



Facilities and Bond Planning Advisory Committee

May 24, 2017

5:30 PM

Austin High School, Library

1715 W. Cesar Chavez 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	5:30 PM	
2.	Citizens Communication*	5:35 PM	9, 10
3.	Approval of Minutes (May 11)	5:45 PM	
4.	Update from Subcommittees	5:50 PM	9, 10
5.	Discussion on feedback from Community Collaboration Series #5	6:00 PM	9, 10
6.	Discussion on feedback from the May 22 Board of Trustees Meeting	6:15 PM	9, 10
7.	Discussion on Potential Bond Scenarios	6:35 PM	9, 10
8.	Discussion of Committee Operations, Future Meetings Dates, Locations and Agenda Items	9:25 PM	9, 10
9.	Adjourn	9:30 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.austinsd.org/advisory-bodies), which can be found on the AISD website under Advisory Bodies (<http://www.austinsd.org/advisory-bodies>.) Citizens Communication is limited to 10 minutes.

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

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



Facilities and Bond Planning Advisory Committee

May 11, 2017

5:30 p.m.

**Lee Elementary School, Library
3308 Hampton Road, Austin, TX 78705**

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, Jodi Leach, Jennifer Littlefield, Scott Marks, Cynthia McCollum, Rick Potter, Tali Wildman

AISD Trustees: Ann Teich

Staff: Paul Cruz, Nicole Conley Johnson, Edmund Oropez, Paul Turner, Gordon King, Beth Wilson, Melissa Laursen, Asha Dane'el, Marc Brewster, Lydia Venegas, Julia Maldonado, Chaneel Daniels, Gilbert Hicks, Sandra Creswell, Terrance Eaton, Kevin Schwartz, Celso Baez, Jean Bahney, Christian Clarke Casarez, Felipe Romero, Ruben Pizarro, David Kauffman, John Hewlett (Principal, Lee Elementary)

Consultants: Matias Segura, Drew Johnson, Kelli Bellon, Adam St. Cyr, Eric Sierra, Jerimi Henry, Chelsea Burkett, Arnold Ashburn, Punar Bhakta, Ellen Saathoff, Bob Pearson, Jennifer Kunz, Andrew Morosky, Andrew Higgins

Visitors: List of visitors is attached.

1. Call to Order and Overview of Meeting Goals (5:46 PM)

Tri-chair Cherylann Campbell called the meeting to order at 5:46 PM and reviewed the meeting goals.

John Hewlett, Principal of Russell Lee Elementary welcomed the FABPAC and provided a brief overview of Lee Elementary:

- Constructed in 1939, with several additions throughout the years
- Rainwater tanks, chicken coops, and a garden program
- School was renamed last year to Russell Lee, a photographer from the school's neighborhood who started the UT photography program
- Biggest challenges are related to space

Trustee Ann Teich was acknowledged.

2. Citizens Communication

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

- *Blazier ES stakeholder* – asked that FABPAC consider the complete construction of a comprehensive middle school in the first bond; do not phase the project; there is rapid growth in the area; would like to see a K-8 model at Blazier and the new SE middle school; many families leave AISD after 5th grade, and a K-8 model may keep those students in the district.
- *Blazier ES stakeholder* – do not phase the new SE middle school, would like to see a comprehensive K-8 community at Blazier and the new middle school; a lot of new residential development in the area; the district loses students due to the current middle school options, this new model may keep more students in the district; IDEA Bluff Springs is actively recruiting middle school students.
- *Blazier ES teacher* – asked that FABPAC consider a full build of the new SE middle school in this bond; great model for AISD; it is financially responsible to do all of the construction now; will reinvent the urban school experience; be proactive to create a continuum into the middle school years; Blazier is already a partner school with Akins HS.
- *Goodnight Ranch development team* – supports a K-8 model; Goodnight Ranch is 265 acres; 1,322 residential units will be complete in the next five years; currently 113 residential lots are under construction, with construction starting soon on the next phases.
- *Goodnight Ranch development team* – everything in the master planned community located north of Slaughter is slated for construction; 2,500 residential units will be at 60% affordability, and are scheduled for construction at the end of 2018; the project is moving quickly.
- *Menchaca ES student* – concerns about the current condition of Menchaca Elementary and the traffic around the school; the community deserves a brand new building.

3. Approval of Minutes (April 26 and May 2)

The April 26 and May 2 minutes were approved as presented.

4. Update from Subcommittees

- Bond Project Development – The subcommittee has been reviewing the draft materials prior to the FABPAC meetings.
- Community Engagement – Update to be provided as part of Agenda Item 5.
- Equity – The second meeting is scheduled for May 15. Meeting topics will include a presentation on the district's self-equity study; remarks from Trustee Gordon and former Trustee Saldana; and a discussion on the definition of equity in terms of the bond planning process.
- Target Utilization Plan/Consolidations – Subcommittee has not yet met.

5. Update on Community Engagement

Kristin Ashy (Community Engagement subcommittee lead) requested that FABPAC sign up to attend Community Collaboration Series #5. She discussed the intent/layout of the community meetings, and the role of the FABPAC.

6. Update on May 8 Board Work Session

The committee discussed the themes that came out of the May 8 Board Work Session:

- Worst first and overcrowding
- Technology is a reoccurring high cost
- Bond should be less than \$1B
- Rosedale should be in a walkable location
- Concerns about the new northeast middle school, and the under-enrollment of adjacent schools
- One bond proposition is favored
- Do not increase the tax rate
- Equity – what does it mean?
- Concern of not addressing under-enrolled facilities
- Board needs to have plenty of input on the bond scenario

Matias Segura, AECOM, presented the existing timeline for a June 19 Board Meeting to Call the Order for Election, and a modified schedule for the Board to Call the Order for Election in August. The committee discussed the merits of allowing for more time to educate the Board on a draft bond scenario (Call the Order after June) versus allowing more time to educate the community on a final bond proposal (Call the Order in June). One member also mentioned that a replacement for Trustee Saldana is expected in mid-June, and additional time may be beneficial to bring the new board member up to speed. Some members expressed concern of waiting until August, and questioned if the Board could hold a special meeting to Call the Order in July.

FABPAC was asked to vote if they would like to remain on the current schedule for a June 19 Board Meeting or a modified schedule (after June 19).

- 7 votes to keep existing schedule (June 19)
- 7 votes to extend the schedule (preference for July, not August)
- 1 vote for no preference

7. Discussion on Potential Bond Scenarios

Matias Segura (AECOM) presented a revised bond scenario (A2) which reduced the total bond amount from \$1.24B to \$1.06B. Mr. Segura explained given guidance from the Board, the goal of the committee is to further reduce the scenario to \$900M and asked the following questions for the committee to consider in their breakout groups:

- What should be removed from the bond scenario?
- What should be reduced?
- What is missing?

