deliberation on how equity fit into the development of the Austin Independent School District Facility Master Plan.

The 18-member Facility and Bond Planning Advisory Committee had dozens of deep and often painful discussions about the role of equity in the facility planning process, as well as discussions on the history of Austin and AISD and the future of our city.

This report includes the reflections of the equity subcommittee of Roxanne Evans, Scott Marks, Dusty Harshman, Gabriel Estrada, Jodi Leach, Michael Bocanegra, Tali Wildman and Rich de Palma. FABPAC member Mark Grayson also contributed to this report.

This report includes possible policy recommendations the Board of Trustees might want to consider before the next FMP update.

Also included are AISD performance data, an AISD report, and links to reports on what other urban school districts are doing related to desegregation and equity, and links to myriad resources that could prove useful in the future. Also included is information on current AISD equity efforts, such as the Northeast Austin Plan and the Northeast Austin Human Capital Plan.

We apologize in advance for any omissions or repetition of material. This is just a humble attempt to memorialize some of our discussions, subcommittee recommendations and share some of the materials out in the public domain related to this issue. Perhaps the next FABPAC might consider equity in implementation of this bond.

Thank you.

Executive Summary

The AISD Board of Trustees adopted seven guiding principles for the 2014 Facility Master Plan (FMP) and its updates. Of these principles, Equity in Facilities, is one that deserves greater elaboration in light of the experience of the Facilities and Bond Planning Advisory Committee (FABPAC). What constitutes ‘equity?’ Is it merely the quest to use objective measures such as facility conditions in order to treat similar schools similarly? Or does equity require redressing deeply-rooted consequences of historic inequitable decision-making on the part of AISD and the city over the past 150 years? Is equity best characterized by measures such as how AISD compares with other school districts on the achievement gap between white students and students of color? And, for these many points of view about equity, which ones can be appropriately addressed in facilities planning and improvements, and how?

Unfortunately, this white paper will not answer all of those very important questions. Instead, our approach here is to provide a record of the debate that one group of volunteers, the FABPAC, wrangled with as we worked on a 2017 update to the FMP and on the \$1.05 billion 2017 bond proposal that voters recently approved. Throughout more than 30 formal meetings, FABPAC repeatedly returned to equity as a guiding principle, trying to infuse it into the charts, plans, and ultimately, projects that will take shape in coming years. We feel an obligation now to provide the trustees, and the public, with a record of how we viewed equity during our deliberations.

We uncovered inequities that require imminent action. One example is that charter schools typically offer a school schedule that matches working parents’ schedule, such as 7am to 5pm, more so than in AISD schools. At AISD after-school programs are not offered at all elementary school campuses, and are offered for a fee at many campuses when parents can cover their work hours for free by placing their students in a charter school.

Another example is that international students must travel by bus to Eastside Memorial, in some cases more than one hour each way. Locating the international school closer to their homes, generally in North Austin, would provide a more equitable opportunity for these students, who are often new to this country, to have a fulfilling educational and extracurricular experience.

And a third example is Archer’s Challenge, when former student Archer Hadley explained the pressing need for schools, such as Austin High School, to become more accessible so that students with disabilities can excel in part because of facilities rather than in spite of barriers there.

FABPAC also did not shy away from controversial subjects, such as the under-enrollment of schools in central East and South Austin. To some extent, we may be able to address this problem with expanded after-school programs, targeted utilization plans, and public-private partnerships that expand affordable housing options for families with children. Equity becomes an issue when a school’s enrollment drops below a certain level, though, because at some point wraparound services cannot be sustained.

Our hope in presenting this Equity White Paper is to help those who must toil in the vineyard of facilities planning in the future, to give them the benefit of our debate as a starting point for their own, much in the same way that members of the previous FMP group shared its lessons learned and other information with us. – The Equity

Subcommittee.

Equity in AISD CONTEXT

The AISD Facilities and Bond Planning Advisory Committee (FAPAC) was created by the Board of Trustees in September 2015 and charged with the task of updating the AISD Facility Master Plan (FMP) and evaluating AISD facilities data to make a determination as to whether the Board of Trustees should call a school bond election to address the needs of the district.

Although a guiding principle of the FMP is equity, some members felt that the principle couldn't be solely measured in terms of age and facilities and conditions without touching on some of the history of inequity in the school district, as well as other factors that extend beyond the initial FABPAC work on the master plan.

After the conclusion of the 25-year plan and as work toward a bond proposal neared completion, an equity subcommittee was created from the larger FABPAC group. Our subcommittee is now sharing its "lessons learned" from the past two years with the current members of the Board of Trustees as well as future FABPAC members.

In this paper, we endeavor to call out the major equity questions in our work, and explain how we either resolved the question or in some cases left the resolution to our successors and the trustees in the future. This document is not intended to paint AISD decision-makers in a corner, but rather to discuss the options we weighed and the equity factors that led FABPAC to some of the decisions we reached. By memorializing these important equity discussions, our intention is to provide a road map for future decision-making on these sensitive questions of race, income, gender, and ability.

HISTORY

The history of the Austin Independent School District, like many institutions in the South, includes a legacy of racial animus.

Austin public schools were originally founded by the county in 1881 as racially segregated schools and remained that way after the Austin Independent School District formed in 1954.

By that time, the City of Austin 1928 master plan was well-established. That plan was the result of the Austin City Council decision based on a need for a comprehensive city plan and zoning map in 1927. One of the main objectives of the all-white City Council was to find a way to encourage residential segregation and compel African American families, who at that time were living throughout the city, to move to East Austin. The city used techniques such as eliminating utility services in certain areas where African American citizens lived in order to force them from their homes. Private developers then purchased these newly vacated areas in West Austin and elsewhere at very low prices and built new roads, homes, and commercial buildings. When these same neighborhoods "re-opened," higher rents, sales costs and newly created restrictive covenants prevented African American families from returning to their roots. Thus, the displaced African American families had few choices but to find housing in areas the city reserved for non-whites, not unlike the reservation tactics used against Native Americans.

By the mid-1930s, nearly every African American family lived in East Austin which the city labeled "The Negro District." This also allowed the city to close African American schools in other parts of the city, placing added pressure on African American families to move to East Austin so that their children could attend a neighborhood school.

This plan was did not apply to Hispanics, although there was much discrimination aimed at Latinos. Mexican-Americans were not deemed a separate racial group, but were classified as "white." But between racially restrictive covenants that prevented non- whites from occupying certain neighborhoods, and because of the general lack of affordable housing in the city, East Austin became home to the majority of the city's African American and Mexican American residents.

In 1955, the Austin Independent School District adopted a resolution to integrate the school district beginning with senior high schools. The first stage of the plan allowed African American students to attend the schools closest to their homes. This meant that African- American students could attend white schools, if they happened to live outside traditionally African-American neighborhoods. Given the 1928 plan and history of *de jure* segregation, very few African-Americans attended integrated schools.

Austin bitterly fought desegregation legally until 1980, when AISD agreed to a consent decree which required it to comply with desegregation orders issued by the U.S. Fifth Circuit. (This went into effect in 1986).

