



Facilities and Bond Planning Advisory Committee

April 13, 2017

6:00 PM

Murchison Middle School, Cafeteria
3700 N Hills Drive, Austin TX 78731

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 Meeting Minutes (March 7, 8 and 21)	6:15 PM	9
4.	Update from April 3 Special Board Meeting	6:20 PM	9, 10
5.	Presentation on Legal Parameters around Bond Planning	6:30 PM	9, 10
6.	Discussion on Bond Planning Process and Approach	7:00 PM	9, 10
7.	Update on Educational Specifications Process	8:00 PM	9, 10
8.	Update on Portable Study	8:15 PM	9, 10
9.	Discussion of Committee Operations, Future Meetings Dates, Locations and Agenda Items	8:35 PM	9, 10
10.	Adjourn	8:45 PM	

*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](#), 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

Tuesday, March 7, 2017

5:30 p.m.

Covington Middle School, Cafeteria
3700 Convict Hill Road, Austin, TX 78749

MEETING MINUTES

IN ATTENDANCE:

Committee Members: Kristin Ashy, Michael Bocanegra, Leticia Caballero, Cherylann Campbell, Rich DePalma, Gabriel Estrada, Roxanne Evans, Paulette Gibbins, Mark Grayson, Dusty Harshman, Marguerite Jones, Jennifer Littlefield, Scott Marks, Cynthia McCollum, Rick Potter, Joe Siedlecki, Tali Wildman

AISD Trustees: Yasmin Wagner

Staff: Paul Cruz, Nicole Conley, Edmund Oropez, Asha Dane'el, Kevin Schwartz, Paul Turner, Beth Wilson, Melissa Laursen, Marc Brewster, Lydia Venegas, Julia Maldonado, Celso Baez, Chaneel Daniels, Christian Clarke Casarez, Sandra Creswell, Terrance Eaton, Lisa Goodnow, Chelsea Brass, Craig Shapiro, Gordon King, Scott Whitehurst, Shannon Sellstrom (Covington Principal)

Consultants: Beth Penfield, Greg Smith, Chris Dunlavey, Chris Allen, Kirby Thomas

Visitors: List of visitors is attached.

1. Call to order and Overview of Meeting Goals (5:50 PM)

Tri-chair Cherylann Campbell called the meeting to order at 5:50 PM and stated the meeting goals.

Trustee Yasmin Wagner was acknowledged.

2. Citizens Communication

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

Rosedale parent – Discussed 3 main points 1) Vision – Rosedale is a unique campus; the school has a vision group to study other facilities that serves students' needs similar to Rosedale; 2) Process – keep in mind that revisions to the Ed Specs should align with future budgets; and 3) Community – the middle school at Mueller should include opportunities for community overlap and engagement.

LASA alumni – Vanderbilt University freshman; the best thing for LASA is to expand its capacity; the current limited capacity could keep qualified students from attending LASA.

LASA parent – need a central location; current 11th grader has a 3-hour bus ride every day, resulting in a 14-hour day when he has after-school activities; need a more equitable location so more students have the ability to attend LASA.

Original LC Anderson alumni – the alumni association developed three proposals for FABPAC and Board consideration; the building should be utilized to enhance the neighborhood and bring the community together; it should continue to serve east Austin; the building means something to the alumni.

LASA parent – proud of LASA, it is a jewel in AISD’s crown and an example of academics; school is in demand, but there is not enough space to accommodate all of the qualified students; LASA should be relocated to a site that equalizes the burden of community; there is demand for LASA to grow; it should be its own campus.

LASA parent – lives in southwest Austin; some Martin students were accepted into LASA, but do not know if they will attend due to the travel time; need a more centrally located campus that will allow LASA to grow.

3. Approval of Minutes (2/6/2017, 2/7/2017, and 2/15/2017)

The minutes from February 6, February 7 and February 15, 2017 were approved as presented.

4. Update on March 6, 2017 Board Work Session

Dr. Paul Cruz (Superintendent) thanked the FABPAC for all of their work over the past year and a half on the Facility Master Plan (FMP) Update. Additionally, Dr. Cruz commended the committee on their extensive community engagement efforts, which resulted in changes to the FMP recommendations based on Board and community feedback. He further stated that one recommendation would go to the Board; there would not be a separate Administrative recommendation.

Nicole Conley (Chief Financial Officer) noted the key takeaways/questions from the March 6 Board Work Session:

- What will the Board be approving? What are the components of the FMP?
- What will be included in the FMP regarding the ten RFP properties?
- How will the departmental needs and initiatives be layered into the FMP? Would like to see more visioning from these departments.
- How can the district use public/private partnerships to leverage its assets?
- Will permanent capacity change as district staff is moved into under-enrolled schools?
- How was the community feedback used?
- How is the Boundary Advisory Committee linked into the FABPAC’s process?
- How will administrative space be incorporated into the FMP?
- What is the consolidation criteria and process?

- How does a new middle school at Mueller impact the surrounding middle schools?
- What is the impact to LBJ if LASA is relocated?
- What is the district’s commitment for early childhood?

Nicole Conley suggested that FABPAC reach out to their trustees to further discuss the facility master planning process in preparation of upcoming board meetings to discuss and adopt the FMP Update.

5. Discussion and Feedback from February 13, 2017 Board Work Session and Community Collaboration Series #4, including Potential Revisions to FMP Recommendations and Sequencing

There were over 600 participants at the seven Community Collaboration Series #4 meetings that took place February 21 – March 2. FABPAC members facilitated discussions with the community around four main topics:

- Demographics and Boundaries
- Consolidations
- Facility Master Plan/Modernization
- Departmental Needs

A memo was shared with the committee that highlighted comments and questions received from the community during Series #4. The FABPAC discussed this feedback, as well as the feedback received from the Board at its February 13 Work Session. Specific topics discussed included:

Consolidation Criteria and Timeline

FABPAC agreed on revisions to the consolidation criteria. First, a new criterion was added to Round 1 to determine if there is a viable boundary solution. Second, it should be made clear that all four of the Round 1 criteria should be satisfied for a school to be considered for consolidation.

A consolidation review timeline was discussed by the FABPAC, to be incorporated into the Draft FMP Update.

Under-enrollment Status and Target Utilization Plan

Two new concepts, under-enrollment status and target utilization plan (TUP) were developed by several FABPAC members for consideration. It was explained that the “repurpose” symbol on the school one-pagers would be replaced with a new symbol “under-enrollment status”. Schools with this symbol would be placed on a target utilization plan, with the spirit being that the schools could be proactive in trying to bring their enrollment into the target utilization (75-115% of capacity). There was a discussion on whether the TUP process would affect the commitment to modernize a school prior to consolidation. Nicole Conley suggested not knowing if a school is planned for consolidation during the bond planning may impact the district’s ability to fully modernize the receiving school prior to consolidation.

FABPAC agreed with the concept of the target utilization plan, and will discuss it in more detail at a future meeting.

Sanchez Elementary

FABPAC discussed whether the timeframe for Sanchez should move from years 1-6 to 6-12, if the Alternative Learning Center is no longer an option for the Sanchez site. FABPAC tabled this discussion until the options for ALC can be discussed.

Ridgetop Elementary

The FABPAC's recommendation to consolidate Ridgetop into Reilly was discussed. One member pointed out that Ridgetop does not meet the consolidation criteria, and therefore should not be considered for consolidation. This was acknowledged, and it was explained the rationale for the consolidation was to relieve overcrowding at Ridgetop caused by the successful dual language program, and to allow the program to grow at an expanded Reilly facility. It was also mentioned that the two-way dual language program at Ridgetop could benefit from the higher percentage of English Language Learners in the Reilly attendance area. Dr. Cruz discussed feedback received from a meeting with the Ridgetop community. There are the parents who live in the neighborhood who want to preserve the neighborhood school; while there are parents of transfer students who want to preserve the two-way dual language program. Some parents have expressed concern that the integrity of the two-way dual language program will be diminished if it is relocated into another school where there are multiple languages incorporated into the programming.

FABPAC discussed whether a "wall to wall" two-way dual language program could be placed at a school without attendance boundaries that allows for 100% transfers. Should the district consider establishing two-way dual language HUBs throughout the district?

Options discussed:

- Keep the current recommendation to consolidate Ridgetop into Reilly and repurpose Ridgetop.
- Consolidate Ridgetop into Reilly, and repurpose Ridgetop as a 100% transfer two-way dual language program.
- Move the Ridgetop two-way dual language program into Sanchez.
- Do not consolidate Ridgetop into Reilly, maintain the status quo.

FABPAC changed their recommendation for Ridgetop to continue the status quo, and based on the facility condition and educational suitability assessments, a renovation project for Ridgetop should occur in years 12-25. Additionally, it was recommended that Ridgetop limit their transfers to align with the target utilization range of 75-115%, and avoid overcrowding and the reliance on portables.

Alternative Learning Center/Original Anderson High School

FABPAC discussed its recommendation to relocate the ALC program to the Sanchez elementary school site. As part of the discussion, FABPAC members considered feedback provided by the

Original L.C. Anderson Alumni Association. Two proposals were submitted by the Alumni Association 1) utilize the facility to create a centralized location to house Career and Technical Education (CTE) programs; and 2) utilize the facility to create Fine Arts programs offerings. Furthermore, both proposals included dedicated space to support surrounding community needs; historical designation; and relocation of the ALC program.

The FABPAC changed its recommendation to co-locate the ALC program with a professional development center (option 1), or a CTE HUB (option 2). In addition, the Original Anderson HS should be honored.

LASA

The FABPAC discussed its recommendation to support the program expansion by relocating the program to an existing AISD or new centrally located site for 1,500 – 1,600 capacity. One member suggested revising the language to state “more centrally located”.

The FABPAC voted on the following options:

- Keep current recommendation with the slight revision of “more centrally located” **(10 voted in favor)**
- Re-open the discussion on whether LASA should be relocated (5 voted in favor)

6. Update on Educational Specifications Process

Item not discussed.

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

- March 8 – FABPAC meeting
- March 20 – Special Board Meeting
- March 21 – FABPAC meeting
- March 27 – Regular Board Meeting

8. Adjourn (9:38 PM)

**FACILITIES AND BOND PLANNING ADVISORY COMMITTEE
CITIZENS' COMMUNICATION SIGN-IN SHEET**

TO SPEAK

COMPLETE ATTACHED SPEAKER CARD

GIVE TO COMMITTEE MEMBER

March 7, 2017

	<u>NAME</u>	<u>SCHOOL AFFILIATION</u>
1.	Chad Johnson	Rosedale
2.	Sam Zern	LASA
3.	Anne Marie Read	LASA
4.	Estelle Brooks	Original Anderson
5.	Cristina Adams	LASA

6. ~~Bob~~ Rachael Steyaert

7. Melanie Plowman

8. Liz Plachta

LASA

LASA

Cowan

FACILITIES AND BOND PLANNING ADVISORY COMMITTEE
VISITOR SIGN-IN SHEET

March 7, 2017

	<u>NAME</u>	<u>SCHOOL AFFILIATION</u>
1.	Rachael Steyarent	LASA
2.	Amanda (Liz) (L)	LASA
3.	Joy Wallace	LASA/Corzycki/Mrill's
4.	Diane Crawford	Covington
5.	Melanie Plowman	LASA
6.	Christina Adams	LASA
7.	Annemarie Koed	LASA
8.	Ann Phipps	LASA
9.	Sam Zern	LASA
10.	Heather Bristol	Covington
11.	Karen Harris	Covington
12.	Jennifer Printz	Cowan
13.	NIKKI ZERN	LASA
14.	Hannah Wolniewitz	Cowan/Covington
15.	Jill Cisneros	Cowan

FACILITIES AND BOND PLANNING ADVISORY COMMITTEE
VISITOR SIGN-IN SHEET

March 7, 2017

	<u>NAME</u>	<u>SCHOOL AFFILIATION</u>
1.	Taye Olivas	Cowan
2.	Jon-Michael Rogers	Cowan
3.	Lauren Rogers	Cowan
4.	Tim Plachita	Cowan
5.	Liz Plachita	Cowan
6.	Dawn Pipet	Covington M.S.
7.	Niki Vauhona	LASA
8.	Sandra Gresswell	CAC
9.	Jan Haas	Covington MS
10.	Hannah Powers	Covington MS
11.	Alison Guckenberger	CASA / Lemark
12.	Sondra Marks	LASA
13.	Jennifer Pace	Joslin
14.	Yolanda Torres	LASA
15.	Eric Ramirez	Mertis

FACILITIES AND BOND PLANNING ADVISORY COMMITTEE
VISITOR SIGN-IN SHEET

March 7, 2017

	<u>NAME</u>	<u>SCHOOL AFFILIATION</u>
1.	Wanda Flowers	Citizen
2.	Carla Gregg Seals	Alumni Old Anderson
3.	Nancy Thompson	Alumni old Anderson
4.	Barbara Speers-Ciribett	Alumni old Anderson
5.	Jacquelyn Hawkins	LAASA
6.	Mary Treutham	LAASA
7.	LoDenna Massiah	LAASA / Community
8.	ASNTAY FURNARDON	COA - MPT TOWN'S OFFICE
9.	Adolphus Ande	
10.	Thany Echimere	Bowie
11.	Gabriela M. Vasquez	LAASA
12.		
13.		
14.		
15.		



Facilities and Bond Planning Advisory Committee

Wednesday, March 8, 2017

5:30 p.m.

Carruth Administration Center, Board Auditorium

1111 West 6th Street, Austin, TX 78703

MEETING MINUTES

IN ATTENDANCE:

Committee Members: Leticia Caballero, Cherylann Campbell, Rich DePalma, Gabriel Estrada, Roxanne Evans, Paulette Gibbins, Dusty Harshman, Marguerite Jones, Jodi Leach, Jennifer Littlefield, Scott Marks, Cynthia McCollum, Rick Potter, Joe Siedlecki, Tali Wildman

AISD Trustees: Edmund T. Gordon, Yasmin Wagner

Staff: Paul Cruz, Nicole Conley, Edmund Oropez, Asha Dane'el Kevin Schwartz, Paul Turner, Beth Wilson, Melissa Laursen, Marc Brewster, Chaneel Daniels, Gilbert Hicks, Sandra Creswell, Terrance Eaton, Lisa Goodnow, Gloria Williams, Thyrun Hurst, Leal Anderson, Gordon King, Don Haynes, Patricia Moreno, Mary Angel

Consultants: Matias Segura, Drew Johnson, Angela Whitaker-Williams

Visitors: List of visitors is attached.

1. Call to order and Overview of Meeting Goals (5:38 PM)

Tri-chair Cherylann Campbell called the meeting to order at 5:38 PM and stated the main goals of the meeting.

Trustees Yasmin Wagner and Edmund T. Gordon were acknowledged.

2. Citizens Communication

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

LBJ/LASA stakeholder – opposes the relocation of LASA from the LBJ campus; aware of the students plan for LASA/LBJ; concerned about what will happen to LBJ if LASA relocates; how will the Career Launch program remedy the under-enrollment at LBJ; requested that FABPAC reconsider the relocation of LASA.