Comments from FABPAC

New Northeast Middle School

- Concerns that the developer of Mueller (Catellus) will not support a phased project; can the athletic fields be phased first?
- Do not phase the new northeast middle school.
- The district needs to make a decision on the future of the programs for Sadler Means and Garcia due to their low enrollment.
- Need to invest in Garcia facility due to the structural issues.
- Reduce the dollar amount for Sadler Means, and only include funding for “warm, safe, and dry” due to the uncertainty of the program.

FABPAC Vote

Do you support adding funding back into the bond scenario for complete construction of the new northeast middle school (do not phase)?

- **Yes (10)**
- No (5)
- Abstain (1)

FABPAC Request

- District staff to check with the developer of Mueller (Catellus) if a phased approach would be supported. This could possibly involve construction of athletic fields in this bond, and construction of the new northeast middle school in the next bond.

Targeted Projects at Central Athletic Facilities

- Suggestion to include improvements to athletic fields at a few of the high schools in this bond, and also include funding to make needed improvements to House Park.
- Installing lights at some of the high schools can help relieve the use at the district-wide facilities.
- Concern with recommending improvements at the district-wide athletic facilities prior to completion of an athletics master plan. Need a vision first.

FABPAC did not vote on these items; no changes to scenario A2.

Austin HS - Athletics, Wellness and Community Space

- Need to be clear this project addresses deficiencies and space programming issues (implementation of new academies)

FABPAC did not vote on this item; no changes to scenario A2.

Technology

- Important that teachers are provided training so they know how to use and teach with the new technology.

FABPAC did not vote on this item, no changes to scenario A2.

LASA

- Can LASA be phased? Possibly funding for land acquisition (if needed) and design in this bond.

FABPAC Vote

Should the bond scenario include full funding for LASA (no phasing)?

- Yes (3)
- **No (10)**

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

Bond planning schedule:

- May 16-20 – Community Collaboration Series #5
- May 22 – Board Meeting
- May 24 – FABPAC Meeting
- June 6 – FABPAC Meeting
- June 12 – Board Work Session
- June 19 – Board Meeting to Call the Order for Election

9. Adjourn (9:45 PM)

FACILITIES AND BOND PLANNING ADVISORY COMMITTEE

CITIZENS' COMMUNICATION SIGN-IN SHEET

TO SPEAK

COMPLETE ATTACHED SPEAKER CARD

GIVE TO COMMITTEE MEMBER

May 11, 2017

	<u>NAME</u>	<u>SCHOOL AFFILIATION</u>
1.	Sara Brown	Blazier
2.	Dr. MJ Patterson	Blazier
3.	Marra Fernandez	Blazier
4.	Myra Goepf	Goodnight Ranch
5.	Terry Mitchell	Goodnight Ranch

only if time allotted - 10.

Samantha Marion

Rosedale

6. Ava Georg

Mendocino Elem.

FACILITIES AND BOND PLANNING ADVISORY COMMITTEE

VISITOR SIGN-IN SHEET

May 11, 2017

	<u>NAME</u>	<u>SCHOOL AFFILIATION</u>
1.	Dr. M J Patterson	Blazier
2.	Maria Fernandez	Blazier
3.	Myra Goepf	Goodnight
4.	Terry Mitchell	Goodnight
5.	Susan Moffat	McCallum
6.	Bruce Georg	Menchaca Elem.
7.	Elizabeth Dick	Rosedale
8.	Kathryn St. Gert	Lee El.
9.	TERRY W. BISHOP	Rowe HS
10.	ANSEL	Maplewood Elm
11.	Vincent Tovar	Govane Elem
12.	Sandra Marks	LASA
13.	Pamela McCallough	DECA
14.	Matthew Markert	Bowie
15.	Ellen Boyak	Menchaca - principal

FACILITIES AND BOND PLANNING ADVISORY COMMITTEE
VISITOR SIGN-IN SHEET
May 11, 2017

	<u>NAME</u>	<u>SCHOOL AFFILIATION</u>
1.	Paula Reyes	Giovalle Elem
2.	Snow White	ees Clem
3.	BARBARA Corbett	OKC HS
4.		
5.		
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15.		

**Austin Independent School District
Bond Planning Engagement Update
Community Collaboration Series #5
May 23, 2017**

The following memo highlights comments, questions, concerns, and issues shared by attendees during five regional meetings held during Community Collaboration Series #5 (May 16, 2017 – May 20, 2017).

In addition to this report, every single comment from Community Collaboration Series #5 has been collected, is being analyzed, and will be reported back to the FABPAC and Austin ISD for consideration in this planning process and for the future of the school district.

This feedback was collected through handwritten feedback forms, direct notes taken from dedicated note-takers at the small group discussions, and thematic findings shared from consultants, AISD staff, and FABPAC members present at the Community Collaboration Series #5 meetings.

This report is specifically arranged by each vertical team, the comments have been recorded as written to preserve their essence, meaning grammar and tone will shift throughout. In areas where comments regard multiple specific schools, they have been added to each school's section.

Tuesday May 16, 2017 at 6:00pm | Austin High School

Findings Unattributed to Specific Vertical Teams

- Questions about where cost estimates come from, and if Ed Specs are federal state or local standards.
- Is there an absolute maximum dollar amount that we are trying for, for a bond? Especially given Round Rock's failure. Interest in how that number will be determined what impact on tax rate will be, and how board will decide what needs to be in it.
- Kudos to the huge amount of work that has gone into this. Worries about how we get the broader community involved in this. "They need to know how much work and thinking has gone into this". Social media and going to them is a good idea
- FCA and ESA score are helpful for school communities, but could be used against the bond by opposition. "Why is so little benefit (only a few points) seen for millions of dollars of work?"
- FMP recommendations need to be communicated (on materials) as the long-term goal, while bond costs and projects need to be understood as in the current draft bond being discussed
- Many communities are just learning that a bond is being considered/discussed. Need to equip communities to understand what is in it, and mobilize to gain support for it
- ESA scores should be taken off future communications.... cannot tell opposition that they will be spending \$1B and have the score only go up a few points.
- Individual site meetings may be required to explain some of the phasing aspects that go beyond the first bond
- The term "approved FMP Recommendation" is confusing
- Be sure FABPAC can speak to PAC fundraising website and how to promote bond once called.
- Be more overt to explain phasing across bonds, benefits, project impacts as a result.
- Be prepared to speak to TUP.
- Reducing the extensive use of portables should be stressed.
- Give examples that show how an FCA score changes. Explain "what you get" with a full modernization, renovation, etc. with examples.
- Stories need to be articulated (examples of decision process for a particular school) that give meaning or provide insight to what's been worked on for the past 18 months.
- Act sheets need to provide more information on phasing of projects...what is included in the first phase, etc.
- Fact sheets should also provide the "why" of the proposal, increase capacity, repair failing condition, provide better space of academic programming, etc.
- Special campuses require a descriptor explaining who they serve (entire district), why costs are so high, and explaining their history.
- Phasing needs to be fully explained e.g. what does Phase 1 full modernization mean?
- Better outreach is needed to reach the community, a video was suggested.
- There was a concern / interest around being guided on how to promote the bond and what materials / media are available to them and being able to tell the "why" story. People in our room seemed to be eager to help make sure the bond is successful, but weren't sure how to go about doing so and what the key "selling" points are.