Eventually, AISD was forced to introduce busing as a remedy to solve the historic racial inequities in education. In determining whether a dual school system existed, courts often found distinct differences between factors such as per pupil spending, total campus budget, teacher/student ratio, the average years of experience of its teaching staff, and the percentage of minority administrators per campus as tangible evidence of an intent to perpetuate a separate and unequal system of education. (These remain topics of discussion in 2017. The reasons for the segregation that persists today is a source of continual debate and dismay for a city that likes to think of itself as progressive.)

In 1986, as the result of a long and bitter battle between the federal government and Austin schools officials, Austin was declared unitary under the terms of a consent decree between AISD and the U.S. plaintiffs entered into in 1980. Upon a finding of "unitariness," Austin was no longer compelled to use busing for desegregation/integration purposes, because the Austin schools no longer showed any significant "tangible" evidence of racial inequity.

Despite the freshness of the unitary designation, in 1987, AISD ended cross- town busing for desegregation purposes and returned to a neighborhood school policy. Given the housing segregation, schools in Austin become resegregated.

In an attempt, perhaps, to compensate for the concentration of low-income African American and brown students in 16 elementary schools, the district devised what it called a "Priority Schools Plan." Generally, these schools were to begin priority in terms of getting first access to high quality principals and teachers and funding for lower classroom sizes/pupil teacher ratios and support staff and programs to help struggling students.

According to AISD analysis, this program was not implemented with fidelity at all

16 schools, and budget cuts and lack of sustained community pressure allowed the school district to eliminate funding for the program in 1995.

The school district did, however, show commitment to some level of integrated schools with the introduction of magnet schools.

The Science Academy was created in the 1985-1986 school year at LBJ High School.

The Liberal Arts Academy was created at Johnston in 1988.

When the former Kealing Junior High in East Austin was rebuilt and reopened as Kealing Middle School in 1986, it included a science magnet program that was to feed into the Science Academy at LBJ High School.

LASA HISTORY AND EQUITY CHALLENGES

AISD responded to requests from the business community (an effort spearheaded by IBM) for a better-trained workforce by creating a magnet Science Academy (SA) program on the LBJ High School campus in 1985. A few years later, the Liberal Arts Academy (LAA) was created on the Johnston High School (now Eastside Memorial) campus in 1988.

The original intent was that these programs would also address desegregation by bringing students from other non-minority parts of the city into these predominantly minority campuses, which were both experiencing declines in enrollment. In addition, the presence of advanced academics on each campus was intended to create opportunities for neighborhood students who often came from disadvantaged backgrounds, even if they were not in the magnet program.

Within a decade, it became clear that such an approach had unintended negative consequences. Among the first issues to arise was that many in the LBJ and Johnston school communities felt that the programs and their placements were decided with little input or involvement from the neighborhood school communities. All subsequent decisions made by the district about these programs raised similar feelings in the respective school communities.

The next serious issue to arise involved class rankings. Because the advanced academic classes often include additional weightings for honors classes, most students in the magnet programs ranked "ahead" of the top-performing non-magnet students on the campus. This became an issue far more crucial than just who was valedictorian with the passage of the "Top Ten Percent Rule" in 1997, guaranteeing admission to UT-

Austin or Texas A&M to students graduating in the top of their class. Although the neighborhood students, were part of the population intended to be helped by the rule, many were not able to qualify for automatic admission. AISD's original solution—to rank students in the comprehensive program both in terms of the campus as a whole and against other comprehensive students—was found to be unfair to magnet students by a federal judge in 2000.

A new state law authored by State Rep. Dawnna Dukes allowed for LBJ neighborhood students to be only ranked against each other and not magnet students. While this solved a problem at LBJ High School, the law did not include Johnston High School.

In 2001, a 21-member citizens' Community Working Group proposed that AISD combine the Liberal Arts Academy and the Science Academy on the LBJ High School campus. The AISD Board of Trustees voted to do so, starting with the 2002 school year in a 6-3 decision. Parents of students in the magnet programs had often proposed a merger, so students could receive a balanced, well-rounded education including both science and the humanities. In addition, the departure of magnet students from Johnston High School would mean that neighborhood students had greater opportunities to be in the top ten percent of the graduating class.

Other hoped-for benefits to students in the comprehensive high school programs did not materialize before or after the combination of LAA and SA. Because of historical patterns of inequity in investments in elementary and middle schools in the nearby communities, neighborhood high school students were often not prepared for the rigor of the classes being offered in the magnet programs, and those who tried enrolling in them often experienced frustration instead of excitement. In addition, many neighborhood students reported feeling unwelcome in the magnet classes.

Over time, this led to increased separation between the two student populations, the opposite of what was intended. Students from the magnet were rarely enrolled in the same classes as neighborhood students, and vice versa. More teachers were specializing to teach one group or the other as a consequence. Eventually, the separations became physical, with magnet classes in one part of the school building (upstairs and in portables in the back) and the comprehensive classes for neighborhood students in another part of the school building (on the ground floor). Both groups of students use only a few spaces, such as the library, cafeteria, theater, and gym.

Extracurricular activities and sports continue to be open to all students. In practice, though, factors such as self-selection and home-based opportunities available only to magnet students (such as private music lessons or select sports leagues) resulted in many activities and teams comprising either predominantly magnet students or predominantly neighborhood students.

Through the 1990s and early 2000s, another disadvantage to having the magnet program co-located with a comprehensive high school program became increasingly evident. LBJ High School was turned down for several grants specifically intended for disadvantaged students because, on average, its students did not appear as disadvantaged as those in other schools elsewhere in the country. The presence of magnet students within the school's demographics obscured the specifics.

In response, AISD formally separated LBJ and LASA in 2007. This marks the start of the current "two-schools/two-principals/one-campus" co-location model. This action was taken because the district was pursuing a \$2 million grant for the LBJ High School from the Gates Foundation. As a consequence, the informal separation already experienced was formalized and built into the structure of the two schools' administrations and budgets.

The inaccurate perception that LASA's population is entirely wealthy and Anglo and that LBJ's population is entirely disadvantaged and minority has resulted in a feedback loop in which some neighborhood students believe they would be unwelcome at LASA, despite the color-blind holistic admissions process that involves middle school grades, essays, recommendations, and the CogAT test.

In the past few years, increased publicity about LASA as a nationally-ranked school has increased demand so much that the "cut score" for the holistic process that is used to evaluate students has had to be raised for several years, in order to keep classes to a manageable size, given the facilities constraints. Many students who would have qualified in prior years are being turned away because of demand for the limited number of seats at LASA.

EASTSIDE MEMORIAL VERTICAL TEAM

Eastside Memorial High School presented a significant challenge for FABPAC, in part because of its under-enrollment. With the at-capacity International High School included, enrollment on the campus is only 55% of permanent capacity. The numbers are 851 students enrolled at a campus with a capacity of 1,548. Some FABPAC members were troubled by the under-enrollment, as well as by the fact that many of the International High School students are English Language learners from foreign countries who ride a considerable distance, for some an hour each way, to the campus. Several members of FABPAC pointed out that the history of Eastside Memorial is a unique part of the history of East Austin, with a historic pattern of neglect and somewhat recent investment of significant resources and expertise to turn around the campus.

The timeline below may be useful to those who are not familiar with the history of the Eastside Memorial campus:

Johnston & Eastside Memorial HS Timeline

1960 - Albert S. Johnston High School opens for the first time, named for a general of the Confederate Army.