LASA parent – supports the relocation of LASA from the LBJ campus to a more central, stand-alone facility; even though LASA has an unsatisfactory educational suitability score, they are still turning

away qualified applicants; students attending LASA come from all areas of the district; LASA is working on increasing its diversity and has a program to mentor 8th graders from Title 1 schools.

3. Discussion of Departmental Needs and Initiatives, specifically, but not limited to: Athletics, Career and Technical Education, Fine Arts, and Technology

The Departmental Needs subcommittee requested an additional presentation from Athletics, CTE, Fine Arts, and Technology to gain a better understanding of the strategic vision of these departments. The department leads presented the following information in relation to their strategic vision.

Athletics

Strategic Vision: to reinvent the urban school experience by providing opportunities for teaching, learning, and growing in all student athletes through the development of the athletic programs in all of our schools.

1. Rebuild the three regional stadiums through a phased approach.
2. Build a new F.A.S.T (Fitness, Athletics, Swim, Technology and Training) Center in north, central and south Austin.
3. Partner with the community and surrounding businesses on use and marketing agreements.
4. Generate revenue for the maintenance of scoreboards through advertising.
5. Build mini-regional stadiums to seat approximately 5,000 – 7,000 in the north and south at select high school campuses.

FABPAC discussed the need for regional stadiums, the number of desired seats, and estimated cost. FABPAC recommended the FMP Update include a statement that a master plan be developed for athletics. In addition, funding for the master plan should be considered during bond planning.

Career and Technical Education

Strategic Vision: provide students with the academic knowledge and technical skills needed for successful, high paying careers. Regardless of what is in store for them after high school – a community college, a university, the military or a job - today's CTE students are developing the skill and habits that will get them started on their career paths.

1. Build flexible, specialized Career Centers that are conveniently located in two regions of the District to provide increased access to CTE program space that can adapt to the inevitable changing CTE curriculum in the next 25 years.
2. Update existing high school labs and specialized CTE spaces to be in alignment with certifications and college credits to meet educational goals.
3. Engage in community partnerships to help build ownership of these programs in Austin ISD among internal and external stakeholders.

CTE staff explained that introductory courses can remain at the high school campuses, but the equipment required for the advanced level course work would be better suited at a regional HUB. Some equipment could be relocated from the high school campuses to a regional HUB, while other equipment would need to be newly purchased. The FABPAC discussed whether regional HUBS could be located at under-enrolled high schools. FABPAC recommended the FMP

Update include a statement that a master plan be developed for CTE. In addition, funding for the master plan should be considered during bond planning.

Fine Arts

Strategic Vision: a fine arts education is essential for the development of the whole child. The arts provide students with unique experiences that allow them to explore their passions, maximize their creativity and critical thinking skills, and learn valuable lessons about self-motivation, dedication, team work, and communication.

1. Create a new performing arts center in the south part of the District to provide increased regional access to performance spaces for AISD students.
2. Update existing performing arts spaces at campuses to create equitable access for all AISD students.
3. Create fine arts academies on select campuses for students to have the opportunity to pursue unique experiences in arts-rich education that will better prepare students to pursue the arts in higher education and beyond.

The FABPAC discussed whether fine arts HUBS could be incorporated into middle school or high school campuses. FABPAC recommended the FMP Update include a statement that a master plan be developed for fine arts. In addition, funding for the master plan should be considered during bond planning.

Technology

Strategic Vision: provide students, teachers, administrators, and staff the best possible technological learning and working environments possible.

Five things to look for in technology:

1. Facilitates research and content delivery.
2. Supports ideation, creation, and iteration.
3. Serves as a stage for demonstration of mastery and as a publishing platform.
4. Solves learner challenges, such as language, special education, location, or time.
5. Improves equity, in technology access and in general.

The FABPAC discussed that it is essential the education of teachers be included in the technology plan. FABPAC recommended that a component on technology be included in the FMP Update.

4. Discussion of FMP Recommendations, Sequencing, and Draft Facility Master Plan Document

Target Utilization Plan

The FABPAC continued its discussion on a new concept, Target Utilization Plan. It was suggested that the concept be included in the FMP Update, but the details should be further vetted. There was discussion whether the new symbol “under-enrolled status” be applied to all under-enrolled schools or only those five that are recommended for consolidation. Consensus was achieved to place the under-enrolled status only on Brooke, Dawson, Joslin, Norman, and Sanchez. Additional schools may be designated as an under-enrolled status in the fall of 2017 when enrollment data is available. The committee also discussed that language be added to the vertical team one-pagers to

acknowledge that the Board can take action to consolidate a school at any time. After a lengthy discussion, the FABPAC recommended the following:

Vertical Team One-Pagers:

- Change the icon for Dawson, Joslin, Brooke, Norman, and Sanchez to “under-enrolled status”
- Add new language for the five schools listed above to state “A Target Utilization Plan is recommended for this school community to address the pattern of declining enrollment below 75%. FABPAC recommends AISD develop a structured process with interim milestones and data to support campus’ efforts to grow enrollment and/or address M&O gaps.”
- Keep the historical context “that if a consolidation occurs...”

Draft Facility Master Plan Update:

- Include consolidation criteria.
- Instead of the statement that all receiving schools will be modernized first, the FMP Update should state that ideally, the receiving schools would be modernized first.
- Include the enrollment/population chart that shows the 2014, 2015, and 2016 enrollments; and current and projected populations for each school.
- Include an overview of the Target Utilization Plan.

Alternative Learning Center (ALC)/Original Anderson High School

The committee re-discussed the language to be included on the one-pager and recommended:

- Explore redevelopment options for the Original Anderson HS site through a solicitation process that could include the possibility of public private partnerships. Efforts would seek to preserve the historical nature of the site, include Original Anderson alumnae in the selection of an option for the possible redevelopment of the site, and improve the programming services for current ALC students whether they continue to be served on the site or relocated.

LASA

The tri-chairs requested that the committee write down their rationale for their vote on LASA on March 7, 2017.

Middle school at Mueller

Previously, the FABPAC had discussed the potential impact of a new middle school at Mueller to the other middle schools in the area. To aid with this discussion, Beth Wilson (Assistant Director of Planning) provided information on the number of students residing in the old Pearce and Garcia attendance areas, and where they are enrolled. Of the 1,146 students residing in the old attendance areas, 734 are enrolled at Garcia YMLA or Sadler Means YWLA; 269 are enrolled at the alternate assignment (Dobie, Lamar, Martin, or Webb); 23 to other middle schools; 109 at a magnet

program; and 11 stayed at their elementary school with a 6th grade. In school year 2015-16, there were 491 5th grade students in the old attendance area; compared to school year 2016-17, there were 403 6th grade students in the old attendance area, resulting in a loss of 88 students from 5th to 6th grade. Assumptions were also provided regarding the potential impact to Dobie, Lamar, Martin and Webb.

Using this data, and previous information provided by committee member, Dusty Harshman, the FABPAC voted to:

- Keep the existing recommendation for a new school located at the Mueller development; include a planned capacity of 800; state the need for a possible purchase of additional acreage; and explore co-location opportunities for Rosedale. **(13 voted in favor)**

The tri-chairs requested that the committee write down their rationale for their vote.

Garcia YMLA/Sadler Means YWLA

To support the leadership academies, the FABPAC recommends that the district provide transportation to all enrolled students. In addition, the permanent capacity at Sadler Means should be reduced due to an unusable portion of the building, and at Garcia due to the relocation of the Technology Department.

Sanchez

Due to ALC no longer being considered for relocation to Sanchez, FABPAC recommended to change timeframe from 1-6 years to 6-12 years to align with its facility condition and educational suitability assessment scores.

Murchison MS

FABPAC briefly discussed the planned capacity of 1,700, and based on feedback from the community and school leadership did not recommend any changes.

Baranoff/Cowan/Kocurek

The committee recommends that the Boundary Advisory Committee explore boundary changes for this region of the district.

FMP Roadmap

The committee discussed whether to keep the 1-12 year timeframe category on the FMP Roadmap. After a discussion, the FABPAC recommended:

- Keep the 1-12 year timeframe category for those schools with an FCA between 30 and 39, and larger projects that require phasing such as Bowie and Murchison.
- ALC should be included in years 1-6 as a targeted project.
- Martin should be included in years 1-6 with an asterisks as to the rationale of being a pilot school.

- Add a note to the Roadmap stating that additional projects will be determined during bond planning, which will also address regional equity.

5. Update on Collaboration Efforts between Austin ISD and City of Austin in Relation to the Facility Master Planning Process

Item not discussed.

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

- March 8 – FABPAC meeting
- March 20 – Special Board Meeting
- March 21 – FABPAC meeting
- March 27 – Regular Board Meeting

7. Adjourn (9:58 PM)

FACILITIES AND BOND PLANNING ADVISORY COMMITTEE
CITIZENS' COMMUNICATION SIGN-IN SHEET

TO SPEAK

COMPLETE ATTACHED SPEAKER CARD

GIVE TO COMMITTEE MEMBER

March 8, 2017

	<u>NAME</u>	<u>SCHOOL AFFILIATION</u>
1.	Jacquelyn Hawkins	LBJ/LASA ✓
2.	Gabriela Vasquez	LASA ✓
3.	BA	
4.		
5.		

Only time ^{6.} 7.
 allotted

FACILITIES AND BOND PLANNING ADVISORY COMMITTEE
VISITOR SIGN-IN SHEET

March 8, 2017

	<u>NAME</u>	<u>SCHOOL AFFILIATION</u>
1.	Carla Gregg-Sluts	
2.	Jeffrey K. Richards	Bowie Free
3.	Traci Hendrix	ALD CTR
4.	Gabriela M. Vasquez	LASA
5.	Sam Cox	ASPACE CTE
6.	Birukava Spears-Corbett	
7.	Yolanda Torres	LASA
8.	Ann Phillips	LASA
9.	Richard Fairley	Anderson
10.	Chris Farley	CRUICKETT
11.	Christina Clark-Cisneros	CTD
12.	Len Wallace	LASA/Garycki/Mills
13.	Thelma Williams	OKLA
14.	Allison Guckemburger	LASA
15.	Matthew Markert	Bowie

FACILITIES AND BOND PLANNING ADVISORY COMMITTEE
VISITOR SIGN-IN SHEET

March 8, 2017

	<u>NAME</u>	<u>SCHOOL AFFILIATION</u>
1.	Melanie Plummer	LISA
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Facilities and Bond Planning Advisory Committee

Tuesday, March 21, 2017

5:30 p.m.

Baker Center, Cafeteria

3908 Avenue B, Austin, TX 78751

MEETING MINUTES

IN ATTENDANCE:

Committee Members: Kristin Ashy, Michael Bocanegra, Leticia Caballero, Cherylann Campbell, Rich DePalma, Gabriel Estrada, Roxanne Evans, Paulette Gibbins, Mark Grayson, Marguerite Jones, Jodi Leach, Jennifer Littlefield, Scott Marks, Cynthia McCollum, Rick Potter, Tali Wildman

AISD Trustees: Edmund T. Gordon, Julie Cowan, Amber Elenz, Yasmin Wagner, Cindy Anderson

Staff: Paul Cruz, Nicole Conley, Edmund Oropez, Asha Dane'el, Paul Turner, Beth Wilson, Melissa Laursen, Felipe Romero, Marc Brewster, Julia Maldonado, Chaneel Daniels, Gilbert Hicks, Sandra Creswell, Terrance Eaton, Lisa Goodnow, Craig Shapiro, Gloria Williams, Thyrun Hurst, Gordon King, Amanda Ortiz

Consultants: Beth Penfield, Greg Smith, Chris Dunlavey, Drew Johnson

Visitors: List of visitors is attached.

1. Call to Order and Overview of Meeting Goals (5:44 PM)

Tri-chair Cherylann Campbell called the meeting to order at 5:44 PM and stated the main goals of the meeting.

Trustees Yasmin Wagner, Edmund T. Gordon, Cindy Anderson, Amber Elenz, and Julie Cowan were acknowledged.

2. Citizens Communication

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

Original L.C. Anderson Alumni – appreciative of the opportunity to provide input; would like to see both an educational and community purpose for the Original L.C. Anderson HS building; the alumni association sent a proposal to the FABPAC for consideration; would like to see an investment in the facility in years 1-6.

3. Budgetary Impacts of FMP Recommendations

Nicole Conley (Chief Financial Officer) provided a presentation on the budgetary impacts of the Facility Master Plan recommendations. Key takeaways from the presentation included:

- An estimated \$37 million for additional M&O expenses for projects slated for years 1-25.
- Two ways to increase the budget 1) WADA (weighted average daily attendance); and 2) tax rate increase.
- Next school year, if there are no changes, the district will have a budget shortfall of \$25 million. This does not take into account any adjustments for salaries.
- The budget is currently unbalanced, and there will be additional pressures with new schools coming online.
- District currently has nearly \$3 billion in deferred maintenance needs.
- The district has a fund balance, but there is a policy in place that the district cannot spend down below 20%. The district's interest rate on bonds would be affected if the bond ratings were to change.
- The district brings in about 40 cents on the dollar due to recapture. The increase in recapture is more than what the district receives in new revenue.

FABPAC members had a lengthy discussion about the presentation and expressed the need to be able to discuss this information with their communities, and requested that staff prepare information that can be easily explained and shared.

4. Discussion of Potential Revision to the Draft Facility Master Plan Update

The FABPAC reviewed the March 8 draft minutes as it pertained to the target utilization plan and under-enrollment status. The tri-chairs wanted to ensure that FABPAC, consultants and staff had clarity on the FABPAC's recommendation.

Committee members discussed the timing of being placed on a target utilization plan and when to apply the consolidation criteria. Members expressed concern that some campuses may not be equipped with the resources to implement a target utilization plan, and suggested the district provide extra support to these campuses. A question was raised on how the district will support campuses on a target utilization plan, with limited funding. One member suggested that the vertical team one-pager include a TUP symbol, rather than the under-enrolled status symbol because there are twenty-three (23) schools that are under-enrolled, while only five schools being considered for a TUP. After a lengthy discussion, the FABPAC made several recommendations for the FMP Update.

The following changes were approved for the FMP Update and Executive Summary **(13 in favor of changes and 1 abstention)**

Executive Summary

“Additionally, this document identifies under-enrolled schools to participate in the creation of a Target Utilization Plan (TUP) to raise enrollment through a process of review, strategy development and implementation, possibly avoiding the need for consolidation.”

Chapter 3 – Target Utilization Plan

“A Target Utilization Plan is recommended for school communities to address the pattern of declining enrollment below 75%. The purpose is to encourage and support efficient utilization of school facilities so communities have more real-time information, involvement in and understanding of the status of their schools. This also will allow time to address and assess under-enrollment in a proactive manner.

As such, AISD is developing a structured process with milestones and data to support campus’ efforts to grow enrollment and this process will be vetted with District and school leadership.

The Target Utilization Plan is a new concept developed during the 2016-17 FMP Update process. In the fall of 2017, additional schools may be identified for a Target Utilization Plan.”