- People seemed to express support of campus master plans incorporated for the large projects – liked that there was a long-term plan in place to fully modernize, and not just a plan to fix a few needed repairs. With this is an emphasis on clearly explaining phasing plans.
- Seemed like there was some confusion on projects where FCA and/or ESA only improved marginally – i.e. an improvement of only 3 points or so. Some people expressed they thought their communities wouldn't back something that only brought their school from (as an example) a 54 to a 57.
- Focus on the positives, on fact sheets and during the bond proposal process. The general public who will see that their schools only get a negligible ESA score increase, may not understand the reasoning and the process of the “worst first” scenario.
- The “Cost” column on the Vertical Team breakdown confused a lot of people at first, thinking that this cost was for the FMP recommendation (immediately next to it on that sheet). Suggest making it clear during explanations that this is the 2017 current Bond Cost for that school, not the FMP cost.
- Short videos, maybe one per school, 3-5 minutes in length that highlight what they are getting and why different schools need this money. Maybe also show images of the structural problems that people are not aware of.
- Requested more detail on the FMP new constructions, renovations that are occurring in this bond.
- Concerns over what the legal rules are on how the bond can be pitched, and that it is clearly and plainly spelled out for FABPAC, consultants, PTA, etc., more so that they know what the CAN do and not just what they CAN'T
- Project facility sheets need to have more details and should include the district averages for FCA, ESA
- How can the community learn about the district-wide projects (athletics, CTE hubs, etc.) and how can they provide feedback
- Need to clearly articulate that portable reduction is a goal of this process.
- ESA/FCA would be a bad way to market the bond, don't use those numbers when selling it to voters because people will see schools increasing only a few points from say, a 57 to a 60 FCA and say "why bother."
- Needed clarification about the AHS/City of Austin wellness/athletics partnership. Would be helpful to know that's why the improvements for AHS cost so much despite the fact it has a good FCA/ESA.
- Parents want to know how to get involved in advocating now. How questions on PACs/what can and can't be done in terms of advocating now/after the bond is called.
- More outreach to non-parent voters.
- Need to be more explicit about how the institution of this plan will allow the district to begin to reduce its reliance on portables (particularly with consolidating Webb Primary into a new, rebuilt T.A. Brown, and moving students to home campuses from Dobie Pre-K...)
- Provide narrative of “special” school like Rosedale, Ann Richards, LASA, etc.... to inform the public why these types of schools are important to serve specific students

- To promote and explain major projects like issues at Casis, Brown Elem, Martin ...Make/Use 5min video for each campus that has major projects. Send links to parents PTA. They need to SEE problems we are trying to solve.
- Paragraph of description on the purpose of each Special Campus on each fact sheet.
- Add a column to describe new construction, renovation, etc. to the spreadsheet at the back of each VT package.
- List benefits on the fact sheets.
- Additional outreach: Meet in the elementary sites, churches, parks on weekends (put up signs and displays). Make 20-minute (maybe shorter) video for people to use at different functions. Have to sell the bond old and young that do not have children in the district.
- Be careful with too much phasing, not enough results to make people feel that it was worth it.

Eastside Memorial Vertical Team

Martin MS

- Details on TUP
- Have schools send out info to staff and/or students, communicate with teacher unions to have them and members here
- Why is Austin High getting so much in comparison to others with a much lower ESA & FCA score? Less talking before break out to have more time in break out groups.

Austin Vertical Team

Austin HS

- More meaningful description of what "phase I of full modernization" means vis-a-vis LASA, Ann Richards, etc.
- Have bond package presented as single amount for voter approval.
- I'm not sure \$/student and \$/sq. ft. is helpful once you get to the point of selling a bond package. The numbers are likely to just prompt opponents to complain about one project or another. Let those who want to dig for this figure it out for themselves.
- Need to emphasize stories that embody what we're doing—e.g. Austin High's shared public space in partnership with city—so nonparents (like Lady Bird Lake joggers) realize that there's something in the bond for them too...

O. Henry MS

- (illegible)Is the estimated total cost at the bottom of each sheet a cost for the first bond of each bond or a cost after "modernization?" That is not clear. Summary pages makes emphasis on preferences because has cost after FMP recommendations
- We may need to push information out through campus, principals CACS and PTAs. It is difficult to get folks to come out in the evening, especially at the end of the school year and in the summer.
- 1) Recommend that the FCA/ESA scores before and after not to be included in the final information to the public. The "after" scores are low and may confuse the general public. I'm afraid they may ask why we are spending money if scores do not improve much. 2) I

recommend explaining impact on taxpayer on this bond project. This is really important and should be shared from the beginning in these meetings. 3) We need a strategy (unified) for accomplishment bond and AISD future.

- It's almost too much information. I think at this point parent volunteers communicating the FMP and bond package info to their schools need concise information about their school and concise, clear talking points and education materials regarding the bond.
- Through school PTAs, CACs and staff meetings - principals.
- I do feel like our feedback is being heard. Thank you!
- We hear LOT of radio ads about AISD (and they are great) but, ads educating our community about WHY we need the bond ie: recapture!!!

Casis ES

- Communities want to know what pieces of a phased project they are getting in this bond, and when they get the other pieces
- Know details how this will impact tax payers
- Create a bond partnership program that will facilitate how we can communicate details of bond and importance to get out and vote. Essentially a bond campaign committee.
- I'm very impressed with the organization and interest in the community!
- It would now be helpful to see a breakdown of how the estimate of our comprehensive project was determined. What percentage will be for temporary housing, building, landscaping/playscapes, furniture, AV, etc.? When do you expect for the final bond to be called? How will it be marketed over the summer?
- We recognize that the community without grade school age kids need to be educated and persuaded. We recommend using Next-door forum. Posting an informative film could be shared easily and reach those unable to attend meetings. TED Talk style or even a short 15 minute description of bond. Also we plan to contact neighborhood HOA's to provide information.

Bowie Vertical Team

Bowie HS

- What's included in Phase 1?
- What improvements will there be to the fine arts facilities?
- What is the status of surrounding land acquisitions?
- Many people from Bowie did not support the 2013 bond because they didn't feel it provided enough for their school. Many are primarily concerned with what directly affects them, and this will strongly influence how they vote. Need to emphasize what's in it for everyone.
- People want specifics on what is going to happen to their campus, how the process will work (ex. where kids will be during construction), and timeline.
- People want to know where cuts will be made if bond is reduced.
- People want clarification and emphasis on the fact that tax rate won't increase. They also want the 900 million broken down into how much it will cost each person annually to make idea more palatable.
- Many still don't trust the district or this process.