1980 - Busing starts throughout Austin. Many east Austin high school students are sent across the city to Anderson High School. Busing would continue until **1989**.

1990 - Alumni group attempts to

rename Johnston to Gordon Bailey, in honor of the original principal of the school, but is voted down by the school board.

1987 - AISD places the Liberal Arts Academy, a magnet program, at Johnston.

2002 -, the Liberal Arts Academy magnet program is moved to LBJ High School to create LASA.

2004 - Johnston is rated Academically Unacceptable for the first time and for the next four years.

Summer of 2008 - Johnston HS

becomes the first school to be shut down by TEA. In the fall it is re-opened as Eastside Memorial HS at the Johnston Campus.*

Summer of 2009 - AISD splits the campus into two: Green Tech and Global Tech. Both schools implement specialized curriculums starting in 9th and 10th grade.

From **2009** until the end of the **2011** school year, Green and Global Tech alternated ratings - one was Academically Unacceptable one year, the next year the other one was.

In May of 2011- the Green and Global Tech were consolidated as Eastside Memorial at the Johnston Campus.

December 2011- AISD intervened again.

Board approves IDEA Charter Schools to become a partnering entity. Parents, students and teachers speak out against it, lead by PRIDE of the Eastside.

December 2012 - newly elected AISD board members vote to terminate IDEA's contract.

Spring 2013 - Johns Hopkins University's Talent Development Secondary is chosen by AISD and approved by TEA as the new partnering entity for Eastside.

June 2013, -Texas Education Commissioner Michael Williams announces that Eastside will remain open and be given three years to improve.

2015 - Eastside meets all state standards including three distinctions.

2016-2017 - Eastside wins the inaugural Rather Prize, graduation rates are above 90%

Summer of 2009 - AISD splits the campus into two: Green Tech and Global Tech. Both schools

implement specialized curriculums starting in 9th and 10th grade.

** The PEIMS number was not changed when Johnston was re-opened as Eastside in the Fall of 2008.*

With this history in mind, FABPAC recommended full modernization as well as consideration of excess capacity for community and district uses to best serve the students, community, and AISD.

The Board of Trustees also weighed the excess capacity and long history of this community, and proposed moving Eastside Memorial to the Original Anderson/Alternative Learning Center campus, and moving LASA to the Eastside Memorial campus. The trustees left open the question of where the International High School would be located.

EQUITY OF ACCESS AND ARCHER'S CHALLENGE

One highlight of FABPAC's more than 30 full committee meetings was when former AISD student Archer Hadley spoke to us about the need for expanded accessibility standards. He spoke eloquently with rain falling on him. FABPAC included strong recommendations in the master plan to expand beyond mere compliance with Texas Accessibility Standards and ADA Regulations, and to revisit Educational Specifications in light of Mr. Hadley's recommendations and the experience of other alumni and students with disabilities in spite of facilities rather than with the help of modern fully accessible and reinvented spaces.

Signage, appropriate use of textures, and universal accessibility of all indoor and outdoor school facilities are in the master plan. Archer's Challenge also invites trustees and other stakeholders annually to spend a day in a wheelchair riding a school bus and visiting multiple AISD facilities.

EQUITY QUESTIONS WITH CHARTER SCHOOLS & THE ALLAN CAMPUS

One of the most public AISD equity dust-ups in recent years involved a contract with a charter school on the Allan campus in East Austin. Originally a junior high school opened in 1957, Allan became an elementary school in 1980. The board of trustees approved a contract for an out-of-district charter to operate the Allan campus in the 2012-13 school year. At that time there were fewer than 300 neighborhood elementary school age kids in the attendance boundaries, and the campus had an official capacity of 673. For many reasons, including equity and community engagement concerns, the board of trustees voted in 2013 to cancel the contract with the charter and close the school. Today Allan is a surplus property and provides office space for a number of local nonprofits, including a child care operator that uses some of the classrooms.

The proliferation of charters in Austin, and especially in East Austin, was a thread of discussion in many FABPAC meetings. There was a diversity of viewpoints, with some members expressing strong support for charters and other members opposed to recruitment tactics and other practices of charters that appeared to some not to be a level playing field with AISD.

Many of us were especially struck by the equity questions arising from the

geographic location of charter schools, with dozens of popular schools operating and scheduled to open in East Austin, and especially in Northeast Austin. We heard testimony from a number of parents that especially in the middle school years, the charter schools are more attractive than traditional public schools in Northeast Austin. The reasons range from academic underperformance of some campuses to dissatisfaction with the single-gender school options at Garcia YMLA and Sadler Means YWLA. Formerly, co-ed Pearce and Garcia middle schools served Northeast Austin.

An additional concern at all grade levels is that charter schools offer a schedule that many working parents find much more attractive, with the school day ending at 5:30 or 6pm. Some AISD public schools do not offer after-school programs, or must charge a fee for these programs while charters offer the extended school day for free.