Chapter 3 – School Consolidation Criteria

“While the focus of this FMP Update is on the long-term modernization of AISD’s school facilities, there are elements within the Guiding Principles that require consideration of possible school consolidations. Put simply, the principles of Optimal Utilization, Protection of Financial Investment, and Equity in Facilities all suggest that there may be certain conditions such as under-enrollment, under which the District should consider whether to maintaining academic programs in two or more separate school facilities or consolidate them into a smaller number of facilities. Thus, in order to optimize the opportunities for all students to learn in fully modernized environments as quickly as possible and with the most efficient investment of District funds, this FMP Update recognizes that some school consolidations must be considered.

Accordingly, the FABPAC and the Planning Team developed specific criteria for the evaluation of which schools should be considered for potential consolidations. Ideally, no school will be consolidated into another unless and until the facility receiving students has been fully modernized.

The criteria for evaluating potential consolidations were divided into three tiers, each of which were considered in succession. Only schools that meet the criteria in all three tiers should be considered for consolidation and repurposing of the facility.

The FABPAC recommends that AISD develop a transition plan for any future resulting consolidation that considers staffing, programming, and other needs.

The District has the responsibility to respond to financial or physical building hardships and reserves the right to consolidate any schools at any time regardless of status as needed to respond to

circumstances such as budget shortfalls due to funding issues including failure of bonds and modifications of state or Federal funding guidelines or facility condition.”

Vertical Team One-Pagers

- Change the symbol from under-enrolled status to target utilization plan on the Brooke, Dawson, Joslin, Norman, and Sanchez one-pagers. **(Unanimous vote in favor)**
- LBJ – change timeframe to 1-12 years due to the relocation of LASA. **(10 in favor; 3 against)**
- New middle school at Mueller - discussed the first paragraph on whether to remove it or keep it.

“After re-evaluation of the single gender schools, Sadler Mean YWLA and Gus Garcia YMLA, AISD will review demographics and enrollment trends to analyze needs of a future co-ed middle school at the 10-acre Mueller Development site available to AISD. Additionally, AISD will review the impact to the existing co-ed middle schools located in the region: Dobie, Lamar, Martin, and Webb. A new boundary will be needed as well as the purchase of additional acreage at the Mueller Development site.” **(7 in favor to keep; 8 against)**

FABPAC discussed replacing the existing first paragraph with the following amended paragraph.

“AISD will review demographics and enrollment trends to analyze needs for a future co-ed middle school at the 10-acre Mueller Development site available to AISD. During this review, AISD will evaluate the potential impacts to the existing middle schools located in the region: Sadler Means YWLA, Garcia YMLA, Dobie, Lamar, Martin, and Webb.” **(13 in favor of amended paragraph; 1 abstention)**

5. Update on FMP Related Projects

Paul Turner provided a brief update on the RFP process for the ten properties, and stated that the process is still underway, and an Executive Session of the Board is scheduled for April 10.

Tri-chair Cherylann Campbell provided an update on a meeting with the City of Austin regarding CodeNEXT. An important message received from the city staff was that even though CodeNEXT will include zoning changes to allow for additional residential construction, it is not yet known whether the new residential units will increase student enrollment.

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

- March 27 – Board Meeting
- April 3 – Special Board Meeting and Public Hearing
- April 13 – FABPAC meeting

7. Adjourn (9:33 PM)

**FACILITIES AND BOND PLANNING ADVISORY COMMITTEE
CITIZENS' COMMUNICATION SIGN-IN SHEET
TO SPEAK**

**COMPLETE ATTACHED SPEAKER CARD
GIVE TO COMMITTEE MEMBER**

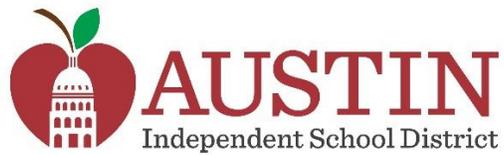
March 21, 2017

	<u>NAME</u>	<u>SCHOOL AFFILIATION</u>
1.	Lacey Thompson	Old Anderson
2.		
3.		
4.		
5.		

FACILITIES AND BOND PLANNING ADVISORY COMMITTEE
VISITOR SIGN-IN SHEET

March 21, 2017

	<u>NAME</u>	<u>SCHOOL AFFILIATION</u>
1.	Nancy Thompson	Old Anderson
2.	Ann Phipps	LASA
3.	Estelle Brooks	Old Anderson
4.	Donald Thompson	Old Anderson
5.	Barbara Corbett	Old Anderson
6.	Melanie Plowman	LASA
7.	Amber Weksn	Maplewood
8.	Lori Wallace	LASA / Mills / Gorzycki
9.		
10.		
11.		
12.		
13.		
14.		
15.		



April 3, 2017 Special Board Meeting - FMP amendments that passed

The FMP Update Recommendation section of the FMP shall include new language that reads:

- The construction of a Northeast Austin middle school at Mueller be moved from years 1-12 to years 1 – 6.
- The original L.C. Anderson needs to be rebuilt, restored and repurposed to house a variety of academic programs and comprehensive afterschool tutoring programs for surrounding schools. It should also contain space for community activities commemorating the building's previous life as the center of Austin's African American community and prioritized in years 1-6.
- Any campus that is placed on a TUP and that is under-enrolled shall receive priority in Standard Automatic Measures (SAMs) including but not limited to 1) priority in communication and marketing and 2) resources and support.
- In consideration of future consolidations or closures, the district will first give consideration to whether a campus has been recognized by TEA the preceding year for academic excellence or progress in closing the academic achievement gap in its criteria.

School Bond Elections

* * * * *

Legal Considerations

ANDREWSKURTH
KENYON

andrewskurthkenyon.com

Legal Considerations to be Covered in this Briefing:

- Permitted Purposes for School Building Bonds
- Proposition Language
- Political Advertising
- Calendar

Permitted Purposes for School Building Bonds

Capital expenditures:

- acquisition, construction, renovation, rehabilitation and improvement of school buildings
- equipping school buildings, including technology
- purchase of sites for school buildings
- purchase new school buses

Capital expenditure: must provide an asset with a useful life of more than one year

Permitted Purposes for School Building Bonds

Bond proceeds cannot be used for non-capital expenditures such as:

- salaries
 - Exception: Bond proceeds may be used to pay salary of District employee who will be responsible for management, oversight and scheduling of work on projects being financed with bond proceeds
- utility services
- office supplies
- other similar operational expenses

School Building Bond Propositions - General

PROPOSITION

Shall the Board of Trustees of the District be authorized to issue bonds of the District, in one or more series or installments, in the amount of \$XXX,XXX,XXX for the construction, acquisition and equipment of school buildings in the District (including the rehabilitation, renovation, expansion and improvement thereof), the purchase of the necessary sites for school buildings, and the purchase of new school buses, which bonds shall mature, bear interest and be issued and sold in accordance with law at the time of issuance; and shall the Board be authorized to levy and pledge, and cause to be assessed and collected, annual ad valorem taxes on all taxable property in the District sufficient, without limit as to rate or amount, to pay the principal of and interest on the bonds, and the costs of any credit agreements (including credit agreements executed or authorized in anticipation of, in relation to, or in connection with the bonds), all as authorized by the Constitution and laws of the State of Texas and the United States of America?

School Building Bond Propositions - Specific

PROPOSITION No. 1

[New School Buildings]

Shall the Board of Trustees of the District be authorized to issue bonds of the District, in one or more series or installments, in the amount of \$XXX,XXX,XXX for the construction, acquisition and equipment of school buildings in the District, including high school and elementary school buildings, which bonds shall mature, bear interest and be issued and sold in accordance with law at the time of issuance; and shall the Board be authorized to levy and pledge, and cause to be assessed and collected, annual ad valorem taxes on all taxable property in the District sufficient, without limit as to rate or amount, to pay the principal of and interest on the bonds, and the costs of any credit agreements (including credit agreements executed or authorized in anticipation of, in relation to, or in connection with the bonds), all as authorized by the Constitution and laws of the State of Texas and the United States of America?

Political Advertising: No Public Funds or Resources

- Public funds cannot be used to pay for political advertising.
- A school district may not knowingly authorize use of district's resources for political advertising
 - Cannot use district facilities to email political advertising
 - District employees may not create or distribute political advertising while on the clock

Political Advertising: No Public Funds or Resources

- District funds and/or resources may not be used to advocate for or against propositions.
- District officials and employees may not advocate for propositions using district resources.
- A district trustee may take a position on a measure, as long as he/she does not use district resources.

Political Advertising: No Public Funds and Resources

- Prohibition does not apply to a communication that factually describes the purposes of a measure.
- It's okay to use district resources to produce explanatory material describing the purpose of a measure.
- Information must not be sufficiently substantial and important, such that it would be reasonably likely to influence a voter to vote a certain way

Texas Ethics Commission

- Texas Ethics Commission administers laws, rules and regulations governing political advocacy
- TEC provides guidance through formal opinions, records of disciplinary actions, and informational materials, which may be obtained on TEC website
- TEC brochure: “A Short Guide to the Prohibition Against Using School District Resources For Political Advertising in Connection with an Election”

https://ethics.state.tx.us/pamphlet/B09pad_sch.html

Examples of Prohibited Political Advertising

TEC says that any of the following statements in materials about bond measures prepared by a school district constitute prohibited advocacy:

- “Good schools are the foundation of a good community”
- “Every child deserves a good education”
- “Put children first”
- “Show that you care about education”

Permitted Advocacy

- Individuals may campaign for or against a proposition on their own time and using their own resources
- Individuals who intend to engage in advocacy for or against a measure should consider election laws
- Texas Election Code - and rules and regulations promulgated thereunder - require certain disclosures and notices on political advertising
- Informational materials are on TEC website:

<https://ethics.state.tx.us/main/guides.htm>

Calendar

- August 21: Last date Board of Trustees may call bond election order
- October 23: Early voting begins
- November 3: Last day of early voting
- November 7: Election Day

QUESTIONS?

ANDREWSKURTH
KENYON

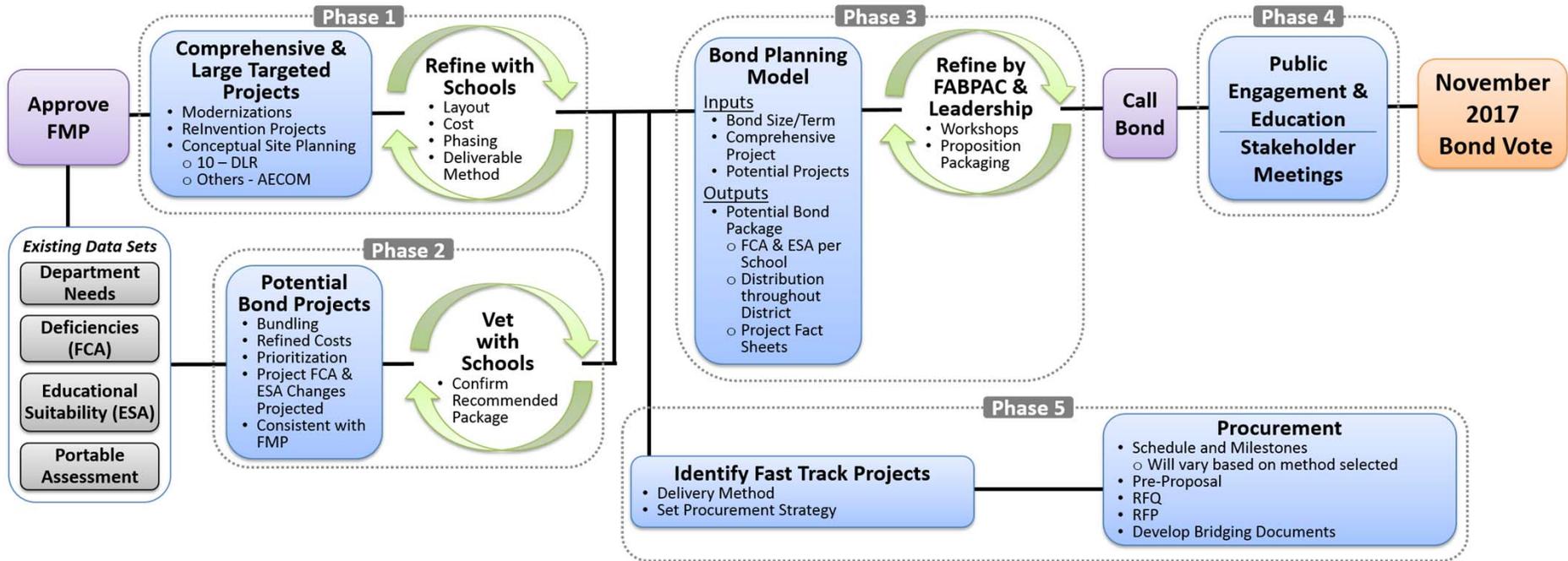


Bond Planning

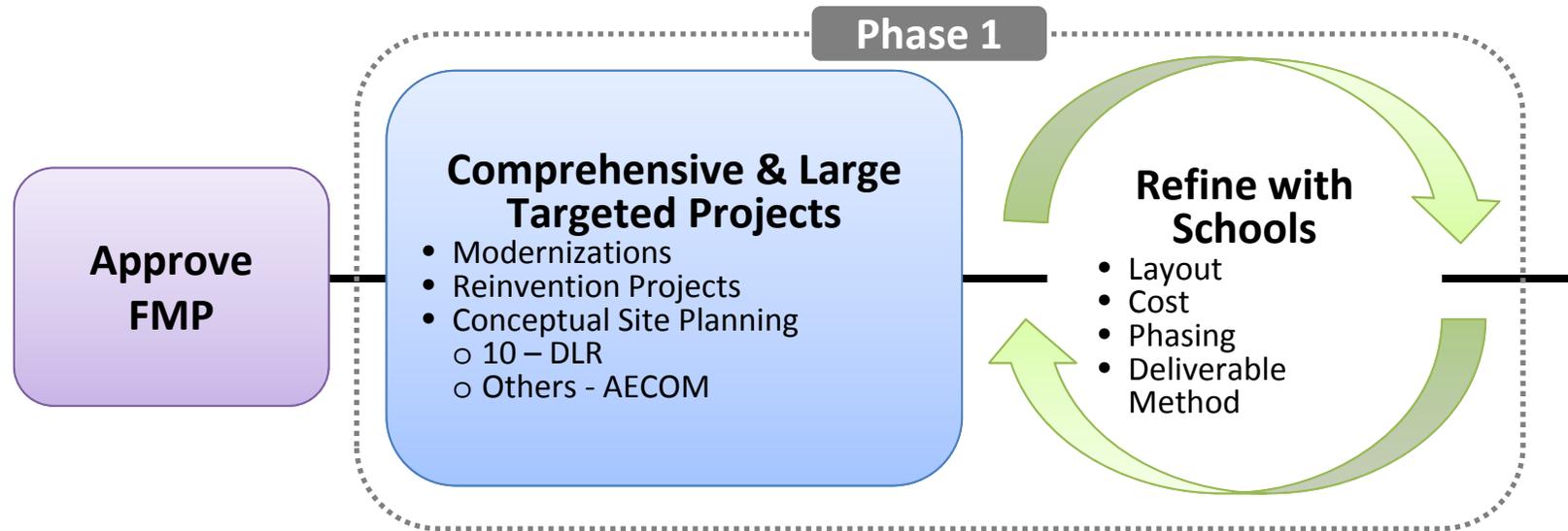
April 13, 2017

Bond Planning Process

Bond Planning Process



Phase 1



- Substantially Complete – May 19th
- Engagement with Schools
- Phasing Consideration
- P&W Leading Effort