Special Campus Vertical Team

LASA HS

- Revise LASA Fact sheet to better reflect reality. What does, “Phase 1 of Full Modernization” mean?
- There is still too much front-end-info - an issue at every phase of engagement. Good, clear explanation of bond goals and process timeline in the breakout room very clear.
- Better engage with neighborhood associations. Spend more time at community events. Go to housing areas - apartment complexes, retirement homes, etc. Offer open houses at individual campuses to discuss FMP.
- Please find a way to share benefits of these proposals on people; on our community. The FABPAC numbers do that well, but is completely absent here. Schools are ultimately about people. We need to add stories: "project X will accomplish X result for X people and make X difference."

Rosedale

- People this evening seem a little overwhelmed by the huge draft summary table, but the individual campus sheets are pretty digestible.
- PR; Talking points distributed to those of us who are very engaged and attending these meetings; points we can stress when talking to neighbors, colleagues, etc.
- I've been quite involved since the FCA & ESA last summer. Otherwise I wouldn't know about the whole process. Having our FABPAC reps visit our PTA last fall was really helpful in stimulating our interest and enthusiasm

Wednesday May 17, 2017 at 12:00pm | Millennium Youth Entertainment Complex

Findings Unattributed to Specific Vertical Teams

- Solving the underutilization in the east side schools will be paramount to passing a bond.
- Need more information on the project facility sheets
- Discussion around who would go to the new NE middle school
- What is the academic reason to spend so much on 1:1 devices? Why not 1:4? Make this reasoning more readily available.
- Intercity utilization needs to be addressed before building new schools.
- Proposed to redraw boundaries
- Add programs for utilization to the eastside schools
- Reopen Allan Jr High instead of building a Mueller middle school
- Reach the people by going to the churches in East Austin.
- Yes, we need a non-jargon laden two-sentence 15-word explanation of how the tax rate doesn't go up. (Even after we explained it there seemed to be a lot of doubt.)
- We need to provide more clarity around what it means to "Phase" things, particularly what happens in Phase 1 and what happens later.
- In a similar vein, there was a lot of confusion on the sheets about the difference between what was all about the first bond, and what was about the long-term strategic plan.

LBJ Vertical Team

Harris ES

- 1) Why is Harris' capacity reduced so much? 2) For equity purposes - would be very helpful to have sheets/access for each vertical team. 3) Need more real world language about the cost (no tax rate increase) in all communication
- Need lots of flyers/papers in various languages to go to all parents at every school. Continue to work with ACPTA and local PTAS. Get parent support all over town
- 1) District needs to keep looking at how to support early childhood needs (I keep hearing K-12). 2) Equity study & magnet school philosophy needs to be competed before decisions are made about LASA moving. Need early childhood spaces specifically. Be careful about moving Dobie preschool

Reagan Vertical Team

Winn ES

- 1) Add itemized estimates for 2017 proposed projects to info sheets. 2) Add clarifying information based on questions asked at meetings.
- Ask a PTA or CAC rep from each school to attend engagement meetings and report back to their individual campuses
- Get individuals excited about the benefits for them and they will spread the word!!
- 1) The investment in Winn seems like a minimal investment for a possible closure school and doesn't reflect the new Montessori program that has the residents very excited. Does the facility support the academic programming? 2) I'm concerned about how projects will be trimmed from the bond proposal. Don't cut Winn!!

McCallum Vertical Team

Maplewood ES

- Visuals on what full modernization and other improvements mean
- reach out to neighborhood associations to present at meetings and ask chairs to share info on listservs and Next Door
- -We need more \$ for improvements to facilities at Maplewood ES. - NE Austin needs a new middle school at Muller to bring us together and keep our students from leaving for charters and distant magnets
- 1) Add itemized money for proposed 2017 bond items 2) Need cost breakdown of 1:1 device and rational as well as academic implications of this money. Why is this the way to increase student outcomes and how will it be measured?
- Poll, trust your gut and don't always listen to the loudest voices who show up. Have a framework to evaluate impact of decisions on different subgroups
- I know this was a Q&A, but staff and FABPAC did alot of talking. Sometimes 4 people all answered the same question saying the same thing but in a different way, one answer is enough

Ridgetop ES

- I miss the visual representations on each school fact sheet. [the green, yellow, red ones]
- Your Instagram could use help. Pictures that are graphics conveying information. Meeting places/times. Easily shareable on Facebook. Highlight that this is an 18-month long process (thus far)
- We need to talk more about what to cut. - Convey that this bond money all goes to the schools.

Eastside Memorial Vertical Team

Eastside Memorial HS

- East side residents want to see a big investment in their schools starting with a commitment from AISD to fill their schools before building new schools.
- The east side could house students from over-crowded west side schools.
- Eastside Memorial HS needs a magnet program, suggestions included added back the Liberal Arts Academy.
- Eastside doesn't want to consolidate or change schools but wants to house students from over-crowded west side schools.
- Take Liberal Arts from LASA and add it to Eastside.

Martin MS

- I would like to know where all the people from the Austin African American Community are? Oh wait, they have been displaced and left the district because it is clear through the FABPAC that white privilege and class distinctions will continue to favor West Austin. "Leveraging building utility" won't matter unless we change the district focus on efficiency and Labor Market outcomes for students as the be all end all of educational

aims. AISD has failed to raise the consciousness level of our community otherwise the distinctions between schools would not be so glaring, one example is PTA dues. It is no coincidence the three bilingual trustees with advance degrees, representing the largest minority districts voted against the FABPAC and all its white supremacist underpinnings from the consultants to many of the recommendations. Of course Austin has a long history of using consultants starting with the "Problem of integration" in 1928 to the problem of efficiency and TUP today. What we need are teachers of both high quality and commitment to every student. You can adopt catchy slogans but right now there are many students being neglected and systematically excluded on a number of campuses. I know this for a fact. This bond will fail as long as the district refuses to acknowledge and more importantly address our racist past. Suggestion: Put LASA at O'Henry not ALC > Both buildings opened the same year right? So they should in the same shape. 2) Don't build a middle school in Mueller

Allison ES

- Definitions of phrases (ex. proposed projects - what does "Campus Master Planning" entail?)
- 1) Neighborhood meetings. 2) Neighborhood listserves (Nextdoor, yahoo groups, etc.) 3) TV and radio commercials 4) Social Media