EQUITY IN THE CLASSROOM – THE ACHIEVEMENT GAP

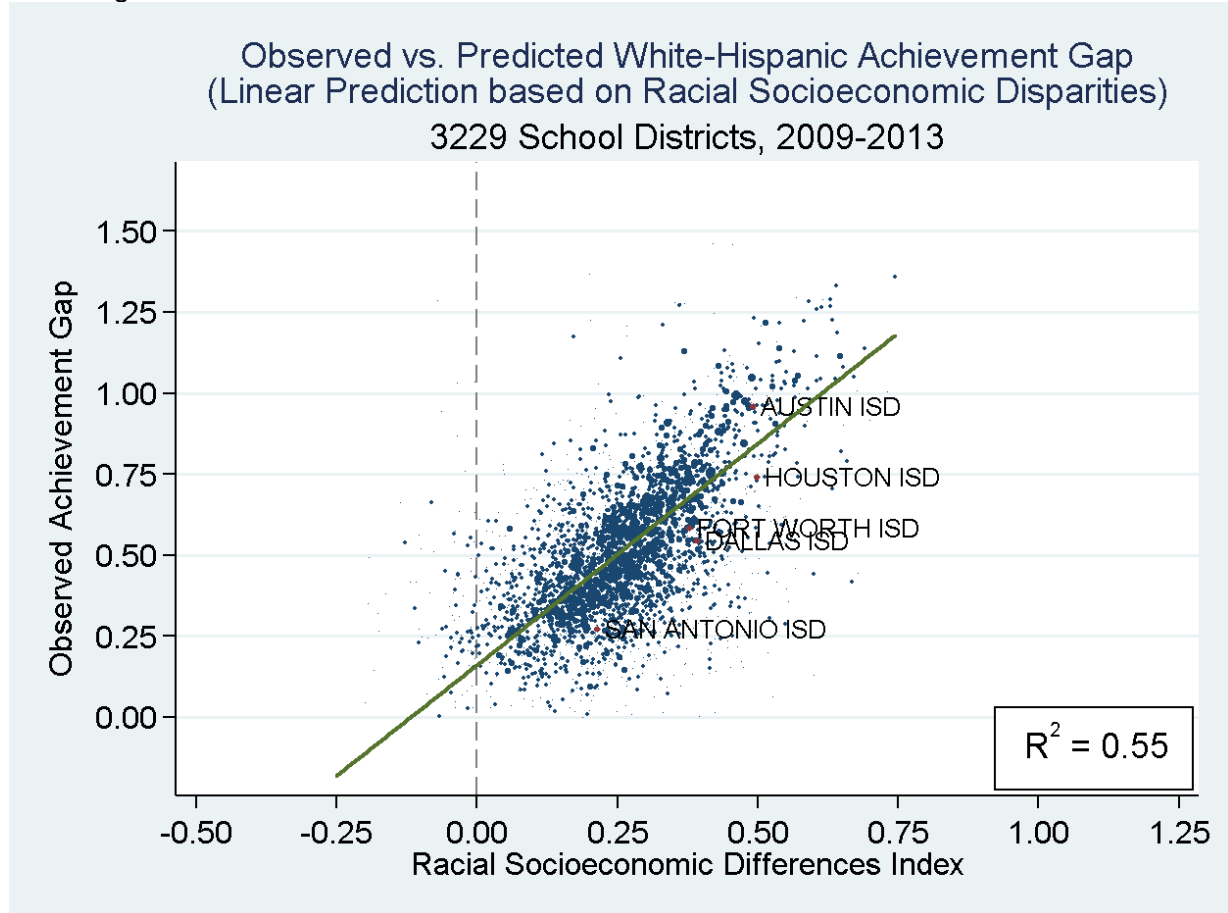
Austin Achievement Gap

Academic research, such as by Professor Reardon at Stanford University (Center for Education Policy Analysis Working Paper No. 16-10, “The Geography of Racial/Ethnic Test Score Gaps”) has focused on racial and ethnic disparities in students’ academic performance, and has used statistical techniques to estimate the achievement gap in every school district in the United States. Factors that researchers have identified as contributing to an achievement gap include patterns of residential and school segregation and socioeconomic disparities among racial groups. For example, if parental education is on average a bachelor’s degree for white students and a high school diploma for minority students, this is a socioeconomic disparity that leads to an achievement gap. Similarly, the segregation factor that appears to be correlated with an achievement gap is the difference in white and minority students’ exposure to low-income schoolmates. If minority students are much more likely to attend Title I schools than white students, this will widen the achievement gap.

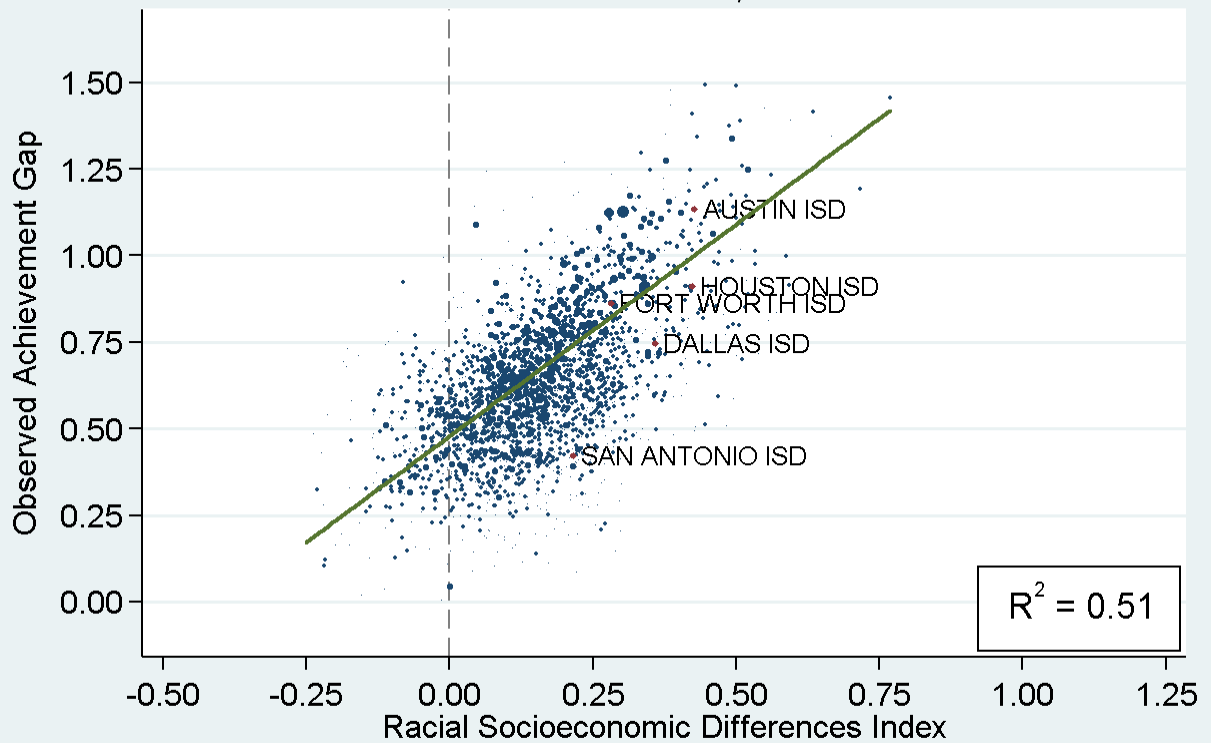
During the FABPAC meetings, Professor Reardon and his colleague, Professor Kenneth Shores, shared with FABPAC members how Austin stacks up with other school districts in Texas. The charts below describe their research but require some explanation. The further to the right a school district is, the more socioeconomic difference there is between racial groups in that ISD. So in San Antonio, for example, there is much less of a difference socioeconomically between Latino and Anglo families than in Austin or Houston. You can see in the chart that Austin and Houston are similarly far to the right, meaning they have comparable racial socioeconomic differences. This is unfortunate, but what is more even more stark is that the line in the chart represents the predicted achievement gap based on socioeconomic differences. You can see that Houston ISD is below the predictor line, meaning it is doing better than predicted at narrowing the achievement gap. Austin ISD, on the other hand, is above the line, which means the achievement gap between Latino students and white students, and similarly between African American students and white students, is even worse than would be predicted by differences in parental education and other socioeconomic factors.

While it is difficult to translate this academic research to facilities planning, there are some potential strategies that could work. The first is that if minority parents in Austin have to work two jobs to make ends meet, anything the school district can do to defray costs associated with child care will help reduce the achievement gap. Similarly, because exposure to low-income classmates is a predictor of the achievement gap, racial and

income integration is a strategy that is also likely to reduce the achievement gap. So takeaways for AISD should be to promote free after-school care for families who cannot otherwise afford to pay, and to do whatever we can to promote racial and income integration in schools, which may include more innovative academic programming in Title I schools and more of an opportunity for low-income students to attend schools outside their neighborhoods.



Observed vs. Predicted White-Black Achievement Gap
(Linear Prediction based on Racial Socioeconomic Disparities)
2475 School Districts, 2009-2013



NORTHEAST MIDDLE SCHOOL AT MUELLER

The City of Austin master development agreement with the developer of the 711-acre former Robert Mueller Municipal Airport provides for a school to be located on the redeveloped land. FABPAC weighed many options, and there were diverse viewpoints on whether a new school should be constructed at Mueller. While some members did not see the need for a school given enrollment patterns, others advocated seizing this opportunity for AISD to become more competitive with charter schools.