**Drafts Available
Week of April 24th**

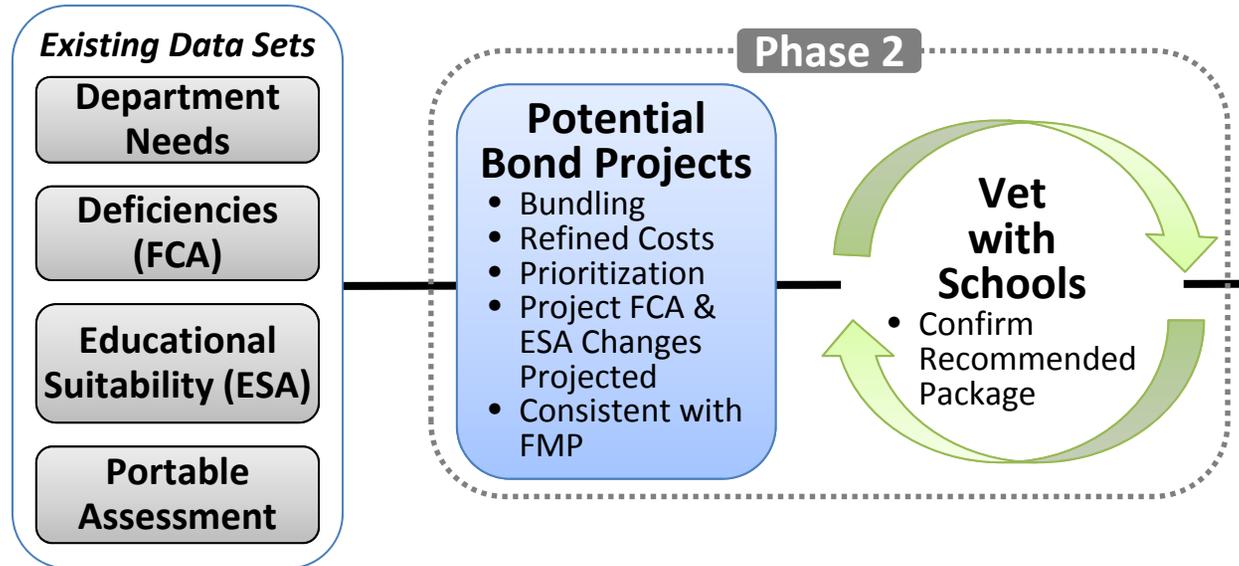
Phase 1 – Project Leads



Full Modernization or New Build, ES 1-6 years, MS & HS 1-12 years

DLR	AECOM / Perkins & Will
Ann Richards YMLA	Kiker and Baranoff Relief (New SW ES)
Doss and Hill Relief (New NW ES)	Doss ES
T.A. Brown	Cowan ES
Blazer Relief (SE 3-6)	Wooten ES
Casis ES	Blackshear ES
LASA	Brentwood ES
Rosedale	New Mueller MS
Martin MS	ALC Ridgeview
Menchaca ES	Murchison MS
Bowie HS	

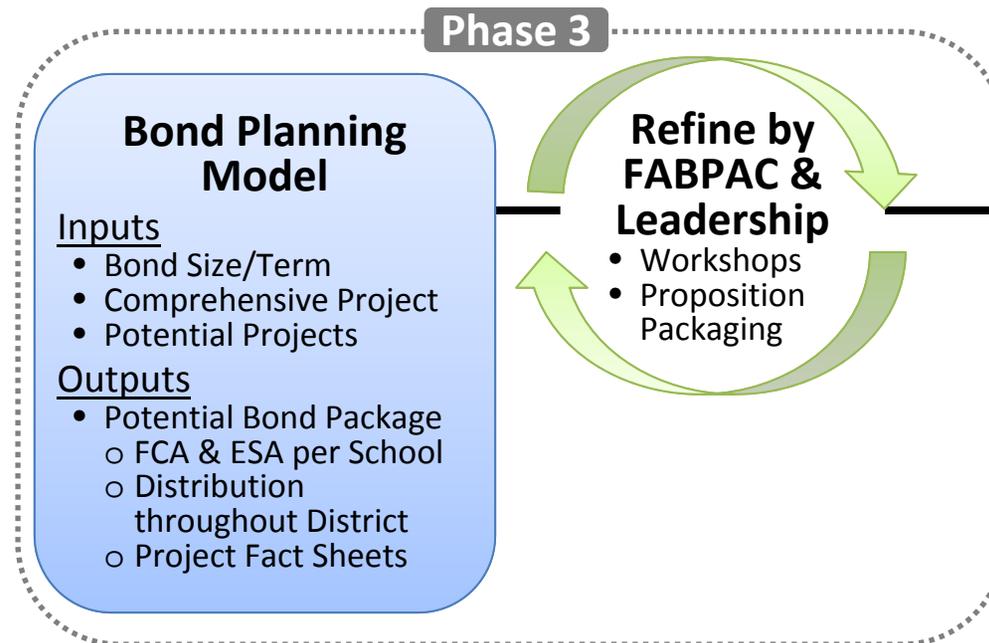
Phase 2



- Effort Complete – May 19th
- All Facilities Considered
- Consider FMP Timeline
- AECOM Leading Full Effort

**Drafts Available
Week of April 24th**

Phase 3



- Track FCA and ESA Changes
- Multiple Bond Scenarios Developed
- **Input from FABPAC Required**
- Bond Fact Sheets and Bond Book

Project Sheets

DRAFT - CONTENT FOR REVIEW PURPOSES ONLY

REINVENTING THE URBAN SCHOOL EXPERIENCE

FACILITY PROJECT SHEET

GOVALLE
ELEMENTARY
SCHOOL

GOVALLE ELEMENTARY SCHOOL

3601 Govalle Ave.
Austin, TX 78702

Building Area: 77,368 Square Feet
Site: 8 Acres
Date of First Construction: 1940

Existing Capacity: 598
Planned Capacity: 522
2015/2016 Utilization: 84%

Proposed Projects for 2017 Bond

- Electrical Upgrades
- Wall, Window & Roof Repairs
- Ceiling Upgrades
- HVAC & Plumbing Upgrades
- Pavement Improvements
- Crawl Space Improvements
- Security System & Technology Updates

ESTIMATED TOTAL COST

\$14,000,000*

Facility Condition Assessment (FCA) Score

Before Improvements	After Improvements
63	68*

● Excellent 90-100
 ● Good 70-89
 ● Average 50-69
 ● Poor 30-49
 ● Fail <30

Educational Suitability Assessment (ESA) Score

Before Improvements	After Improvements
42	51*

● Excellent 85-100
 ● Good 65-80
 ● Average 51-65
 ● Poor 35-50
 ● Fail 20-35

The FCA and ESA scores are draft scores pending ASD feedback and are not a representation of the school's academic performance. The scores do not reflect any construction or improvements performed after the assessment date.

PERKINS+WILL

Page 1 of 1
4/10/2017

- Projects Description
- Project Costs (Hard and Soft)
- Categories TBD

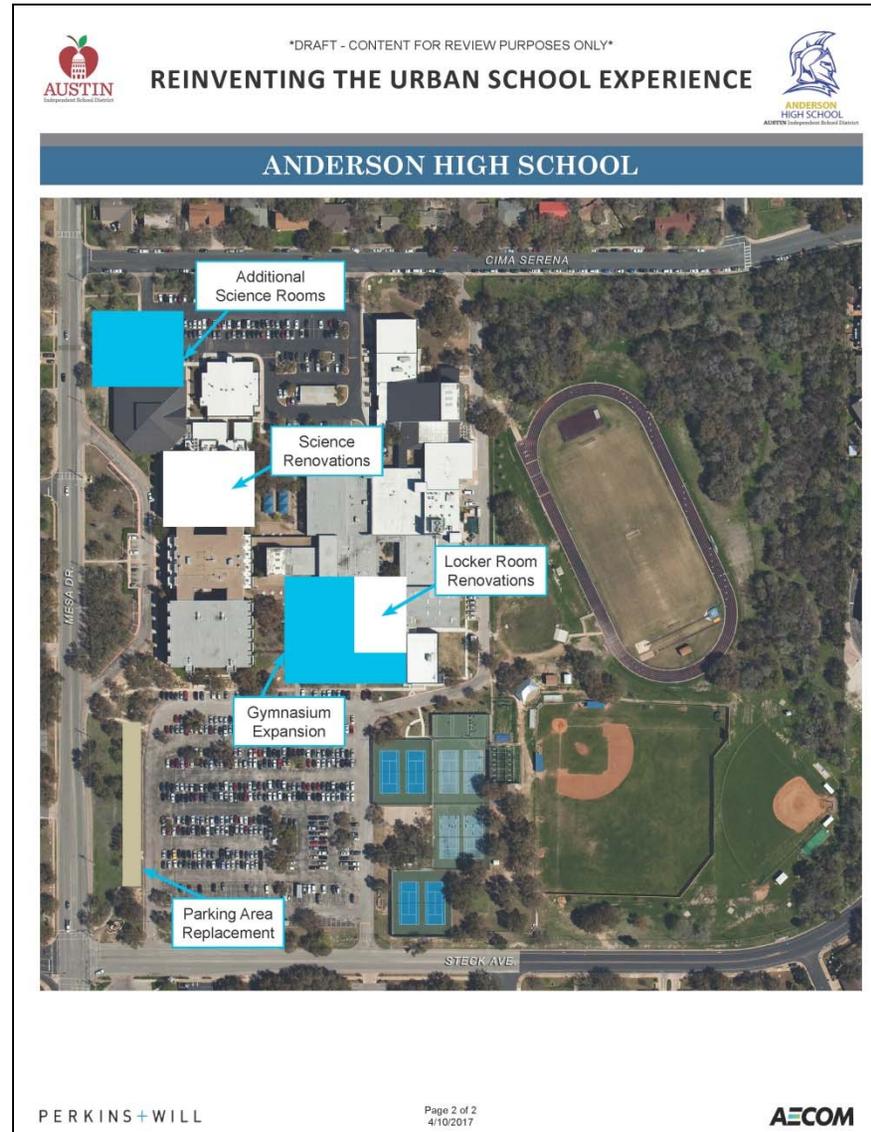
- School Description
- Capacity
- 2015/2016 Utilization

- Projected FCA Scores
- Projected ESA Scores

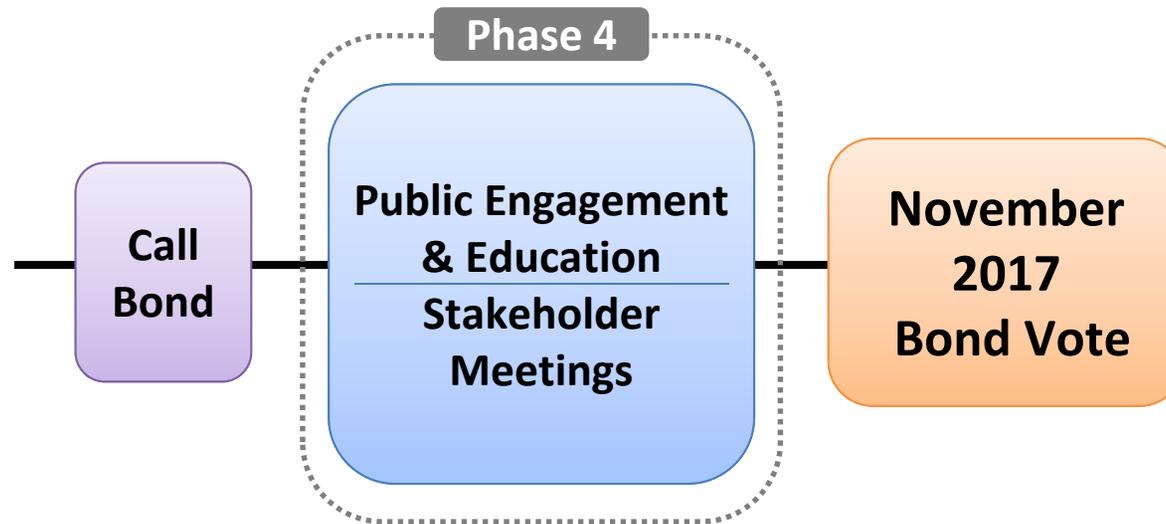
Project Sheets

Larger Projects

- Illustrate Improvements
- Phasing
- Swing Space

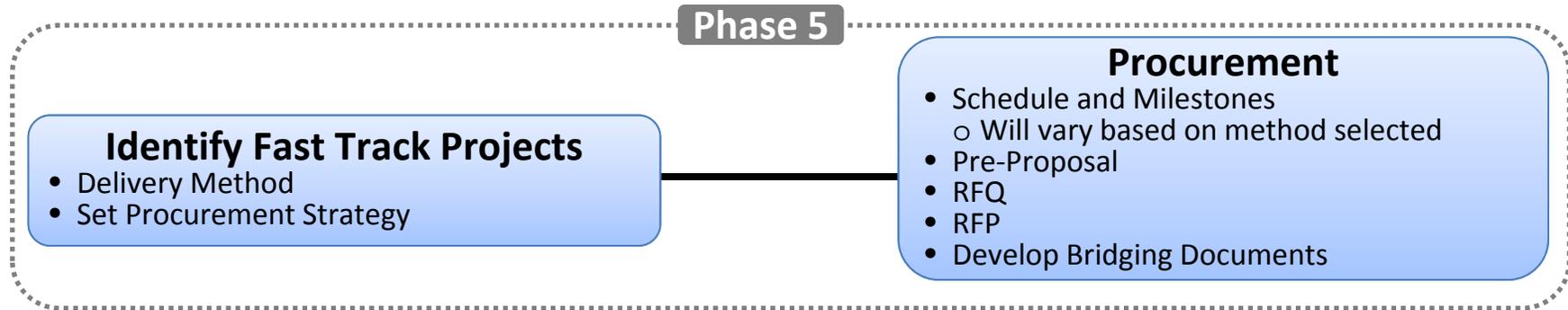


Phase 4



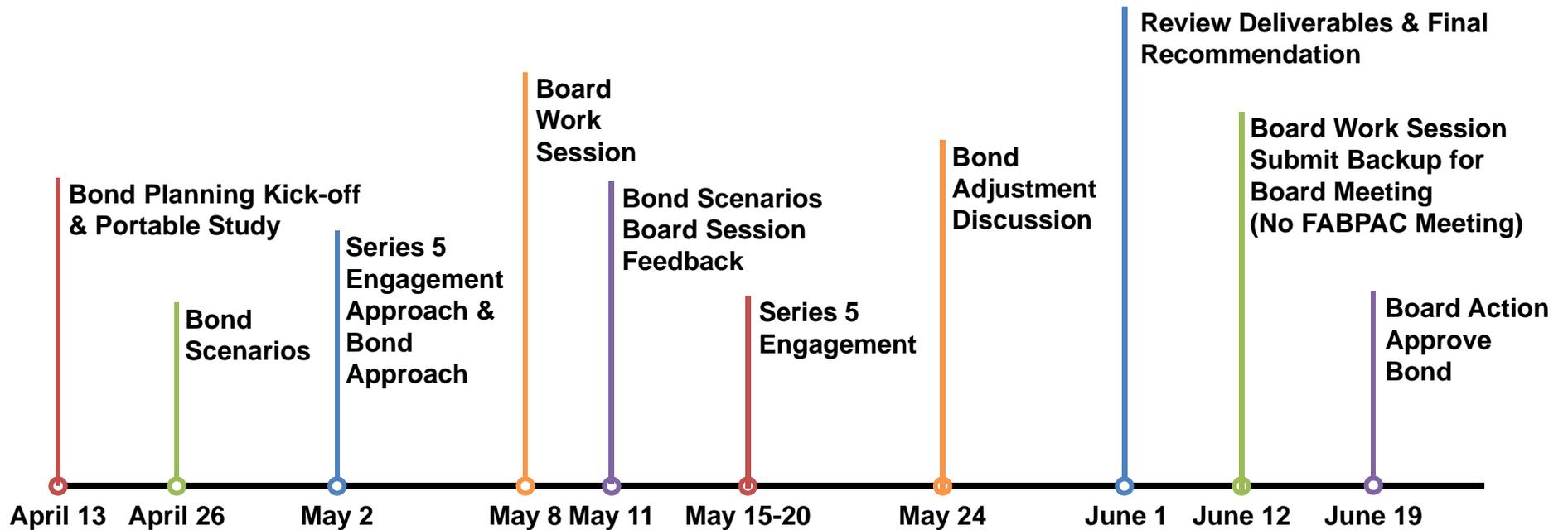
- Strategy Developed with AISD Communication Department