Lanier Vertical Team

Lucy Read Pre K

- Continue effective community feedback meeting opportunities
- Outreach through local family service providers and childcare centers to engage future families with children (age 0-3) - connect to directors/ AAEEYC, etc.
- Please, please incorporate people/organizations expertise in planning/designing effective and best practice learning environments for early childhood programs (age 3-6) in all campuses. Young children have unique developmental needs for engagement, cognitive growth, social-emotional development, and physical needs. (The Success By 6/School Readiness Action Plan Leaders)

Special Campus Vertical Team

LASA HS

- Before I support a bond, I'd want to know what specifics effect LASA. Are we committed to moving LASA to its own campus? What kind of guarantees will be included that monies allocated will be used for a LASA move? How will you include it in the first bond? Also, you have 2 middle schools that are significantly under enrolled in the proposed N.E middle school. If we want to be efficient w/ tax money, it seems that you make use of these buildings before building a new one. If single-sex schools aren't drawing students, then perhaps they should be changed.
- If LASA's move is phased over the next 2 or more bonds, then there will be an effect on both LBJ and LASA and their schools' programs. If you keep them co-located, and change their focus so that they become part of one program, you will have changed

LASA completely. If you want a highly competitive rigorous health program, then state that specifically so that people will know what they're voting on.

- Personally, I would not support that kind of combined program and would not support a bond that did not specifically state that LASA will remain a separate school.

Wednesday May 17, 2017 at 6:00pm | Bowie High School

Findings Unattributed to Specific Vertical Teams

- We need to do a better job explaining our definitions
- Public wants to see more detail in projects being phase
- Should define what the special campuses purposes are
- Should emphasize not raising the tax rate and how much AISD gives away via “Robin Hood”
- When will public see the final recommendations that go to the board before vote?
- Need more explanation of why on some of the more nebulous programs.
- Provide info on how much money or percent split with title 1 schools.
- Add mission descriptions to each of the Special Campuses, including Richards, Means, and Garcia.
- Porter Wall at Ann Richards is historically important.
- Idea of combining an ES with MS or MS with HS. This makes testing difficult with needing to shut down the school more days. There needs to be more consistency with gifted and talented programs but it is difficult because GT is not federally funded.
- Voters in East Austin area react out of much emotion and need to be reached.
- Eastside vertical team schools do not want to consolidate, even if it gets them better buildings and programs. Their opposition is emotional.
- People need to know what special campuses are and that they serve the whole district
- Need large themes communicating what this bond package does
- There is confusion on what phase 1 means and what full modernization means.
- Concern over school financing, bond amount and school recapture.
- There were places where as much as \$3M was spent and no improvements to FCA and ESA. Some concern around that messaging.
- Technology bond dollar allocations are high – why is there not a rationale or justification included in the packages? Some feedback about the importance of also getting an explanation, similar to project explanations as to why this is so important.
- There was a fair amount of feedback requesting clarity around the LASA recommendation – What is the planned capacity? How does the phasing work? The language is confusing.
- It was mentioned if there was investment still taking place in “TUP” schools – the sentiment was why would we put valuable tax dollars into a school that might/is likely to close.
- 1) Send out info via elementary schools (school newsletters, principal email, etc.) PTA..
2) I would like to be able to share more Robin Hood needs, finance/tax, and bond info via social media. Ex: you said Central Texas provided 24% of funding - this is something I want to share with my community. Many don't understand where the \$\$ goes. Create so we can share??
- Links to where to find specific info - the main website is a little hard to navigate.

Akins Vertical Team

Blazier ES

- Have the project sheets more easily and readily available on the website
- News media, principals getting the word out to campuses through email/phone calls
- If one of the reasons that NE/Mueller is getting a new school is that charters are taking students from the area than why is Blazier not being looked at for the same reason? We have high numbers that are also being taken. If all means all, why cut back on Blazier and give to the richer area? There are 4 middle schools already in that area whereas SE Austin is growing and bursting at the seams. Blazier should be a phased project.

Eastside Memorial Vertical Team

Eastside Memorial HS

- There is still a negative connotation with Eastside Memorial that needs to be adjusted to get enrollment up.
- Eastside needs to be able to offer all that Austin can offer with programs in order to be competitive. Eastside HS is too small.

Martin MS

- Martin has an admission based program, this needs to be supported more so kids aren't getting turned away.

Austin Vertical Team

Austin HS

- I felt like info provided was thorough
- 1) Truly offer an avenue that parents who are struggling, poor can share. 2) I felt like I could not ask questions about the schools in my area. I felt the challenge of parents worried about lockers and band fields, when we have elementary down the street in the "fail" zone.
- I appreciated greatly hearing about the reality of Robin Hood. I wish I could get parents mobilized to speak to their representatives

Bowie Vertical Team

Bowie HS

- Bowie concerns over parking and impervious cover.
- Educating people that voting for the bond will not increase tax rates and actually keep money within AISD and not have it subject to recapture
- Better definitions "full modernization" would have been helpful. Presentation did a good job of explaining this.
- 1) Emphasis no tax rate increase 2) Tell stories of needs in media
- 1) Most questions were easily answered and understood 2) Increase financial understanding from taxpayers
- Continue social media, reach out to AP government classes for a younger representation of community

- \$900 million is not enough money! With \$4000M in current needs, \$100 million per year in new needs, \$900 M every 5 years in bond money, then it takes 50 years to just catch up
- Is there a model/demonstration classroom that community members and parents would visit to see and experience what AISD is envisioning as the "reinvented urban education" set up for elementary, middle school, and high school levels?
- I think Austin ISD has covered so many bases in pre-planning to make meetings engaging and convenient for all audiences by offering multiple meeting sites and times, having childcare on site, and providing language interpretations.
- Please help ease the overcrowding in our Bowie vertical team of schools. Ziker has made things work with over 1,000 students for many years but the parking lot, cafeteria, office space haven't even increased to accommodate the high population and the playground area has only decreased in size as more and more portables were added :(
- I am very interested in how Bowie's facilities improvements will be tackled
- I am very concerned about voters who do not have students and do not understand how the state 'captures' so much of our AISD tax dollars.
- Is there a way to get more articles in the Statesman?
- 1) See plans, hear numbers. 2) Meetings are very helpful. Thank you!
- 1) Email through the school databases. 2) Text through AISD parent communication systems
- 1) Bowie needs facilities on campus for BAND, THEATER etc. 2) We pay such high taxes already, people don't understand that bond money is what will stay in town. This needs explaining. The benefit of bond vs. the problem w/ recapture
- 1) More detail regarding each expenditure for each campus 2) More detail around special campuses, special facilities and district wide expenditures - what falls into each of these categories?
- 1) PTA's are a great way to engage communities 2) Emails and flyers make a larger impact (over meetings) > highlight TAXPARENCY in all communications!
- I am very interested in future meeting regarding planning for the bond package. I currently serve on the PTA board at Gorzycki, Clayton and Bowie and would like to help. Thanks!