Because of the live-in population and enrollment patterns of nearby elementary schools, FABPAC dismissed the option of an elementary school for the Mueller community. Middle schools, however, serve a much larger geographic area, and FABPAC, consultants, and the board of trustees found the site to be an important opportunity for a co-ed middle school in Northeast Austin, where one does not currently exist, and an opportunity for racial and income integration. For these reasons, the board of trustees voted unanimously to make this site a year 1-6 priority in the approved Facility Master Plan.

RECOMMENDATIONS

Most of the recommendations discussed in this paper are memorialized in the Facility Master Plan, but some have arisen from a closer look in the mirror at the equity issues that consumed us for the past 18 months. These include:

- After-school care at all AISD elementary school campuses. This would be an excellent use of any tax swap revenue with the City of Austin, and is a critical need for AISD to remain competitive with charters.
- Make the Facilities and Bond Planning Advisory Committee a permanent AISD Board of Trustees Committee. Keeping at least some current FABPAC members on the committee provides for both continuity and institutional knowledge that would be valuable in the future. (It is a given that members will need to leave/be replaced, but it would be valuable to not have to start the 2019 process with a whole new group.) Add staggered terms for one or two years to retain knowledge of facilities based equity.
- The district should make facilities questions a part of all annual parent and staff surveys to have current information on how they view facilities needs/issues. Use an enhanced TEL survey to find out how parents rate facilities/conduct surveys using School Messenger, teacher polling, in multiple languages.
- Conduct a major review of the AISD school boundary process and consider whether boundaries are artificial barriers that are no longer relevant or if perhaps the district should consider attendance zones that provide for two or three options for parents, particularly at elementary schools.
- Consider redrawing/adjusting boundaries in 2018 in an attempt to truly right-size schools for optimum capacity.
- Create more non-boundary/all district schools. These schools could be advanced academic or specialized programs in all district quadrants.
- Conduct semi-annual review of transfers and effect on school enrollment. Consider freezing more schools and scrutinizing transfer categories. Add SES qualifier to transfer/free and reduced lunch as basis for transfer. Review race- based transfers and perhaps revamp
- Correct vertical team/feeder pattern alignments district wide so there is less student disruption and more predictability in school assignments.
- Also, consider making the CBAC a FABPAC subcommittee, or at minimum hold joint meetings at least quarterly.

Other districts

<http://www.denverpost.com/2017/06/19/segregation-denver-colorado-schools/>

<http://www.denverpost.com/2017/06/19/segregation-denver-colorado-schools/>

<https://tcf.org/content/report/dallas-independent-school-district/>

<https://prestonhollow.advocatemag.com/2011/07/22/a-gray-matter-40-years-of-disd-desegregation/>

Other school districts who have done significant research on desegregation:

Cambridge MA

Charlotte, NC

Louisville KY

Portland, OR

Other resources, information

[https://www.austinisd.org/sites/default/files/dept/ina/Northeast Austin Plan v20.pdf](https://www.austinisd.org/sites/default/files/dept/ina/Northeast_Austin_Plan_v20.pdf)

<http://lakewood.advocatemag.com/2011/07/22/a-gray-matter/>

<http://www.epi.org/publication/unfinished-march-public-school-segregation/>

<http://digitalcommons.law.byu.edu/cgi/viewcontent.cgi?article=1278&context=elj>

<https://www.washingtonpost.com/posteverything/wp/2015/10/23/forced-busing-didnt-fail-desegregation-is-the-best-way-to-improve-our-schools/?u>

<https://www.tolerance.org/magazine/spring-2004/brown-v-board-timeline-of-school-integration-in-the-us>

<https://tcf.org/content/facts/the-benefits-of-socioeconomically-and-racially-integrated-schools-and-classrooms/>

<https://tcf.org/content/report/school-integration-practice-lessons-nine-districts/>

<http://magnet.edu/resources/research-studies>

<https://www.propublica.org/article/ferguson-school-segregation>

This white paper was the result of the hard work and discussion of the Facilities and Bond Planning Advisory Committee members:

Leticia Caballero, Cherylann Campbell and Roxanne Evans*, tri-chairs, and

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Tali Wildman*
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Paulette Gibbins
Rich de Palma*
Rick Potter

* Equity Subcommittee members

Also, we would like to thank all of the AISD Board of Trustees, particularly Dr. Ted Gordon and former trustee Paul Saldana.

A special thanks to AISD staff who assisted with research.

A special thanks to the editing prowess of Mark “The Knife” Grayson.

It is our hope these discussions continue moving forward.

FABPAC – The following feedback is provided by district staff for your consideration as you discuss the recommendations provided in the Equity White Paper.

EQUITY WHITE PAPER RECOMMENDATIONS

Most of the recommendations discussed in this paper are memorialized in the Facility Master Plan, but some have arisen from a closer look in the mirror at the equity issues that consumed us for the past 18 months. These include:

1. After-school care at all AISD elementary school campuses. This would be an excellent use of any tax swap revenue with the City of Austin, and is a critical need for AISD to remain competitive with charters.
 - After school programming was considered as a funding item in previous year-long discussions with the City regarding a tax rate swap. However, due to both legal and political constraints, it is highly unlikely that a tax rate swap with the City could be effectuated at this time.
 - Alternative means of accomplishing this goal could be investigated.
2. Make the Facilities and Bond Planning Advisory Committee a permanent AISD Board of Trustees Committee. Keeping at least some current FABPAC members on the committee provides for both continuity and institutional knowledge that would be valuable in the future. (It is a given that members will need to leave/be replaced, but it would be valuable to not have to start the 2019 process with a whole new group.) Add staggered terms for one or two years to retain knowledge of facilities based equity.
 - The bylaws state that the FABPAC is a standing, advisory body and shall serve to provide guidance and counsel of the Board of Trustees, Superintendent and District administration.
 - Terms are currently staggered, although not necessarily by Trustee—this could be changed if directed by the Board of Trustees. The 2019 FMP update process will have members who participated in the 2017 FMP process.
3. The district should make facilities questions a part of all annual parent and staff surveys to have current information on how they view facilities needs/issues. Use an enhanced TEL survey to find out how parents rate facilities/conduct surveys using School Messenger, teacher polling, in multiple languages.
 - Here are the current questions/statements that are provided to campus staff specific to facilities and resources that are on the TELL survey. Their choice options range from strongly agree to strongly disagree.
 - Teachers have sufficient access to appropriate instructional materials.
 - Teachers have sufficient access to instructional technology, including computers, printers, software and Internet access.
 - Teachers have sufficient training and support to fully utilize the available instructional technology.
 - Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.
 - Teachers have sufficient access to a broad range of professional support personnel.
 - Teachers have adequate space to work productively.
 - My school is provided sufficient data and information to make informed decisions.