Phase 5



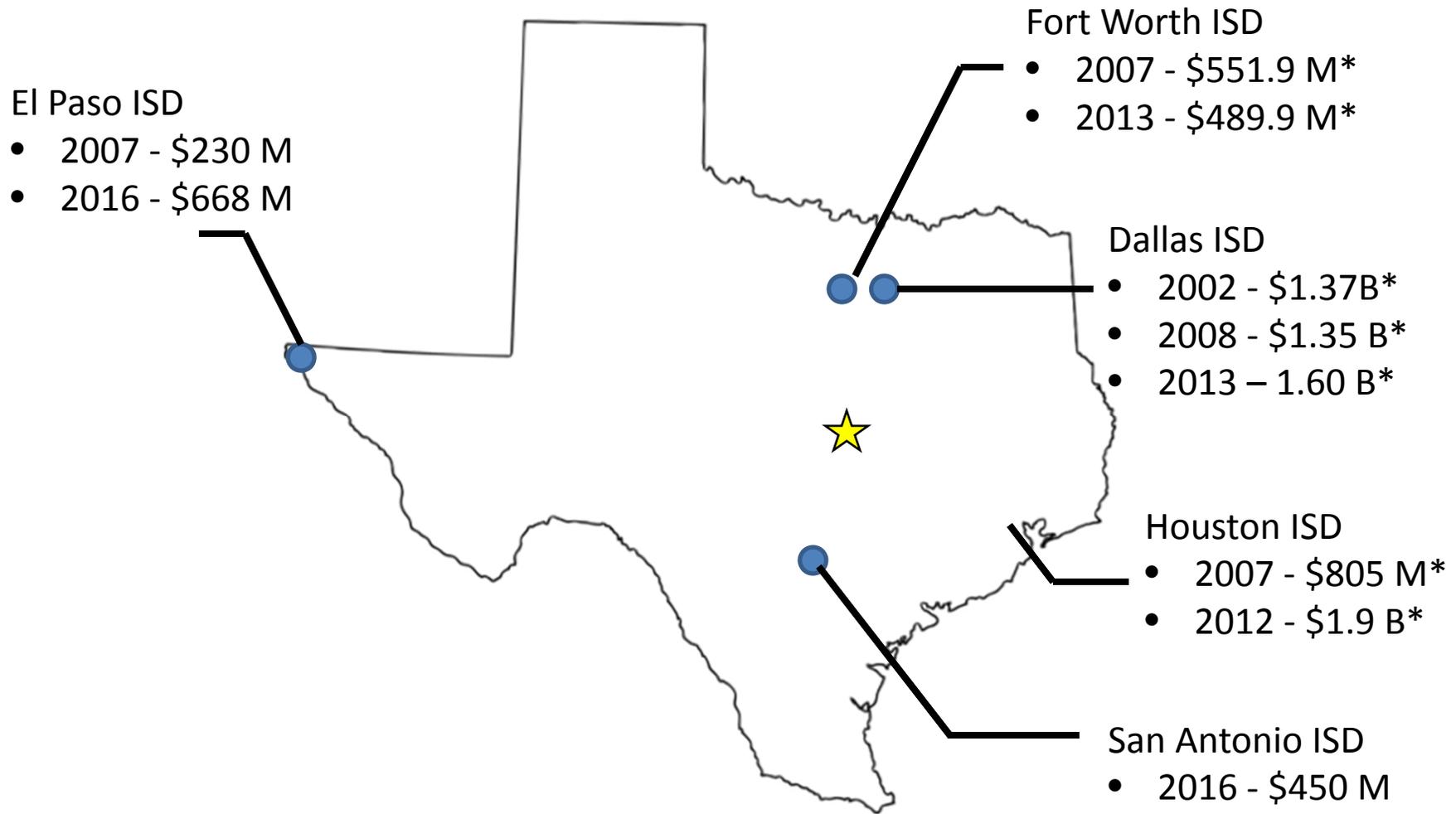
- Approximately 6 Projects
- Cost Impacts
- Schedule Impacts

FABPAC Schedule



Bond Scenario Discussion

Other School Bond in Texas



* Denotes Bonds where AECOM served as Program Manager or Bond Planning Manager

Upcoming Regional School Bonds



- San Marcos
 - 2017 (May) - \$107.3 M
- Round Rock
 - 2017 (May) – \$572.09 M
 - 3 Propositions
- Hays CISD
 - 2017 (May) – \$265 M
 - 2 Propositions

Recent Local Bonds

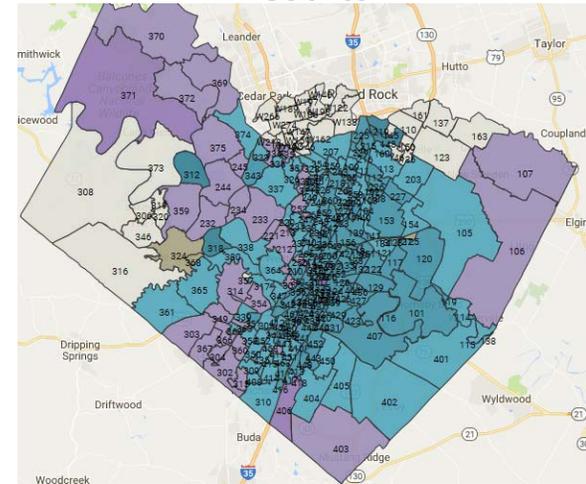
Recent Bond Votes in Travis County



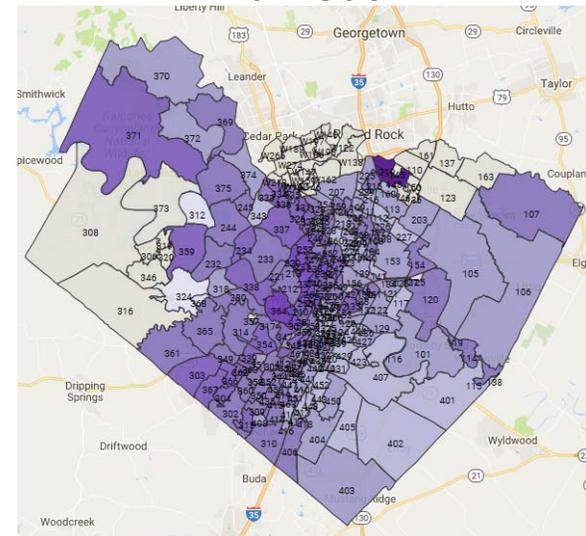
ACC Facilities

- November 2014
- \$386 M
- **Passed**
- Total Votes
 - For: 58.56%
 - Against: 41.44%
 - Total Votes: 203,498
 - 37% Voter Turnout

Results



Turnout



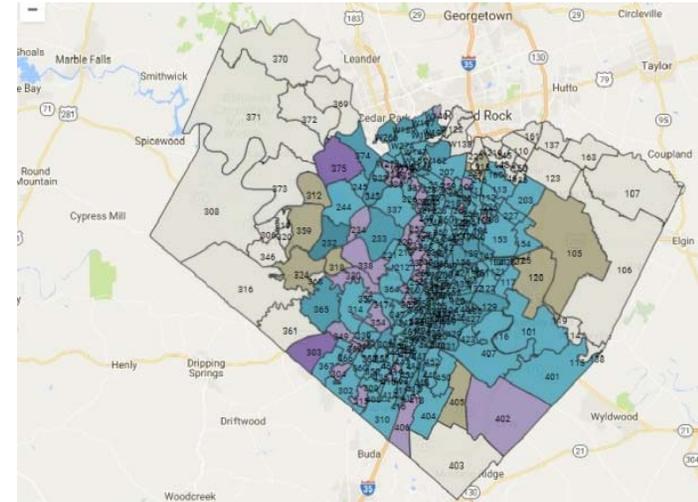
Recent Bond Votes in Travis County



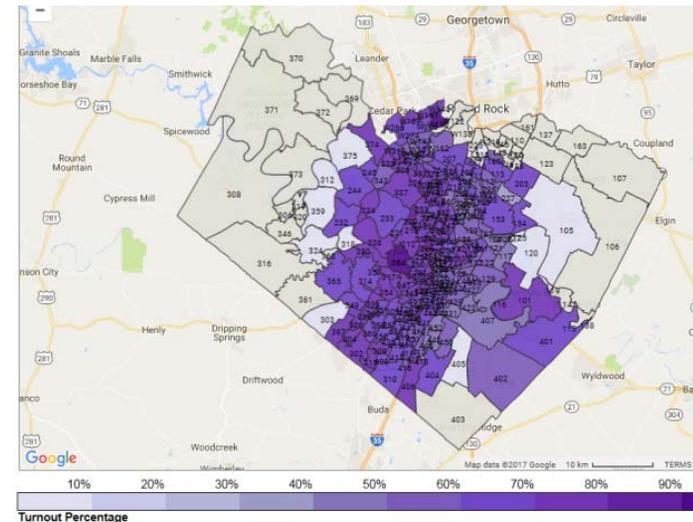
COA Rail Bond

- November 2014
- \$1.2 B
- **Did Not Pass**
- Total Votes
 - For: 42.80%
 - Against: 57.20%
 - Total Votes: 189,852
 - 37% Voter Turnout

Results



Turnout



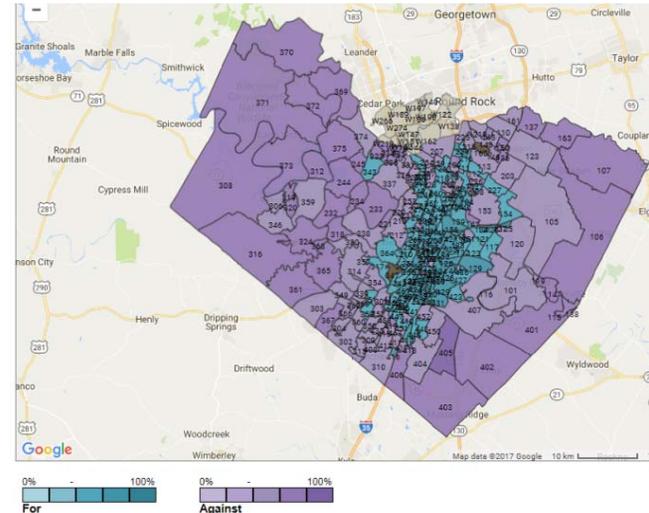
Recent Bond Votes in Travis County



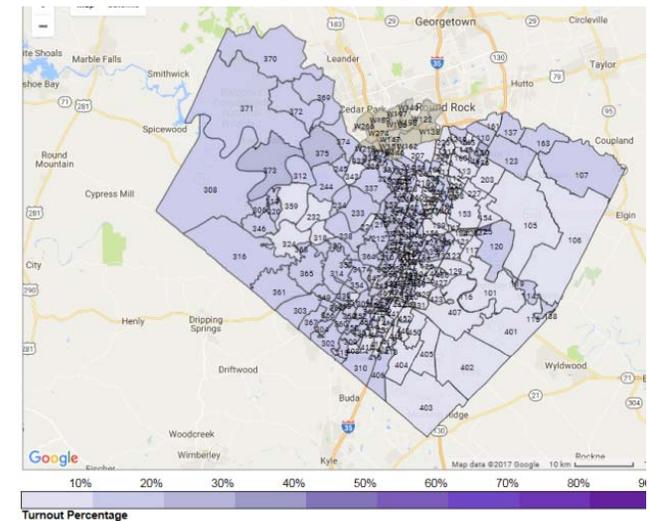
Travis County Courts Complex

- November 2015
- \$287 M
- **Did Not Pass**
- Total Votes
 - For: 49.28%
 - Against: 50.72%
 - Total Votes: 73,212
 - 11% Voter Turnout

Results



Turnout



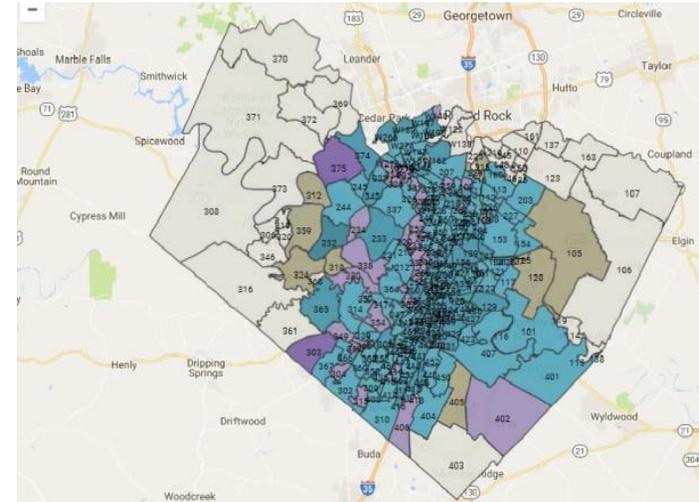
Recent Bond Votes in Travis County



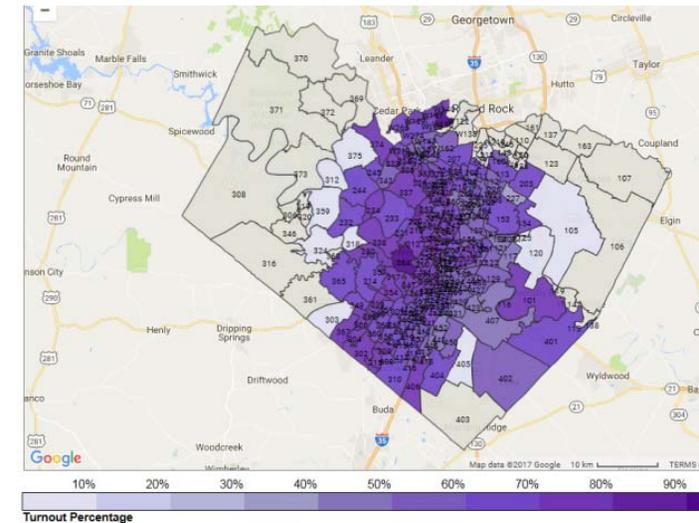
COA Transportation Bond

- November 2016
- \$720 M
- **Passed**
- Total Votes
 - For: 59.14%
 - Against: 40.86%
 - Total Votes: 312,551
 - 56% Voter Turnout