Special Campus Vertical Team

LASA HS

- Not enough information in packets as to what exactly will be done at each campus, w/ explanation of need. For examples needed gyms because of capacity as opposed to wanting nicer facilities
- 1) Is there a way of getting into businesses newsletters? Maybe do presentations at big companies that may have employees who are not AISD parents and who vote. 2) Some AISD communities may not have received much information on process. I am not sure the LBJ current parents have received info and had a chance to express their views, including their new health science academy.
- 1) For LASA, need to separate from LBJ, and comprehensive is paramount. Sharing athletics with another school would be very problematic. Need to follow UIL requirements and have consistent practice space. I appreciate FABPAC continuing to

consider this need! 2) Schools consolidations will help some voters support the bond. 3) Are schools being instructed on relaying information to their communities? Some school communities may need for you to go to them. I realize time is limited.

Thursday May 18, 2017 at 6:00pm | Reagan Early College High School

Findings Unattributed to Specific Vertical Teams

- \$1.2 Billion bond will be too much
- AISD needs to work on plans to improve the integration at schools such as LBJ.
- Ways to reach parents, Coffee at 8 in the AM at schools. At the grocery, where people live, large employers,
- Is the availability of magnet schools adequate for the district?
- Work harder to integrate and better educate in the elementary schools and the entire district will be better.
- Talk more about closing schools that need to be closed to show good stewardship toward the taxpayers.
- The “Wellness Center” isn’t “baked” and could become a source of ridicule at a cost of \$24M, especially since it requires COA funding
- Pre-K education is shortchanged in Austin, more should be done to improve Pre-K in this plan.
- We need more detail (if only the individual price tags) on the sub-projects on the one-pagers. For example, it's hard to have a discussion about tradeoffs when people believe that all \$30+M at Anderson is all going to the gym
- We heard more about getting into the community—people suggested we should be in the grocery stores, having information tables in state offices and at UT (as those are large employers of AISD voters), at large apartment complexes, etc. (I suspect there are some barriers here that these folks aren't aware of, but the point was that visiting the neighborhood associations may not be digging deep enough into the communities...)
- We had a lot of the "usual suspects," and as such heard a lot of frustration that LASA would get anything, as those students are perceived as being overly advantaged already. Similarly, as far as overcrowding anywhere else in the district, there's a presumption that everything on the West side of town is utterly opulent, and "we can't start a conversation about equity until the district overcomes the decades of underinvestment on the East side first to bring us up to a level with way things are elsewhere."
- 1) The location of the breakouts was a little awkward. There were a lot for FABPAC, AISD, and AECOM - almost as many as community members - it felt like more commentary from "officials" as opposed to listening to comments 2) The room was very stuffy as well. 3) Also, stop people talking on time - if people have additional comments, let them talk one on one. I came straight from work, and didn't have dinner. 4) I am opposed to the further segregation by removing LASA from LBJ 5) I fully support building the new middle school at Mueller
- At some points the board has to make tough decisions: What facility need to be closed, what boundaries need to be changed/redistrict, how do we demonstrate efficient before we spend. the need to repair, the way we have to fund because of the legislators will not fix the problem but being official can make a chance. You need to show what's been spent in the last 10 years at the school with new money
- 1) Continued segregation of LASA/LBJ tracking 2) Continued segregation through school boundaries - Mueller students attend McCallum when Reagan is one mile away 3) New LASA building further serves privileged population 4) Focus on and support

excellence at every school - academies model is neoliberal segregation continued. 5) as a partner of AISD in my work, I go out of my way to find information about the process - what would communication with district employees look like - they are possible allies and promoters of this cause and changes needed - How can student feedback be intentionally sought and considered - not just from students from magnets, privileged/white parts of town? Thank you - this is clearly not an easy process, please keep working toward goals of equity in facilities for students

LBJ Vertical Team

LBJ HS

- I would like to see more information about how the academic component will be addressed. Having new(er) facilities and technology will help, absolutely, but if the academic offerings and rigor are lacking, how will those improvements help in a meaningful way?
- There is a lot that the school district must do to address the long history of exclusion and racism that students, parents, and communities have experienced. Meaningful engagement and relationship-building that goes beyond flyers home. Teachers are an important part of that, as are the PSS's, but they need support to help with that work.
- 1) I would like to see more rigorous academic programs offered across campuses - what about the possibility of creating more things like magnet programs throughout the city? Where is AISD's plan to integrate schools? There must be intentional efforts - things won't just happen on their own. The academic planning and school integration planning should have coincided w/ the FMP to foster greater buy-in from the community. 2) Someone pointed out that though there was a Spanish language interpreter, no one required those services. Where is the Spanish language outreach? If those efforts aren't working, why not change that approach?

Garcia YMLA

- It might be helpful to have more information about the costs for operation and staffing that will be associated with the expanding various facilities/building new facilities; i.e.: how sustainable will it be to operate these facilities with projected future budgets?
- 1) Engage with parents at grocery stores, multi-family housing units where they live, large community employers (University of Texas, HEB, etc.) 2) Targeted social media advertising
- 1) I would really like to see expanded magnet program offerings 2) We need to integrate elementary campuses and invest in our youngest and most vulnerable students. 3) Even though AISD can't integrate neighborhoods, they can integrate schools via bussing and targeted redistricting of school attendance zones.

Reagan Vertical Team

Reagan HS

- As someone who worked on an AISD campus it would be great to get more updates via AISD communications as possible - employees could be good allies in promoting the bond
- 1) What efforts have been made to seek student input from campuses? 2) Explicitly anti-racist and anti-segregation efforts and messaging 3) Seek input from students intentionally - plenty of organizations on campuses that could partner to facilitate this - communities in schools, AVID classes, any leaders and student groups, student councils etc.

Brown ES

- What is the plan if the bond does not pass?
- 1) Visit Campuses - drop off times, pick up times. 2) HEB, Wal-Mart 3) Have incentives - small tokens of appreciation for providing feedback 4) For T.A Brown - Austin Park Apt. Chevy Chase Apt. Santa Maria. Community walks

McCallum Vertical Team

McCallum HS

- McCallum has a “great” master plan which only needs updating, therefore the amount set aside for Master Planning at this campus should be reduced.
- Make sure you communicate directly with all campus CAC's & PTA's, also all neighborhood associations that are listed on the community registry on the city website

Maplewood

- 1) start with a timeline for the bond preparation process so we know the dates of important milestones 2) At the McCallum HS event, facilitators helped to ensure we are asked questions as a group that helped to motivate participants to give useful feedback
- 1) mini presentations at individual PTA meetings , 2) After all the discussions about moving LASA and given there is a demand for magnet programs and traffic issues, why not 2 LASA's? Heck why not a LASA caliber honors program at every HS? Have (at the very least) a LASA type program stay at LBJ
- 1) Why not two LASA's if it is so popular? One central and one that stays at LBJ and is more collaborative?
2) I find it hard to think about the bond in isolation from growth/shrinkage data and the academic goals that are supposed to happen in these buildings
3) During to Q&A, have both directed/facilitated discussing and open discussions. If it is just open, there are too many sidetracks: open discussion is good. exclusively open inefficient
4) (only slightly humorous) are you sure the FABPAC committee is not only here to provide a volunteer buffer between the public and AISD?