- The school environment is clean and well maintained.
 - The physical environment of classrooms in this school supports teaching and learning.
 - My school receives instructional resources commensurate with student needs.
 - My school receives instructional resources commensurate with other schools in the district.
 - Research and Evaluation Dept. could add the following statement for parents/guardians:
 - I am satisfied with the condition of my child's school building.
 - The response choices would be Strongly Agree, Agree, Disagree, Strongly Disagree, Don't Know/NA
4. Conduct a major review of the AISD school boundary process and consider whether boundaries are artificial barriers that are no longer relevant or if perhaps the district should consider attendance zones that provide for two or three options for parents, particularly at elementary schools.
- District administration recommends the BAC review the boundary process with input from the demographer on national best practices, whose contract could include an add-on service for this type of work.
5. Consider redrawing/adjusting boundaries in 2018 in an attempt to truly right-size schools for optimum capacity.
- The Boundary Advisory Committee reviewed all potential boundary adjustments identified in the 2017 FMP. Upon direction of the Superintendent there will be no boundary changes for the 2019-20 school year. The BAC will review enrollment data in fall 2019 to discuss any needed boundary adjustments for the 2020-21 school year.
6. Create more non-boundary/all district schools. These schools could be advanced academic or specialized programs in all district quadrants.
- Decisions about schools open to all students should be made on how to increase student choice for instructional options desired by students.
7. Conduct semi-annual review of transfers and effect on school enrollment. Consider freezing more schools and scrutinizing transfer categories. Add SES qualifier to transfer/free and reduced lunch as basis for transfer. Review race- based transfers and perhaps revamp.
- Campus principals and associate superintendents monitor transfers and enrollment and associate superintendents respond to transfer appeals. Principals of non-frozen schools can open up spaces and accept additional transfers at any time.
 - The decision to freeze a campus is largely based on permanent capacity with the goal being to reduce over-crowding. There are currently 28 frozen schools. Please see attached regarding: frozen schools, types of transfers, deadlines.
 - The attachment also includes a description of the types of transfers. Majority to minority transfers are approved to non-frozen campuses if the student's ethnic group is under 50 percent of the school's population and the request is submitted by the deadline. The ethnic groups are defined by policy: 1) Black (and not of Hispanic origin) and Hispanic students, and 2) American Indian/Alaskan Native, Asian, Native Hawaiian or other Pacific Islander, and White (and not of Hispanic origin) students. See attachment for specific schools. Changes to FDB Local were last approved by the Board in spring 2015.
 - Summary information as of 1st 6 weeks of SY2017-18
 - New transfer requests: 8,070
 - Percent approved: 87%

- Total students on a transfer (new and continuing): 17,075
8. Correct vertical team/feeder pattern alignments district wide so there is less student disruption and more predictability in school assignments.
 - It is possible to align vertical teams and feeder patterns, however, it is projected that approximately 5,000-6,000 middle and high school students would be affected by new school assignments. In addition, this realignment would likely exacerbate overcrowding and under-enrollment across the district.
 - Staff would need direction from the Board of Trustees before undergoing this massive effort with the Boundary Advisory Committee.
 9. Also, consider making the CBAC a FABPAC subcommittee, or at minimum hold joint meetings at least quarterly
 - **Clarity needed** - The Citizens Bond Advisory Committee (CBAC) is a previous version of the FABPAC. Should this recommendation reference the Boundary Advisory Committee (BAC) or Community Bond Oversight Committee (CBOC)?
 - **Question** – What is the goal of creating a new subcommittee and how does it relate to equity? Is there a concern regarding the current CBOC or BAC?
 - There is a significant workload placed on the FABPAC during the FMP update and bond planning processes. The creation of a new subcommittee to either work on boundary changes or monitor bond implementation at the same time would result in a tremendous time commitment from the FABPAC. Additionally, staff strongly recommends that facility and bond planning remain separate functions from bond implementation to ensure unbiased oversight.
 - Regularly scheduled information sharing and/or joint meetings between the FABPAC, BAC and CBOC are recommended.

AUSTIN INDEPENDENT SCHOOL DISTRICT
PROCESS TO REQUEST A STUDENT TRANSFER FOR THE 2018-2019 SCHOOL YEAR

The Austin ISD will begin accepting transfer requests for in district students for the 2018-2019 school year beginning on Tuesday, January 2, 2018. Non AISD employees may request out of district transfers for their student(s) beginning Thursday, February 1, 2018.

Requests may be submitted to the Office of Student Services (Room A200), Carruth Administration Center, located at 1111 West Sixth Street during regular business hours, 7:45 a.m. to 4:45 p.m. Applications for priority transfers and non-priority transfers that are to be considered in the lottery process will be accepted through 5 p.m. on Wednesday, January 31, 2018. *All requests received during this time period will be given equal consideration regardless of when they are submitted.*

A transfer request form may be obtained in the Office of Student Services, at a school or online at austinsd.org. Parents submitting requests for students who are new to the district or who have had an address change since enrolling in school this year need to attach proof of residence and a picture ID. A birth certificate needs to be provided for students who are new to the district.

Each year, the School District determines which schools should be frozen to transfers because they have, or are expected to have, enrollments that exceed their capacities. Also, some schools are frozen to maintain stability in tracking patterns.

Schools to be frozen to transfers in 2018-2019:

High Schools: Akins, Bowie, McCallum

Middle Schools: Lamar, Murchison

Elementary Schools: Baldwin, Baranoff, Becker (PK-2)*, Blazier, Brentwood, Bryker Woods, Casis, Cowan, Davis, Doss, Gullett, Hill, Kiker, Lee (K-5)**, Maplewood, Mathews, Menchaca, Oak Hill, Reilly (PK-2)*, Ridgetop, Summitt, Sunset Valley (PK-2)*, Zilker

*These grades will accept dual language applications.

**Lee Elementary will be frozen from K-5 to accommodate a construction project but will be able to continue to accept transfers for 6th grade.

Priority Transfers:

Sibling Transfer - A sibling transfer request can be made for siblings of students who are, or will be, attending the requested school at the same time on an approved transfer. **Beginning with the 2017-2018 school year, sibling transfers will be approved based on available space (i.e., non-frozen schools).**

Tracking Transfer - Students who have transferred to another school and who have a history of at least two unbroken years of attendance in the two highest grades offered at the school, may request a tracking transfer to the next level (i.e., to a middle school from an elementary school or to a high school from a middle school) in order to remain with their peers. This provision does not apply to a student who has moved who wishes to seek a transfer back to the same school. In this case, the student should seek a general transfer, and all requirements of the transfer policy shall apply. **Beginning with the 2017-2018 school year, tracking transfers will be approved based on available space (i.e., non-frozen schools).**

Majority-to-Minority Transfer –Students may transfer from a school where the student's ethnic group is over 50 percent of the school's population to a school where the student's ethnic group is less than 50 percent of the school's population. The purpose of the majority-to-minority transfer is to complement the District's student assignments and promote diversity throughout the District. For the purpose of majority-to-minority transfers, two ethnic groups are defined as 1) Black (and not of Hispanic origin) and Hispanic students and 2) American Indian/Alaskan Native, Asian, Native Hawaiian or other Pacific Islander and White (and not of Hispanic origin) students. **Beginning with the 2016-2017 school year, Majority-to-Minority transfers will be based on available space (i.e., non-frozen schools).**

Requests for Priority Transfers:

Requests for sibling, tracking, or Majority-to-Minority (to non-frozen schools) priority transfers must be received no earlier than January 2, 2018 and no later than January 31, 2018 to be considered prior to any other requests. Requests must be either date/time stamped or postmarked no earlier than January 2, 2018 and no later than January 31, 2018.

Non-Priority Transfers:

General Transfer - General transfers may be requested when the student does not qualify for one of the other types of transfers and shall be approved contingent on available space.