Results



Turnout



2013 AISD Bond

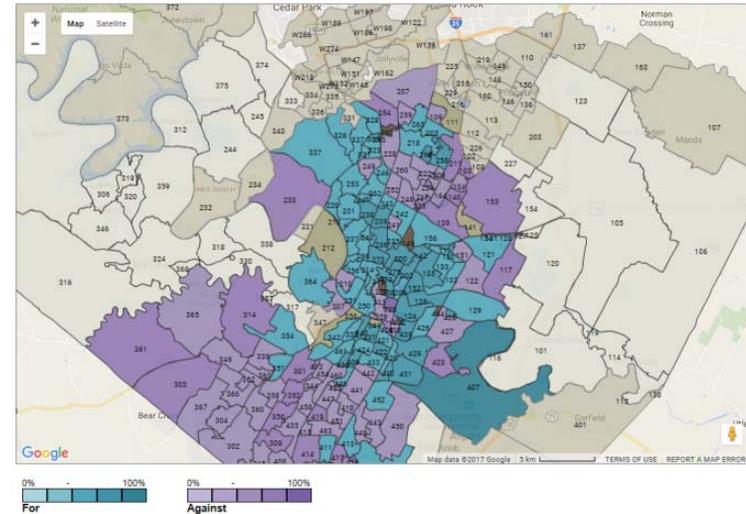
Recent Bond Votes in Travis County



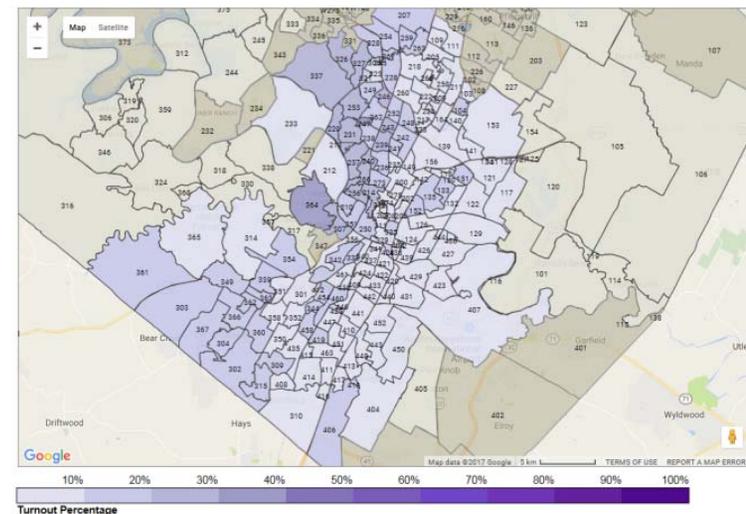
AISD Bond – Prop 1

- Health, Environment, Equipment and Technology
- May 2013
- \$140 M
- **Passed**
- Total Votes
 - For: 50.62%
 - Against: 49.38%
 - Total Votes: 38,817
 - **10% Voter Turnout**

Results



Turnout



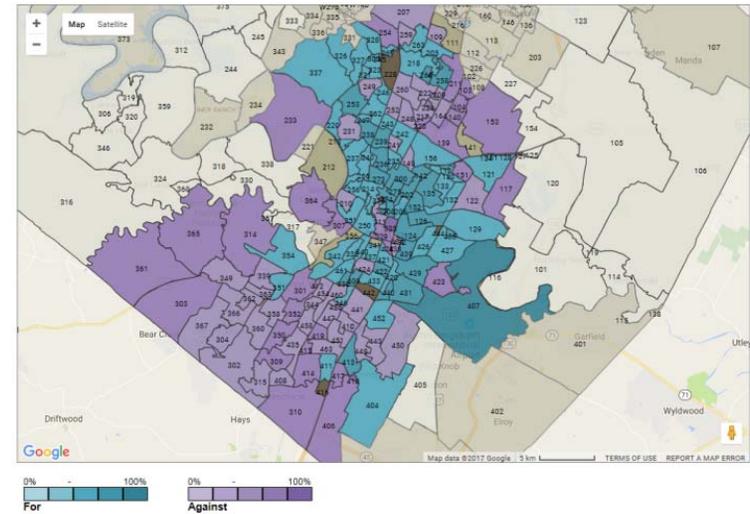
Recent Bond Votes in Travis County



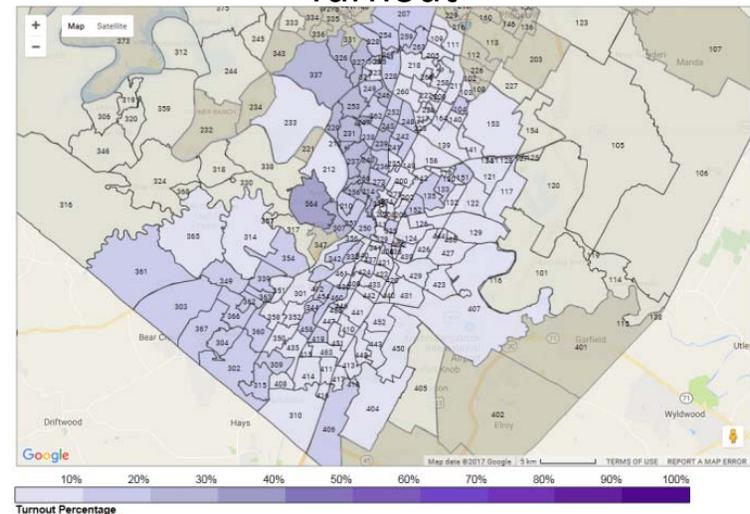
AISD Bond – Prop 2

- Safety, Security, & Relief from Overcrowding
- May 2013
- \$234 M
- **Did Not Pass**
- Total Votes
 - For: 49.74%
 - Against: 50.26%
 - Total Votes: 38,790
 - Total Votes Against: 19,495
 - 10% Voter Turnout

Results



Turnout



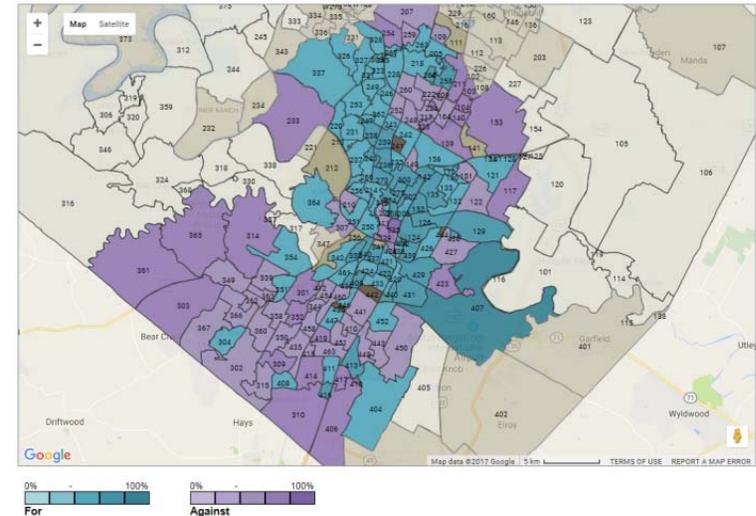
Recent Bond Votes in Travis County



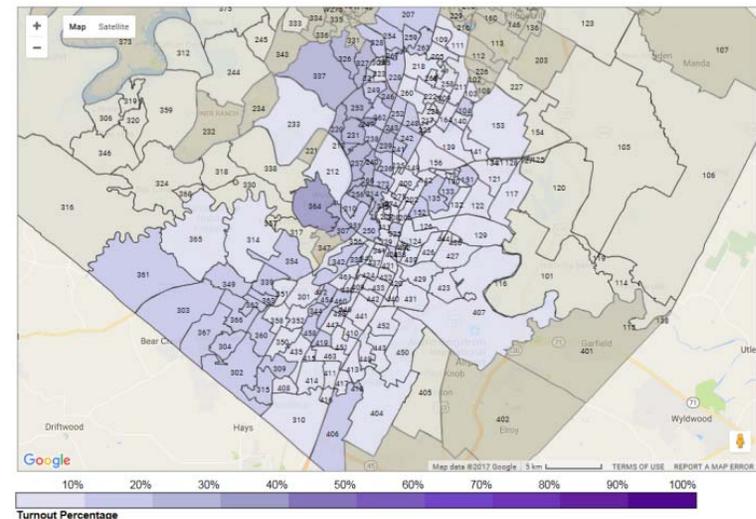
AISD Bond – Prop 3

- Academic & Building Infrastructure Renovations & Repairs
- May 2013
- **\$350 M**
- **Passed**
- Total Votes
 - For: 51.14%
 - Against: 48.86%
 - Total Votes: 38,785
 - **10% Voter Turnout**

Results



Turnout



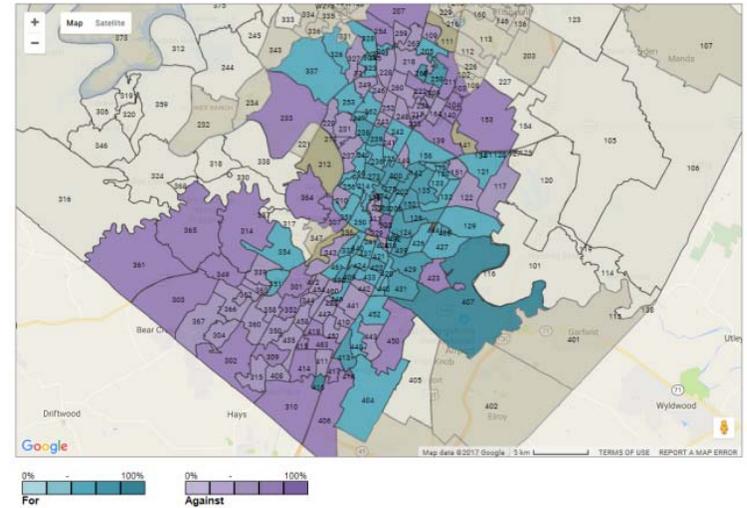
Recent Bond Votes in Travis County



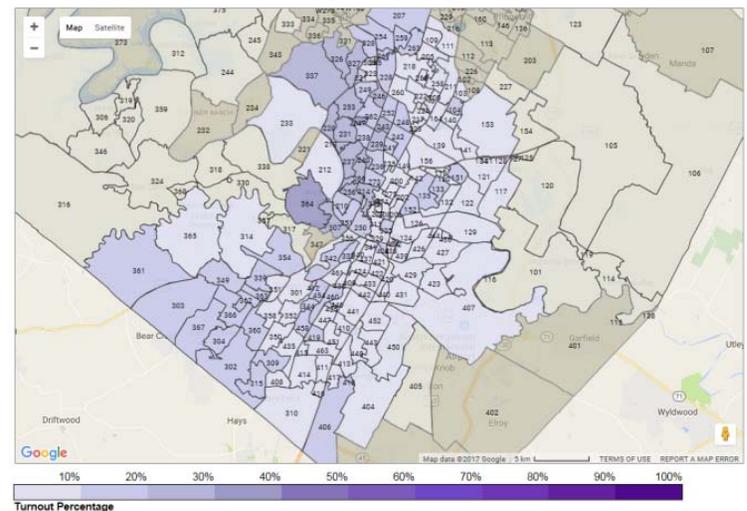
AISD Bond – Prop 4

- Academic Initiatives, Fine Arts, Athletics
- May 2013
- \$169 M
- **Did Not Pass**
- Total Votes
 - For: 48.92%
 - Against: 51.08%
 - Total Votes: 38,769
 - **Total Votes Against: 19,803**
 - **10% Voter Turnout**

Results



Turnout



Discussion

One Proposition or Multiple?

Biggest Concerns for Passage?

Framework for Success?



REINVENTING THE URBAN SCHOOL EXPERIENCE FACILITY PROJECT SHEET



ANDERSON HIGH SCHOOL



8403 Mesa Drive
Austin, TX 78759

Building Area: 323,935 Square Feet
Site: 39 Acres
Date of First Construction: 1973

Existing Capacity: 2,373
Planned Capacity: 2,478
2015/2016 Utilization: 96%

Proposed Projects for 2017 Bond

- Roof Repairs
- Electrical & HVAC Upgrades
- Crawl Space & Drainage Improvements
- Pavement & Pedestrian Walkway Improvements
- Courtyard & Playfield Improvements
- Site/Civil Improvements
- Security System & Technology Updates
- Science Renovations
- Additional Science Rooms
- Locker Room Renovations
- Gymnasium Expansion
- Parking Area Replacement

Facility Condition Assessment (FCA) Score

Before Improvements		After Improvements	
81		87*	
Excellent 90-100	Good 70-89	Average 50-69	Fail <30

Educational Suitability Assessment (ESA) Score

Before Improvements		After Improvements	
64		77*	
Excellent 81-100	Good 66-80	Average 51-65	Fail 20-35

ESTIMATED TOTAL COST

\$19,000,000*

*The FCA and ESA scores are draft scores pending AISD feedback and are not a representation of the school's academic performance. The scores do not reflect any construction or improvements performed after the assessment date.