Anderson Vertical Team

Anderson HS

- The \$1.1M or \$1.2M needs to be split up into 3-4 props. that each and all appear to be necessary. None of them should be called "extracurricular" etc.
- Draft bond pkg: wonderful but need to note per student cost based on current enrollment (not projected)
- We need to reach businesses through the chamber of commercial in order to garner more specific support
- Specific information on items that was discussed topic related to how AISD compares to other districts (for example is this proposal of 1:1 computers in HS and MS comparable to other districts). Which districts?
- Continue going to where the community is, specifically, neighborhood associations, etc.
- 1) The existing delta and projected FCA numbers don't always add up on the draft summary table. Add HVAC to the projects for Reagan. If students are having to sit in rooms this warm all day, I feel terrible for them. 2) Keep creating Facebook events and boosting posts. Create quarterly mailers with upcoming engagement sessions listed so people can keep a list handy

Special Campus Vertical Team

LASA HS

- Not nearly enough people of color in LASA. Too many white kids.
- Why continue to invest in the LASA kids when others need education as well?
- AISD should make the effort to integrate LASA.
- I have been engaged since the very beginning. I understand where things are now and how we got here. It is incredibly painful to constantly attend meetings and listen to my school disparaged. No other school is ever talked about the way LASA is. The factually incorrect info that is left unchallenged is frustrating.
- I do think you need to engage in areas of town that historically have a high turnout, especially those w/o children, and get their feedback. Political groups, chambers of commerce
- [Teacher] said LASA had fewer than 10 black students and fewer than 10 "Mexican" students. Flat out WRONG. While still too low and more work needed, there are over 200 black and Hispanic students. Another woman said LASA takes 10-15 classrooms away from LBJ every year. Again - flat out WRONG. Despite growing over 200 in the last 3 years, LASA has given up 3-4 classrooms to LBJ. It's frustrating that representatives of the District, FABPAC and consultants don't do a better job articulating the needs of LASA.

Rosedale ES

- More updates via communities
- Get out to local hot spots - grocery stores, Walmart
- Location: I would love to see a single story Rosedale at Lucy Read

Ann Richards YWL

- How many schools are getting replaced in AISD - How is that different from full modernization? 2) Is this meeting supposed to be brainstorming budget cuts for

renovations? 3) What % of the meetings have surrounded equity and access with regards to allocation of funds and relocation of special schools.

Saturday May 20, 2017 at 9:00am | Travis Early College High School

Findings Unattributed to Specific Vertical Teams

- When presenting the bond talk about how great AISD is then talk about “worst first
- Magnet programs make AISD a great place
- District should support advanced classes at all campuses.
- Show what great things were done with the money from the last bond...before and after videos.
- Spanish speaking community would like more meetings
- AISD is not asking for a large enough bond, supports one around \$1.5 billion per year. Argued increase in tax rate shouldn't be an issue because current tax rate is what got us into this hole in the first place. Suggested one ask-all bond, not multiple smaller ones, to ensure everything is passed.

Akins Vertical Team

Blazier ES

- Parents want the new middle school next to them built all at once, not in phases
- Answer 'what if' questions
- Have the FABPAC meeting at Blazier Elementary, We would like FABPAC to come
- Have meeting translated professionally (Spanish/hard of hearing)
- Add charts for/against and demographic info, etc.
- Provide more information in simple terms that can understood by the average person
- Make information available in Spanish. We have a large Spanish speaking community that just doesn't know
- Meetings in the evening & and on Saturday

Eastside Memorial Vertical Team

Martin MS

- Have administrations, PTA, teacher unions informed and have them get word out for you

Travis Vertical Team

Travis HS

- Involvement with communities, transparency. Asking students what they believe they need is important

Special Campus Vertical Team

LASA HS

- I've been engaged since the beginning and feel comfortable with all the info. It's still dance and complex for people new to the process. Multimedia options that are visually engaging and simple to understand.

- This is an important issue and I wish I had better suggestions. I liked [FABPAC Member] plan to talk to pre-schools more outreach of that type would be very effective.
- I've mentioned before, but it bears repeating that making sure all schools are referred to positively is important. A LASA student said in today's meeting how hurtful it is for students to read about how they are an "institution of white supremacy" And a reminder that LASA is unique as a comprehensive magnet. If you try to change that, it won't be LASA.
- Explain clearly that tax rate won't go up and why/how in as many outlets as possible, and that bond is not impacted by recapture. Explain clearly that making the building green offsets costs taken by recapture.
- I love the idea of speaking at pre-schools. Talk with high school students to engage in the process. Students can make videos of the conditions in their schools. Our students are our future parents--investing in future of AISD.
- When considering LASA's relocation, extracurricular are crucial. Partnering with city or recreational facilities can work, as long as practice time is confirmed. It is not same thing to have access to a facility but not with the needed schedule for activities. Sharing athletics or fine arts facilities with another school will not work. At Bowie, [FABPAC Member] and [FABPAC Member] did a great job explaining, clarifying, and expanding information. At Travis, [FABPAC Member] (again) and [FABPAC Member] did a great job. Thank you!
- LASA needs its own campus, not co-located with any other campus. LASA students choose LASA in past because of its comprehensive high school experience--full UIL academic, sports, fine arts, and educational opportunities. LASA needs to remain a school with commitment from AISD that ensures these comprehensive high school activities will remain part of LASA
- Please reach out to current students to give presentations on the bond. Create student videos ("a day in the life") to show needs and results that a bond passage can do to improve the facility and education of students in AISD. Use social media in addition to traditional communication methods to get the message out for the need to vote for the bond.

Rosedale

- Talking points to share and understand relationship of homeowner's tax rate not changing and how bond dollars are generated; also facts of re-capture and importance of bond dollars.