Requests for Non-Priority Transfers:

Requests for non-priority transfers must be received no earlier than January 2, 2018 and no later than January 31, 2018 to be considered in a lottery. Requests must be either date/time stamped or postmarked no earlier than January 2, 2018 and no later than January 31, 2018.

Curriculum Transfers:

Students wishing to attend a magnet program at Fulmore, Kealing or LASA or an application program such as Anderson IB or Academies at Austin; Crockett Entrepreneurial Program; Crockett, Eastside, LBJ, Lanier, Reagan and Travis Early College High Schools; Covington, Lamar or McCallum Fine Arts; Bedichek Einstein, Jr.; Innovation Academy at Martin; Small Green Tech; Richards School for Young Women Leaders or a Dual Language program must apply directly to those programs. If approved, the student shall enroll and maintain participation in the program for which the transfer is granted. If the student withdraws from the program, he or she shall return to the home campus at the end of that semester.

Beginning February 1, 2018 all requests received will be considered non-priority transfers and processed for available space on a first come-first served basis. The deadline to apply for non-priority transfers for the Fall Semester is August 10, 2018. Requests for non-priority transfers for the Spring Semester may be submitted between August 13, 2018 and November 15, 2018.

Approval/Denial Process:

Initial processing of general transfer requests will be determined by a lottery, and approval or denial letters will be sent to the parent/guardian. When a request is denied, an appeal may be made to the Associate Superintendent who has the responsibility for the requested school. A final appeal may be made to the Superintendent, and, if needed, a petition may be made to the Board of Trustees, in accordance with state law.

Transfer Dates and Deadlines for 2018-2019

January 2, 2018	First day to submit a request for in district students for a priority transfer and first day to submit a request for a non-priority transfer to be placed in a lottery. Offices will be open from 7:45 a.m. until 4:45 p.m. <i>Sibling, Tracking and Majority-to-Minority transfer requests will be granted based on available space.</i>
January 31, 2018	Last day to submit a request to receive consideration as a priority transfer (i.e., sibling, tracking or majority-to-minority transfer) and last day to submit a request for a non-priority transfer to be placed in a lottery. Offices will be open on this day from 7:45 a.m. until 5:00 p.m.
February 1, 2018	First day to submit a request for an out of district, non employee transfer. Offices will be open on this day from 7:45 a.m. until 4:45 p.m.
Varies, contact program	Last day to submit an application to a program with entry criteria such as a magnet program at Fulmore, Kealing or LASA or an application program such as Anderson IB; Academies at Austin; Crockett Entrepreneurial Program; Crockett, Eastside, LBJ, Lanier, Reagan and Travis Early College High Schools; Covington, Lamar or McCallum Fine Arts; Bedichek Einstein, Jr.; Innovation Academy at Martin; Small Green Tech; Richards School for Young Women Leaders or a Dual Language program. Applicants should verify deadlines with the school administrator as the deadline to submit an application may vary.
August 13, 2018	Last day to submit a request for a non-priority transfer (i.e., curriculum or general transfer) for the fall semester. Offices will be open on this day from 7:45 a.m. until 5:00 p.m.
August 14, 2018	First day to submit a request for a non-priority transfer for spring semester. Offices will be open on this day from 7:45 a.m. until 5:00 p.m.
September 7, 2018	Last day to accept an approved transfer for the fall by enrolling in the transfer school. Failure to enroll will result in revocation of the transfer. (Exception: Transfers approved during the second week of the fall semester will be given an enrollment extension to the end of the third week of school.)
November 15, 2018	Last day to submit a request for the spring semester. Offices will be open on this day from 7:45 a.m. until 5:00 p.m.
January 14, 2019	Last day to accept an approved transfer for the spring by enrolling in the transfer school. Failure to enroll will result in revocation of the transfer. (Exception: Transfers approved during the second week of the spring semester will be given an enrollment extension to the end of the third week of school.)

Ethnic Status of Campuses
Schools Where Combined Hispanic and Black (not of Hispanic origin) are in the Majority

Akins	Bailey	Allison	Galindo	Norman	St. Elmo
Crockett	Bedichek	Andrews	Govalle	Oak Springs	Sanchez
Eastside	Burnet	Barrington	Graham	Odom	Sims
Lanier	Covington	Becker	Guerrero-Thompson	Ortega	Sunset Valley
LBJ	Dobie	Blackshear	Harris	Overton	Travis Heights
Reagan	Fulmore	Blanton	Hart	Padron	Uphaus EC
Travis	Garcia YMLA	Blazier	Houston	Palm	Walnut Creek
	Martin	Brooke	Jordan	Pecan Springs	Webb Primary
	Mendez	Brown	Joslin	Perez	Widen
	Paredes	Campbell	Kocurek	Pickle	Williams
	Sadler Means YWLA	Casey	Langford	Pillow	Winn
	Webb	Cook	Linder	Pleasant Hill	Wooldridge
		Cunningham	McBee	Reilly	Wooten
		Dawson	Menchaca	Ridgetop	Zavala
		Dobie Pre-K	Metz	Rodriguez	

Schools Where Combined American Indian/Alaskan Native, Asian/Pacific Islander and White (not of Hispanic Origin) are in the Majority

Anderson	Gorzycki	Baldwin	Casis	Highland Park	Mills
Austin	Kealing	Baranoff	Clayton	Hill	Oak Hill
Bowie	Lamar	Barton Hills	Cowan	Kiker	Patton
McCallum	Murchison	Boone	Davis	Lee	Pease
	O. Henry	Brentwood	Doss	Maplewood	Summitt
	Small	Bryker Woods	Gullett	Mathews	Zilker

FABPAC MEETINGS: 6:00 – 8:30 (150 minutes)35 minutes – housekeeping/standing items and **115 minutes** for other agenda items

April 12		June 14		August XX	
5	Call to Order	5	Call to Order	5	Call to Order
10	Citizens Communication	10	Citizens Communication	10	Citizens Communication
5	Approval of Minutes	5	Approval of Minutes	5	Approval of Minutes
10	Subcommittee Report Outs <ul style="list-style-type: none"> - TUP - Community engagement - Equity 	10	Subcommittee Report Outs <ul style="list-style-type: none"> - TUP - Community engagement - Equity 	10	Subcommittee Report Outs <ul style="list-style-type: none"> - TUP - Community engagement - Equity
5	Discussion of future meetings, etc	5	Discussion of future meetings, etc	5	Discussion of future meetings, etc
40	FMP Related Discussion Items	70	FMP Related Discussion Items	105	FMP Related Discussion Items
	FMP Update Planning -Part 1 (25 min) <ul style="list-style-type: none"> - High-level timeline and proposed contents - Homework for June meeting: thoughts on proposed timeline and contents, are there any gaps? 		FMP Update Planning - Part 2 (45 min) <ul style="list-style-type: none"> - Create process roadmap - Discuss community engagement plan - Create subcommittees 		FMP Update Development (75 min) <ul style="list-style-type: none"> - 25-year roadmap (reflecting what is in bond) - permanent capacity (education of current methodology; impacts of new Ed Specs; permables)
	BAC Update (15 min) (update on list of boundary changes identified in the FMP)		TUP Update (15 min) <ul style="list-style-type: none"> - TUPs due to Assoc. Sups by April 23 - Who submitted, and what are the next steps? 		Community Engagement (30 min) <ul style="list-style-type: none"> - Now What? - Discuss an engagement plan for the FMP update
30	Equity White Paper <ul style="list-style-type: none"> - review and discuss subcommittee recommendations - Small Group Activity: details TBD (Equity subcommittee to discuss feedback from small groups prior to June 14 meeting) 	35	Equity White Paper <ul style="list-style-type: none"> - Discuss final subcommittee recommendations (to be emailed in advance) to determine if consensus is forming around preferred recommendations - Finalize recommendations to forward to the Board 	10	Bond Implementation Update
			Post-FMP Survey (10 min)		Topic TBD (10 min)
45	Bond Implementation Update	10	Bond Implementation Update		
	Role of CBOC (15 min)		Topic TBD (10 min)		
	Safety and Security (30 min) <ul style="list-style-type: none"> - Improvements to existing facilities - Plan for new facilities 				