REINVENTING THE URBAN SCHOOL EXPERIENCE

ANDERSON HIGH SCHOOL



REINVENTING THE URBAN SCHOOL EXPERIENCE FACILITY PROJECT SHEET

GOVALLE ELEMENTARY SCHOOL



3601 Govalle Ave.
Austin, TX 78702

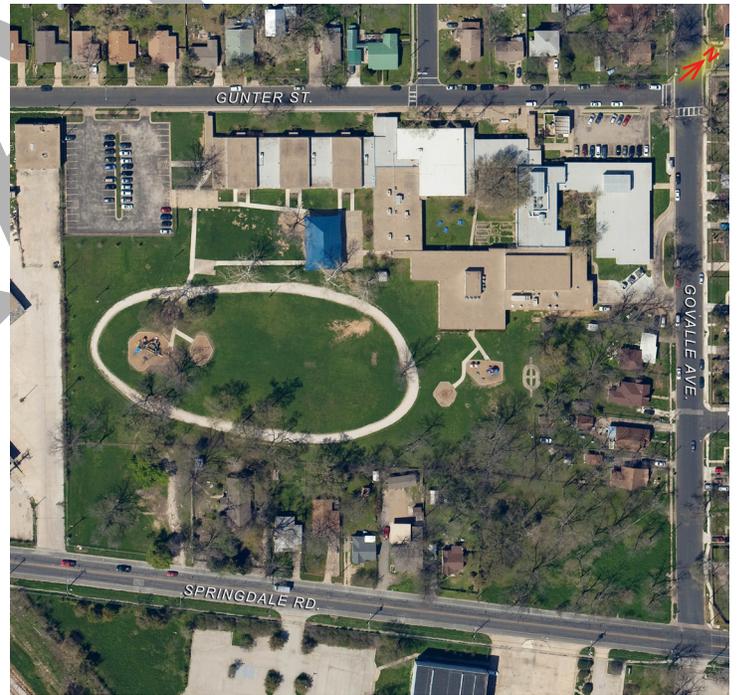
Building Area: 77,368 Square Feet
Site: 8 Acres
Date of First Construction: 1940

Existing Capacity: 598
Planned Capacity: 522
2015/2016 Utilization: 84%

Proposed Projects for 2017 Bond

- Electrical Upgrades
- Wall, Window & Roof Repairs
- Ceiling Upgrades
- HVAC & Plumbing Upgrades
- Pavement Improvements
- Crawl Space Improvements
- Security System & Technology Updates

ESTIMATED TOTAL COST
\$14,000,000*

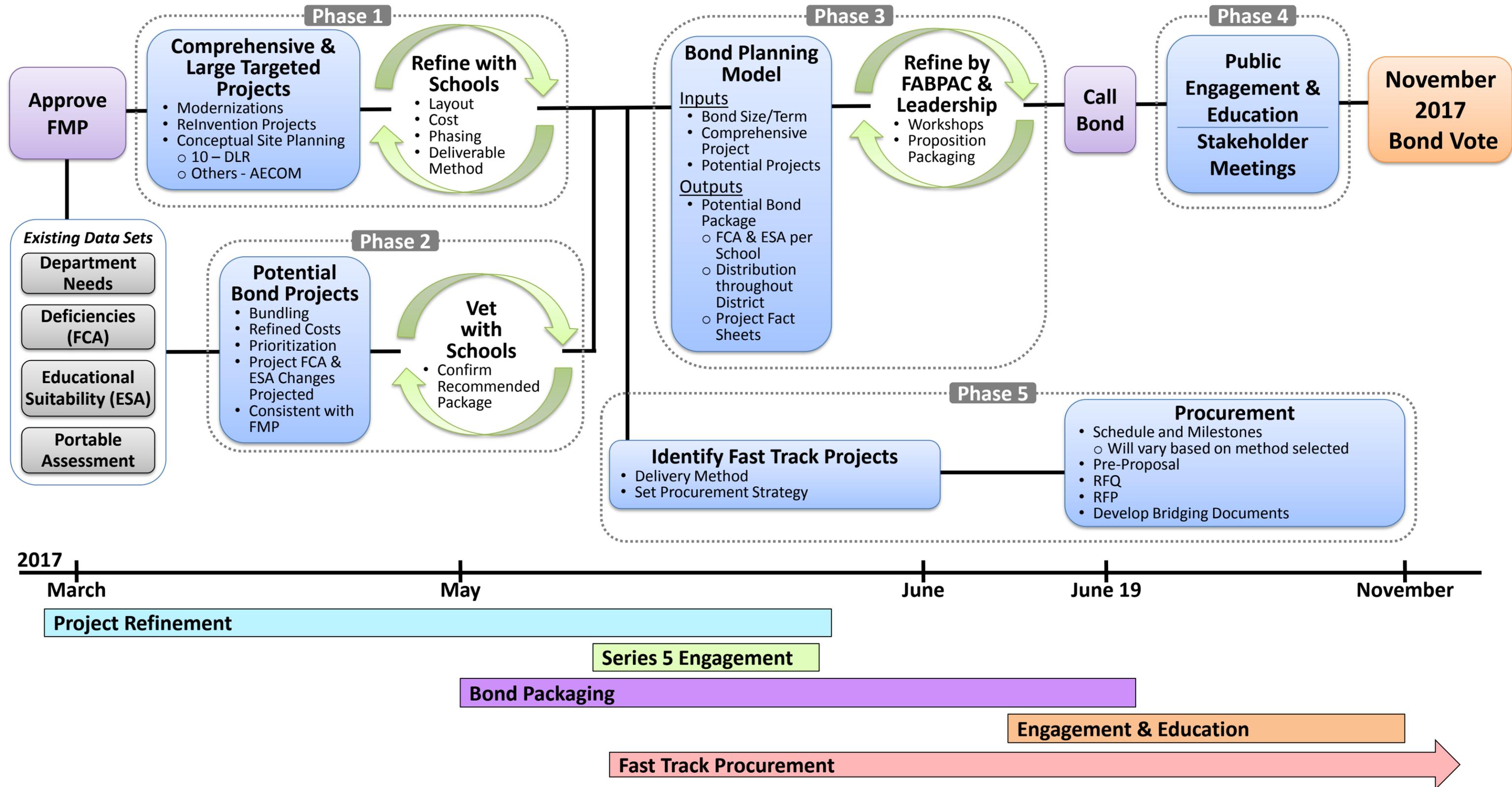


Facility Condition Assessment (FCA) Score	
Before Improvements	After Improvements
63	68*
● Excellent 90-100 ● Good 70-89 ● Average 50-69 ● Poor 30-49 ● Fail <30	

Educational Suitability Assessment (ESA) Score	
Before Improvements	After Improvements
42	51*
● Excellent 81-100 ● Good 66-80 ● Average 51-65 ● Poor 36-50 ● Fail 20-35	

*The FCA and ESA scores are draft scores pending AISD feedback and are not a representation of the school's academic performance. The scores do not reflect any construction or improvements performed after the assessment date.

2017 Bond Planning Approach



Note: This figure is intended to depict the process at a high level, and is not meant to represent a detailed project schedule.



AISD Educational Specification (Ed Spec) Vision

You may ask; How does this visioning document fit in Ed Spec?

The visioning document is not a simple answer to solve a challenge, but it is a process of understanding where the district is today, and questioning where the district wants to go in the future. The answers to these questions set the performance standards that the District wishes to embrace as they take their principles of learning into the future with their learners, educators, and staff.

“The more a school is built around present conditions, the less it will adapt to unknown conditions in the future.” The traditional educational specification creates a rigorously programmed school. The Education Specification Vision is a document that will define a framework of ideas and philosophy in learning to guide the district into the future with this flexibility and student and staff performance in mind.

This visioning document is intended to be shared and used by all stakeholders in order to communicate guiding strategies for the implementation of the District's vision and strategic direction.

The visioning was conducted in parallel with the development of the District's Facility Master Plan (FMP). As the FMP developed, the Facilities and Bond Planning Advisory Committee (FABPAC), community members, parents and district staff began to ask questions such as: **What does a reinvention or modernization project look like? What does “Reinventing the Urban School Experience mean for our facilities?** B+D and DLR Group were asked to work with a committee of district leaders to help define this.



In January 2017, we began a four month process to develop the Education Specification Vision document. The process was divided into the following steps:

January 9th

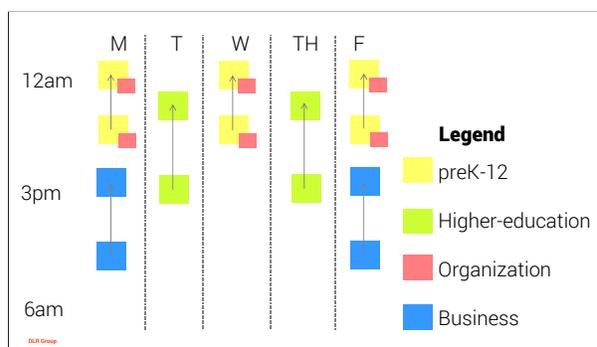
Organize and Observe

- Purpose of an Education Specification Vision document
- What is the potential for Austin Independent School District?
- What principles lie behind the district's vision for successful Learners?

January 27th

Clarify

- Review of research on environmental impact on behaviors
- Principle of Learning Pattern reviews
- Week in the Life of a Learner activity



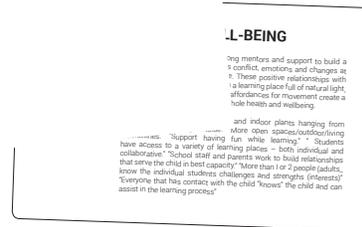
February 17th

Explore and Define

- Defining Organizational Structure – District wide (Macro Environments)
- What makes up a Learning Suite / Neighborhood



As we have moved through this process, the committee has been able to define a vision of these Learning Environments and the potential learner outcomes. AISD will continue to work to test and explore the vision as it develops. Conceptual designs on 10 campuses slated for modernization in the FMP. A “non-technical” document that will be accessible to the community will provide the vision for a new/ revised Ed Spec.



3 Learning Principles of Reinventing the Urban Learning Experience developed by the Ed Spec Committee:

1. Continuum of Learning

Learning can take place anywhere, anytime and with anyone. Learners will build their power skills - collaboration, communication, connection, cultural proficiency, creativity, critical thinking - through projects and solving real problems, collaborating with a team of community, business and higher education partners.

ED. SPEC. VISION COMMITTEE QUOTES:

- "Children have opportunity for choice in the classroom and no two learning plans are the exact same."
- "Throughout the day students experience topics at their individual levels. This is directed teach time to clarify and understand concepts but then there is group project for students to discover and apply to life learning. Each topic level and based on student knowledge?"
- "Instruction and learning is designed around their needs and support student successes."
- "Adult skills, self-direct, more fluid."
- "Collaboration with high school work and college."
- "Moving/achieving through the curriculum at his/her own pace. Studying different "topics" at different grade levels at the same time. A 12-year-old learning English Lit. at grade level and taking calculus."





2. Health and Well-being

When paired with a learning place full of strong mentors and support to build a sense of belonging, and address conflict, emotions and changes at school or in his/her personal life, these positive relationships with adults and each other paired with a learning place full of natural light, connections to outdoors, and affordances for movement create a learning experience focused on whole health and wellbeing.



ED. SPEC.VISION COMMITTEE QUOTES:

- "Lots of natural light and indoor plants hanging from the ceiling." Learning outside."
- "More open spaces/outdoor/living laboratories."
- "Support having fun while learning."
- "Students have access to a variety of learning places – both individual and collaborative." "School staff and parents work to build relationships that serve the child in the best capacity."
- "More than 1 or 2 people (adults_ know the individual students challenges and strengths (interests)"
- "Everyone that has contact with the child "knows" the child and can assist in the learning process".

3. Empowerment

"Flexible Instruction Time" allows learners to control where and how they learn best while being encouraged to



move through the curriculum at their own pace, in lieu of grade levels or standard schedules. Learner success is measured not by tests but through assessment of competency and earning mastery credentials.

ED. SPEC.VISION COMMITTEE QUOTES:

- "Have a say in their own learning." "Personal identity exploration."
- "Flatten power structures between teachers [facilitators] and students [learners] and principal; student-student future."
- "Self-directed and personal analytics used to monitor progress."
- "Choice and control over where, when and how I learn."
- "Schedules are self-paced and change daily depending on individual learning goals, projects, and research."
- "Keep learning fun."
- "Students use computer(s) and devices as a digital tool for planning, accessing resource."

Measures of Success for Learning Principles

Academics will:

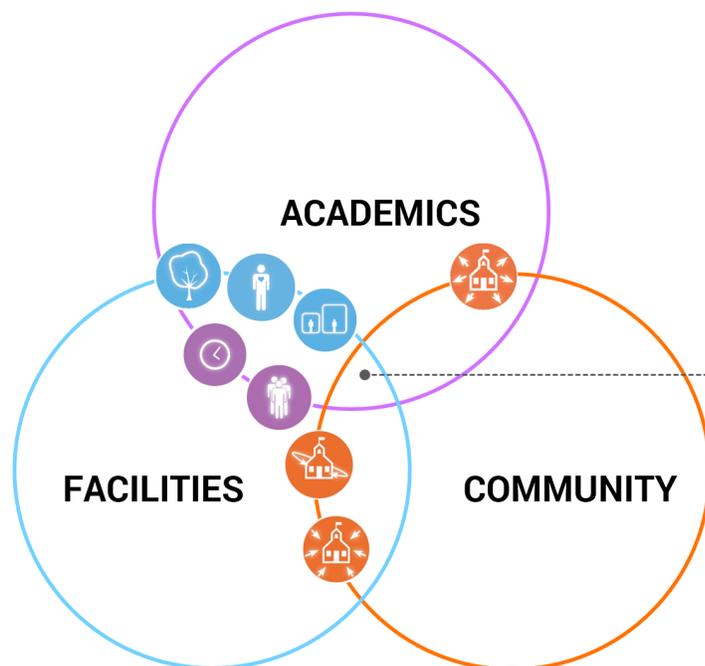
- Student Choice & Voice**  offer multiple models of learning and facilitate student-identified learning goals to provide variety and choice in content engagement
- Support**  be supported through student-driven schedules to allow for exploration and mastery
- Groups**  group students in new ways, to support differentiated and dynamic student groupings
- Robust Learning Experience**  provide robust, cross-curricular learning experiences that allow students to demonstrate multiple measures of mastery in both TEKS standards and the district's 6c's (collaboration, communication, connection, cultural proficiency, creativity, and critical thinking).

Community will:

- Student-driven Projects**  benefit from school and student-driven project outcomes
- Support**  offer access to experiences resources, spaces and materials for learners
- Partnership Mindset**  develop a partnership with educator's mindset with academics around co-constructing curriculum, career mentors, and internships
- Robust Learning Experience**  have purposeful access to facilities in a safe and secure manner
- Support**  provide hubs of support with wrap-around services in academic locations and outdoor spaces

Facilities will:

- Quality Space**  offer safe, accessible quality space that is connected to the outdoors through operable windows, access to views and natural daylight, and access to outdoor learning environments
- Space Variety**  have a variety of space types that support different group sizes, furniture that supports multi-modal learning, and flexible wall types to allow for different room layouts and sizes
- Health & Well-Being**  support health and well-being and social-emotional learning by providing both informal spaces with comfortable seating and large, active space to facilitate movement
- Technologically connected**  be technologically connected to the broader community to promote fluid work-flow by providing support for technology with features such as accessible IT Support, charging stations, and additional electrical capacity including wall outlets, and expand Wi-Fi coverage to the outside areas of campuses and on school buses.