DRAFT AISD Bond Planning

Bond Project Summary Table						
Project Type: Low FCA/ESA, Over Capacity, Safe Warm Dry						
Item	Project Title	Description	Cost	Include?	Cumulative Cost	Notes
1	Critical Facility Deficiencies	Projects related to maintaining the physical condition and operation of existing facilities	\$ 200,000,000	Yes	\$ 200,000,000	Targeted Project Draft Estimate
2	Campus Master Planning	Campus Master Planning	\$ 1,786,841	Yes	\$ 201,786,841	Targeted / Departmental
3	Technology	Teacher Computers Computer Lab Improvements Network System Improvements Presentation Systems Student Mobile Computers	\$ 75,500,000	Yes	\$ 277,286,841	Detail regarding how technology in last bond was used and detail regarding future implementation plan
4	Transportation	Transportation projects: Buses, Automated Fleet System	\$ 30,835,777	Yes	\$ 308,122,618	Departmental
5	Life Safety	Updated Fire Alarms, Special Education Cameras, Replacement of Outdated Security Cameras	\$ 15,359,051	Yes	\$ 323,481,669	Departmental
6	Police	Radio Upgrades, Dispatch Console	\$ 5,259,373	Yes	\$ 328,741,042	Departmental. Possibly adding body cameras, server.
7	Rigging Repairs	Fine Arts facilities rigging repairs at: Covington, Crockett, Reagan, Kealing, Akins, Anderson, Fulmore, Austin, Mendez, Bowie	\$ 2,672,914	Yes	\$ 331,413,956	Departmental. May not be needed at Bowie due to modernization, Fine Arts Reinvention schools.
8	Furniture	Partial upgrade furniture at schools with FMP projects at 12+ years (50%)	\$ 11,527,163	Yes	\$ 342,941,119	Departmental
9	Service Center Study	R22 Phasing Program and Geothermal Well Replacements / Repair Program Study	\$ 360,231	No	\$ 342,941,119	Move to CBOC
10	Bond Carry Costs	Bond Issuance, Legal Fees, Misc.	\$ 50,000,000	Yes	\$ 392,941,119	
11	Original Anderson / ALC	Professional Development; Media Center with Student Uses; Science Resource Center	\$ 22,000,000	Yes	\$ 414,941,119	
12	Ann Richards YWLA	New Build	\$ 70,000,000	Yes	\$ 484,941,119	
13	Bowie HS	Overcrowding Core Academics (Fine Arts, CTE, Athletics). Parking structure.	\$ 50,517,043	Yes	\$ 535,458,162	Estimate being refined. Some funds may come from the CBOC.
14	Brentwood ES	Full Modernization (Partial Rebuild / Partial Renovation)	\$ 34,236,300	Yes	\$ 569,694,462	
15	Brown ES	New Build	\$ 24,128,440	Yes	\$ 593,822,902	
16	Casis ES	New Build	\$ 37,000,000	Yes	\$ 630,822,902	
17	Cowan ES	Renovation and Increased Capacity	\$ 24,128,440	Yes	\$ 654,951,342	
18	Govalle ES	New Build, Increase Capacity (Demonstration / TUP Project)	\$ 31,000,000	Yes	\$ 685,951,342	Capacity increased to address potential TUP
19	Menchaca ES	New Build	\$ 37,000,000	Yes	\$ 722,951,342	
20	Murchison MS	6th Grade Addition, Switch Library and Admin, Re-roof Annex, Add Bus Loop	\$ 21,055,325	Yes	\$ 744,006,666	
21	New Blazier Relief	New Build	\$ 75,265,192	Yes	\$ 819,271,858	Adjusted to be made whole
22	New NW Doss & Hill Relief	New Build Including Property	\$ 45,000,000	Yes	\$ 864,271,858	Adjusted to add Property acquisition (10M)
23	New SW ES	New Build	\$ 36,795,871	Yes	\$ 901,067,729	Karst, Topo, Roads, Stoplight, Utilities
24	Rosedale	New Build	\$ 41,517,442	Yes	\$ 942,585,171	
25	New SE ES (Property Only)	Acquire Property for New SE ES	\$ 8,000,000	Yes	\$ 950,585,171	Adjusted to add Property Only
26	Wooten ES	New Build	\$ 30,118,058	Yes	\$ 980,703,229	
27	Demonstration / TUP Projects	New Build	\$ 65,000,000	Yes	\$ 1,045,703,229	
Subtotal					\$	1,045,703,229

DRAFT AISD Bond Planning

Bond Project Summary Table						
Project Type: Next Lowest FCA/ESA, Expanded Academics, Athletics						
Item	Project Title	Description	Cost	Include?	Cumulative Cost	Notes
28	Doss ES	Full Modernization, Increased Capacity	\$ 33,829,320	Yes	\$ 1,079,532,549	Determined Phased Approach; Reduce Cost
29	LASA HS	Multiple Options Considered	\$ 125,533,100	Yes	\$ 1,205,065,649	
30	Martin MS	Full Modernization - Phase 1	\$ 21,214,000	No	\$ 1,205,065,649	
31	New NE MS	New Build	\$ 50,050,210	Yes	\$ 1,255,115,859	
32	Entry Vestibules	Construction of secure vestibules from 44 schools	\$ 21,735,164	No	\$ 1,255,115,859	Departmental
33	Athletics: Artificial Turf Field and Improvements	Artificial Turf Field, Lighting, Bleachers, Score Board, and PA System	\$ 22,064,151	Yes	\$ 1,277,180,010	Departmental
34	Austin HS	New Addition and Renovation to Relieve Overcrowding Core Academics (Fine Arts, CTE, Athletics)	\$ 24,015,402	Yes	\$ 1,301,195,412	Likely to come down based on revised concept
35	Anderson HS Gym Expansion and Athletic Improvements	Gym Expansion, Drainage Improvements, Locker Room Renovations	\$ 19,888,694	Yes	\$ 1,321,084,106	Departmental
36	Career Launch Academic Reinvention	Career Launch Academic Reinvention Projects at LBJ & Reagan. Increase in scope for LBJ.	\$ 12,803,080	Yes	\$ 1,333,887,186	Departmental
37	Fine Arts Academic Reinvention	Fine Arts Academic Reinvention Projects at Blackshear, Covington, Lamar, McCallum, and districtwide master planning for fine arts.	\$ 21,490,183	Yes	\$ 1,355,377,369	Departmental
38	Central Kitchen for Food Service	Central Production Facility	\$ 18,011,552	Yes	\$ 1,373,388,921	Estimate being refined.
39	Technology	ES: Student Mobile Computers	\$ 17,000,000	No	\$ 1,373,388,921	Departmental
40	Undesignated Bleacher	Undesignated bleacher renovation projects	\$ 1,336,457	No	\$ 1,373,388,921	Departmental
41	Undesignated Roof Repairs	Undesignated roof repair projects	\$ 7,255,053	No	\$ 1,373,388,921	Departmental
42	Undesignated ADA Improvements	Undesignated ADA improvements	\$ 4,803,080	No	\$ 1,373,388,921	
Subtotal					\$	327,685,692

Low FCA/ESA, Over Capacity, Safe Warm Dry	\$ 1,045,703,229
Next Lowest FCA/ESA, Expanded Academics, Athletics	\$ 327,685,692
Total	\$ 1,373,388,921