FABPAC Suggested Agenda Items	Resolution
FACILITY MASTER PLAN RELATED ITEMS	
Gear up for Fall FMP work	<ul style="list-style-type: none"> - April – introduction of timeline, contents, expectations for update - June – create roadmap for the FMP update process; discuss community engagement and develop subcommittees - August – begin process
Portable reduction strategy	<ul style="list-style-type: none"> - FABPAC will work on developing a set of guidelines to be included into the FMP Update - September - update of existing status (# of portables removed and planned to be removed) and brainstorming
New Ed Specs impact on facility utilization	<ul style="list-style-type: none"> - FABPAC will discuss possible revisions to methodology for the FMP Update - August - education of current methodology; how the new Ed Specs may impact the methodology; discussion on permables
Target Utilization Plans (TUPs)	<ul style="list-style-type: none"> - Assoc. Superintendents to provide updates at annual submissions (first annual deadline is April 2018) - June – update from Assoc. Sups on who submitted and review process
Master planning (Athletics, Fine Arts, CTE)	<ul style="list-style-type: none"> - FABPAC will work through subcommittees in the development of these master plans (RFQs to be released for consultant(s)) - April – introduction of RFQ timeline and how master plans will be a component of the FMP Update - September – begin work through subcommittees with consultant(s)
Community engagement for Fall (Now What?)	<ul style="list-style-type: none"> - Standing item on FABPAC agenda for subcommittee report outs - June – begin to discuss a community engagement plan for the FMP update - August – continue discussion
FABPAC Board Update	<ul style="list-style-type: none"> - TBD, dependent on Board request
Safety and Security	<ul style="list-style-type: none"> - April – update on bond program for existing facilities and new, modernized facilities
BOND IMPLEMENTATION RELATED ITEMS	
Bond implementation	<ul style="list-style-type: none"> - Standing item on FABPAC agenda for a 10 minute update (specific topic of interest) - Weekly CFO bond update emails - Buie & Co is creating a quarterly bond program newsletter that will contain an update on high-level bond implementation progress, project-specific update, and other items - CBOC meetings open to the public
Planning teams for eastside schools	<ul style="list-style-type: none"> - Provide updates periodically (Board decision points) - Email update on Norman/Sims (Board decision point 03.26.18)
Northeast school planning	<ul style="list-style-type: none"> - Email FABPAC update on timeline/process <ul style="list-style-type: none"> o FABPAC can attend planning team and CAT meetings
OTHER ITEMS	
Equity white paper	<ul style="list-style-type: none"> - April (discussion of initial subcommittee recommendations) - June (decision on which recommendations to forward to the Board) - Additional updates dependent on Board feedback
District sale of 10 properties	<ul style="list-style-type: none"> - Included in 03.29.2018 CFO weekly bond update
Community interactions	<ul style="list-style-type: none"> - ?

FACILITY MASTER PLAN – FUTURE UPDATES

FMP Update (Minor)

Start: August 2018

Board Approval: April 2019

As part of the minor update the FABPAC will:

- Review 2018-19 enrollment data in the Fall
- Review 2018-19 demographic update in January/February 2019 (including population projections, and potential impacts of planned residential developments at the campus level)
- Consider community feedback
- Consider other data sources

Components of the update may include:

- Amendment of the 25-year roadmap to indicate which projects are included in the 2017 Bond Program
- Incorporation of Athletics, CTE and Fine Arts master plans as new appendices
- Incorporation of Portable Strategy Guidelines
- Revisions to the consolidation criteria (consider adding a statement about TUP into criteria) and possibly recommend policy changes to the Board
- Updated Academic Reinvention Project List (Appendix C)
- Potential revision of the definition of permanent capacity in Glossary (Appendix C)
- Potential removal of the concept of permables as described in Glossary (Appendix C)

FMP Update (Major – in preparation of next bond)

Start: January 2020 (with consultants)

Board Approval: April 2021

The FABPAC should re-examine and update the 2019 FMP in preparation of the next bond using:

- Updated FCA/ESA data
- Updated demographics projections
- Athletics, CTE & Fine Arts master plans
- Campus master plans (secondary schools)
- Existing and proposed academic programming
- Community feedback
- Other data

TASK	DURATION	2018								2019												2020												2021												2022	
		May	June	July	Aug	Sept	Oct	*Nov	Dec	Jan	Feb	March	April	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan-July	Aug												
2017 BOND PROGRAM																																															
FCA/ESA DATA UPDATED AS PROJECTS ARE IMPLEMENTED																																															
FMP UPDATE (MINOR)	9 months																																														
Demographic reports - review throughout process	9 months																																														
Athletics, CTE, and Fine Arts Master Plans	10 months																																														
Procure consultant(s)																																															
Board authorization of contract(s)																																															
Data collection and synthesis for master plans																																															
Develop master plans																																															
25-Year Roadmap - addednums based on 2017 Bond Program	2 months																																														
Permanent capacity methodology - evaluate (including permables)	2 months																																														
Portable strategy - develop guidelines	3 months																																														
Consolidation criteria	3 months																																														
Review current Board policy and FMP criteria																																															
Prepare policy recommendations for the Board																																															
Board Approval of FMP	2 months																																														
ED SPECS REFINEMENT (fine tuning & incorporation of Athletics, CTE & Fine Arts M.P. elements)	9 months																																														
Procure consultant for Ed Specs refinement	4 months																																														
Board authorization of contract	1 month																																														
Refine Ed Specs	6 months																																														
Board approval of Ed Specs	2 months																																														
FMP UPDATE (MAJOR - TO PREPARE FOR NEXT BOND)	XX months																																														
Demographic reports - review throughout process	XX months																																														
Campus master plans	12 months																																														
Procure campus master plans																																															
Board authorization of contract(s) for campus master planning																																															
Data collection and synthesis for master plans																																															
Develop campus master plans																																															
Planning partners	5 months																																														
Procure FMP planning partner																																															
Procure FCA/ESA and bond planning partner																																															
Board authorization of contracts for FMP and bond planning partners																																															
FCA/ESA data	10 months																																														
FCA and ESA data collection and analysis																																															
Campus validation of FCA/ESA data																																															
FCA and ESA data finalized																																															
Draft FMP campus recommendations - engagement and refinement	3 months																																														
Draft FMP document finalized	1 month																																														
Board Approval of FMP	2 months														</																																