DLR Group

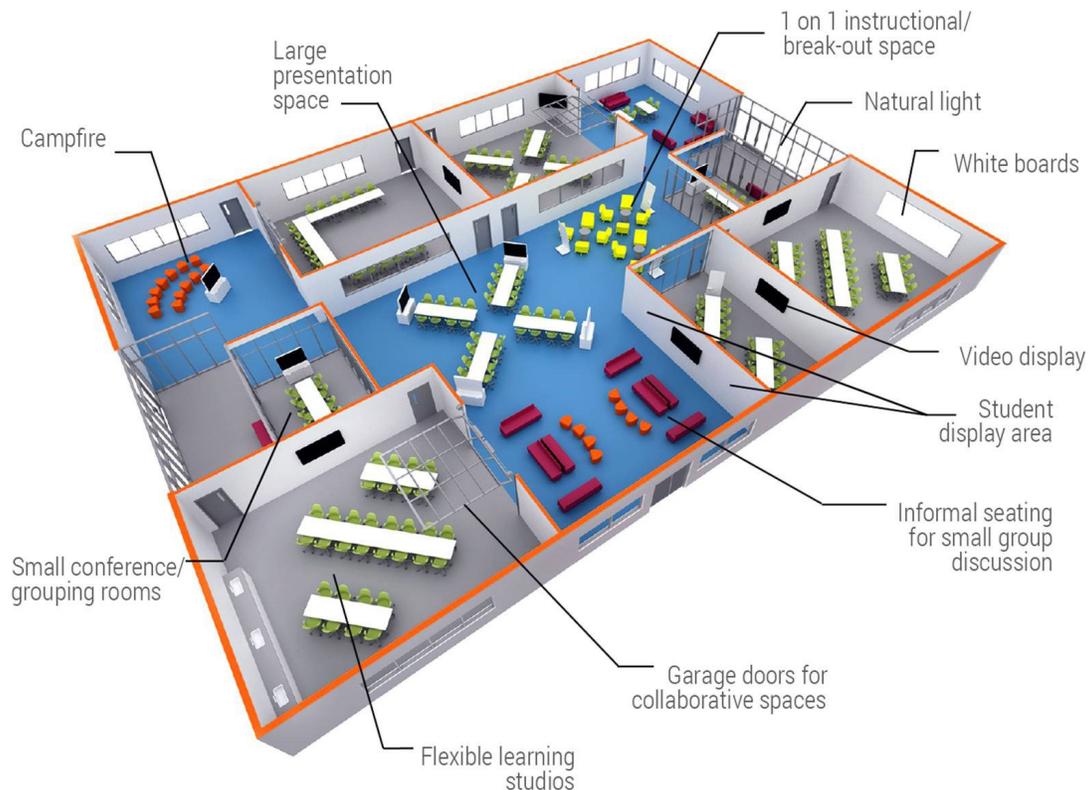
WHAT could this look like?

-  Student choice & voice
-  Robust learning experiences
-  Student-driven projects
-  Partnership mindset
-  Technologically connected

4 Design Strategies to support Learning Principles:

DESIGN STRATEGY 1

Neighborhoods



WHY

Learning spaces will be grouped into Neighborhoods to support strong relationship building between learner-to-learner, learner-to-educator, and educator-to-educator. Additionally, the grouping of different space types will facilitate seamless work flow for a variety of learning activities.

HOW

Teams of educators and learners will collaborate in order to best utilize the whole neighborhood, and meet the needs of varied learning styles and social and emotional needs.

WHAT

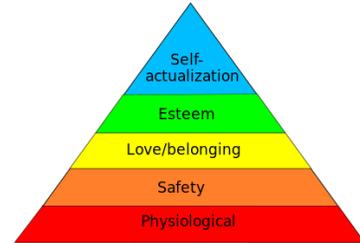
Varied rooms sizes, flexible and mobile furniture, and easily modified walls will allow for continued adaption of the Neighborhood to respond to different learning deliveries.

DESIGN STRATEGY 2

Health and Well-being

WHY

Maslow's Hierarchy of Needs illustrates the necessity of physical health and emotional well-being prior to the development of higher-level thinking skills.



HOW

High Indoor Environmental Quality will ensure higher levels of attention and engagement from both learners and educators.

WHAT

Heating Ventilating and Air Conditioning (HVAC) system

The Heating Ventilating and Air Conditioning (HVAC) system will play a vital role in establishing a healthy environment. Air within the space is key to providing an environment which is comfortable for students and staff to be successful. The environment must keep CO2 levels low so staff and students stay alert and focused. Providing environments with fresh outside air is one of those keys, either by air exchanges within the HVAC system and/or in combination with operable windows and connections to outdoor learning areas.

Quality Light

Light is critical in the student's ability to focus on learning. Too much light creates glare and fatigue. Too little light and the student cannot focus. Balancing artificial light with natural light can provide an atmosphere that is comfortable to the user while providing connections to the outdoors. These connections give students and staff reference to the time of day and what's happening around them. Thus allowing their minds to stay focused on the tasks at hand.

Acoustics

The following zones of activity will be created to ensure that the built environment supports the activity at hand:

- Focus areas with high-absorption and a low Sound Transmission Coefficient supporting 1-3 learners
- Small Group collaboration areas with medium absorption and semi-enclosed perimeter supporting 3-5 learners
- Medium Group collaboration areas with open perimeter supporting 5-10 learners
- Large Group areas with acoustics appropriate for Direct Instruction supporting 20-30 learners
- Active Learning areas that support hands-on learning supporting 20-25 learners

DESIGN STRATEGY 3

Transparency + Connection to the Outdoors

WHY

Learning does not occur in a vacuum. Through increased visual connectivity both indoors and out, educators are able to maintain a high level of supervision. Learners and educators are exposed to more learning styles and approaches which ultimately afford more connectivity, choice, and personalization.

HOW

Transparency in the core learning neighborhood will put learning “on display” and allow for direct connections to collaboration areas and other flexible, shared learning areas. Direct and indirect connections to natural daylight and views improves learner engagement and learning outcomes.

WHAT

Transparency is a key to Safe and Secure buildings by offering views from administration to the main entry allowing early identification of threats before they are in the building. Interior transparency plays a significant supporting role in the development of interpersonal relationships amongst all building users. Mutually beneficial relationships between students/staff, students/students and staff/staff are key to the development of a respectful, encouraging and comfortable environment, all of which are important attributes to feeling safe and secure. Crime Prevention Through Environmental Design (CPTED) is a national organization that provides numerous resources for the development of safe and secure environments.

Outdoor spaces will be deliberately designed to support learning activities, quick and efficient access from core learning areas, and provide natural stimuli.



DESIGN STRATEGY 4

Community IN / OUT



WHY

Community and parent involvement in schools is proven to increase learner outcomes. By creating facilities that efficiently and effectively build community and parent involvement all stakeholders benefit.

HOW

Individual school communities will identify the permanent and itinerant community involvement needed, for example: wrap-around services versus a single special event.

WHAT

Community access zones will be clearly defined, and be easily separated or connected as needed. Decreasing or increasing future enrollment can be supported by older learner groups pushing in to community businesses, government and non-profit organizations for on-site internships. Likewise, community services and/or activities could grow within schools.



Portables Assessment Overview

April 13, 2017

Overview

- AISD operates approx. 650 portables at 107 facilities
- Lower cost and easier than permanent buildings to build
- Higher cost than permanent buildings to operate and maintain
- Not an optimal long-term solution to space needs
- No new owned portables since 1997
- AECOM assessed all owned portables from October – December, 2016

By the Numbers

- Owned - 624
- Leased – 26
- Oldest Portables – 1952
- Newest Portables – 1997
 - Industry Life Expectancy is 15-20 years
- Campus with Most
 - (20) Akins HS, (20) Webb MS, (20) Dobie MS
 - Includes Webb and Dobie Primary
 - (16) Doss ES, (16) Blazier, (16) Murchison MS
- Total Gross Square Footage – 940K
 - Equal to (2) Bowie HS and (1) Murchison MS Permanent Buildings Combined
- Data Points Collected – 21,000+

Data Categories

1. General Information
2. Exterior
3. Roofing
4. Exterior Walls
5. Exterior Windows
6. Exterior Doors
7. Skirt
8. Under Portable
9. Interior Walls
10. Interior Doors
11. Interior Wall Finishes
12. Interior Flooring
13. Interior Floor Finishes
14. Interior Ceiling Finishes
15. Plumbing
16. Plumbing Fixtures
17. Mech/HVAC
18. Fire Alarm
19. Fire Protection
20. Electrical Service
21. Electrical Distribution
22. Lighting
23. Security Alarm
24. Public Announcement
25. Wi-Fi
26. Portable Use

Multiple Data Points Per Criteria

Costing Methodology

- Utilize Bid Tabs from Contractors used by AISD
- Deficiency Costs Developed at System Level
- New Portable Cost
 - Wet \$120,000
 - Dry \$90,000

Portable FCA Methodology



- Each System was Rated by Condition
- Cost Applied to System Based

Example Systems

Condition	Score	Percent of Repair Cost	Exterior Walls	Interior Floors	Roofing
Excellent	5	0%	\$ -	\$ -	\$ -
Good	4	20%	\$ 8,000	\$ 1,153	\$ 2,000.00
Fair	3	40%	\$ 16,000	\$ 2,307	\$ 4,000.00
Poor	2	70%	\$ 28,000	\$ 4,037	\$ 7,000.00
Fail	1	100%	\$ 40,000	\$ 5,767	\$ 10,000.00
Non-Existant	0	0%	\$ -	\$ -	\$ -

Portable FCA Methodology



$$FCI = \frac{\sum Sy \text{ em Replace Co}}{\text{Por able Replacemen Co}}$$

$$FCA = 100 - FCI$$

Consistent with Facility FCA Methodology

Types of Deficiencies



Deteriorated Roofing

Types of Deficiencies



Warped Exterior Walls

Types of Deficiencies



Cracked Interior Flooring

Types of Deficiencies



Damaged HVAC Unit

Types of Deficiencies



Damaged Pier

Types of Deficiencies

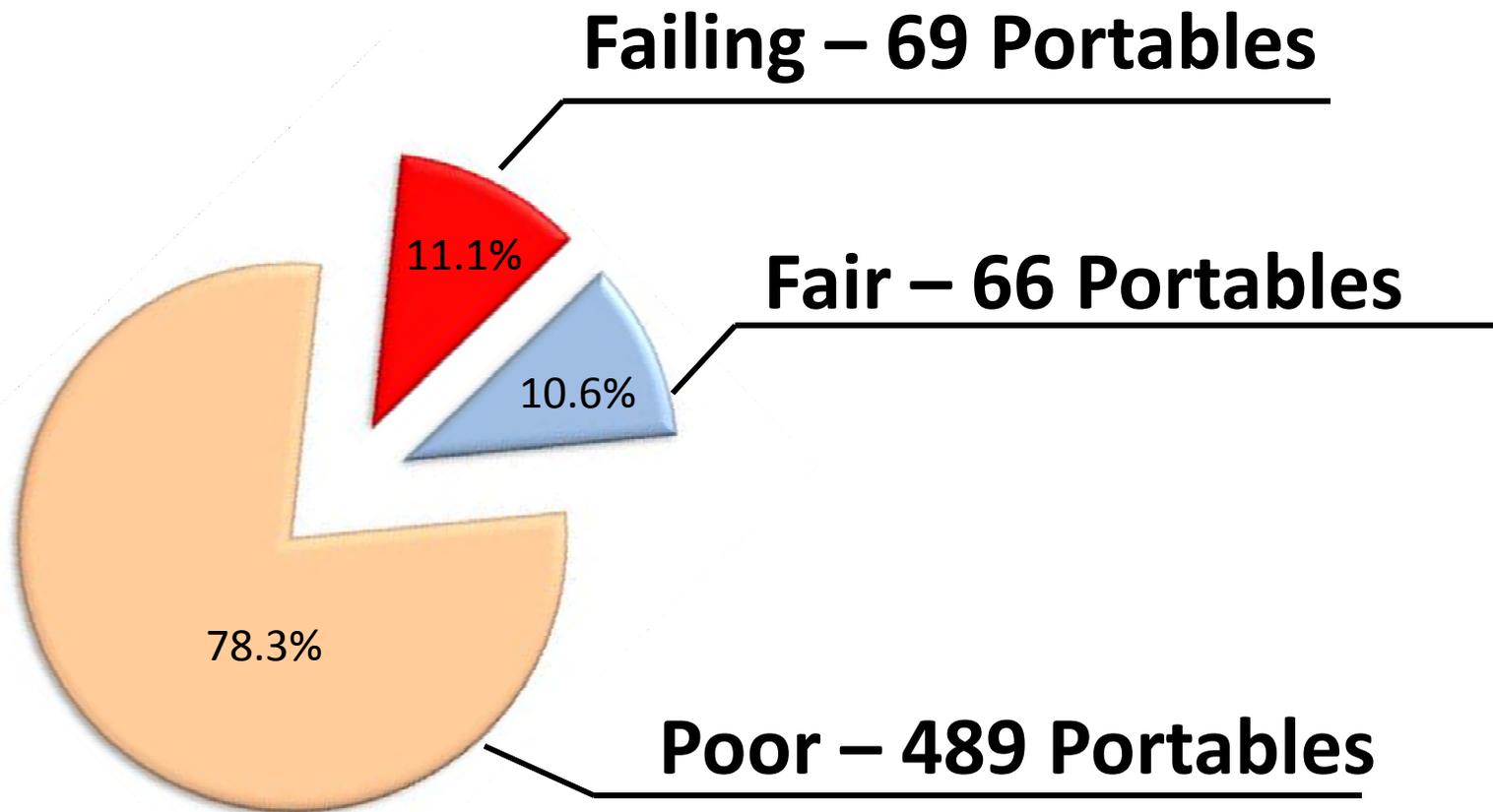


Leaking Waste Water Pipe

Results – Cost Impacts

- Failing - 6.2MM in Repair Hard Cost
- Poor – 29.3 MM in Repair Hard Cost
- Total – 38MM in Repair Hard Costs
- Average Time In Place of Failing Portables – 39 Years
- Moving Costs are Significant
 - \$8,000 - \$10,000 (Independent of Distance)
 - \$8,000 - \$25,000 (Wet or Dry; Reconnect, Ramps, Grading, etc...)
 - Required repairs and upgrades (ADA Compliance, etc.) can be very expensive

Results - Condition



ZERO Portables are Classified as Good or Excellent

Results – Portable Use



Use	Count	Percent
General Classroom	437	70.0%
Special Classroom (Art, Music, Dance, etc.)	91	14.6%
Office	36	5.8%
Daycare	23	3.7%
Other	20	3.2%
Storage	14	2.2%
Empty	3	0.5%
Total	624	-

Does Not Include Lease Portables

Portables & Utilization



- Campuses with 10 or more portables

Campus	Leased Portables	Owned Portables	Total Portables	2016-2017 Enrollment Utilization	
Dobie MS	0	20	20	66%	*Portable Count Includes Dobie Primary
Webb MS	0	20	20	85%	*Portable Count Includes Webb Primary
Akins HS	12	8	20	113%	
Doss ES	0	16	16	163%	
Blazier ES	2	14	16	133%	
Murchison MS	4	12	16	120%	
Lanier HS	1	14	15	111%	
Johnson (LBJ) HS/ LASA	0	14	14	105%	
Bedichek MS	0	13	13	95%	
Burnet MS	0	13	13	102%	
Kiker ES	0	13	13	142%	
Bowie HS	0	11	11	118%	
Hill ES	1	11	12	136%	
Rodriguez ES	0	11	11	83%	
Wooten ES	0	11	11	121%	
Patton ES	0	10	10	105%	
Perez ES	0	10	10	117%	

Takeaways

- In most cases, portables are not a suitable learning environment
- Portable condition does not impact FMP recommendation
- Portables are often cause for safety concerns
- Many of oldest portables are land locked
- Roofing, exterior walls, plumbing, and ADA compliance are very expensive
- Moving often damages structure and can greatly reduce lifespan
- \$1.5M - \$2M in operations funds expended annually to move and repair portables
- Portable reduction strategy needed

Future Steps

- Relocating 12 portables to Barrington ES in average or poor condition for Brown ES
- Remove 12 portables in worst condition, FCA below 0.15
- Utilize portables as swing space during construction
- AISD to develop aggressive portable policy
- Overtime, they go away with modernization