



Facilities and Bond Planning Advisory Committee

February 28, 2019

6:00 – 8:30 p.m.

Webb Middle School, Library

601 E. St. Johns Avenue, Austin, TX 78752

MEETING MINUTES

IN ATTENDANCE:

Committee Members: Michael Bocanegra, Leticia Caballero, Cherylann Campbell, Paulette Gibbins, Dusty Harshman, Cynthia McCollum, Kelly Mikelson, Emily Sawyer, Alison Takata, Valerie Tyler

AISD Trustees: Ann Teich, Amber Elenz

Staff: Beth Wilson, Melissa Laursen, Matias Segura, Drew Johnson, Lydia Venegas, Reyne Telles, Christian Casarez Clarke, Tammy Caesar, Alan Lambert, Jarell Routt, Jeffrey Thomas, Laura Degrush, Ali Ghilarducci, Socorro Carrasco, Tori Sommerman

Consultants: Josh Sawyer, Theo Pappas

Visitors: None

1. Call to order and overview of meeting goals (6:15 PM)

Tri-chair Leticia Caballero called the meeting to order at 6:15 PM and reviewed the meeting goals. New member, Alison Takata (District 9, Singh) was welcomed to the committee. Trustees Teich and Elenz were acknowledged.

Webb Assistant Principal Michael Coyle provided a tour of the middle school and the Webb Primary School located on the middle school campus.

2. Public comment

No public comment.

3. Approval of minutes

The February 12 minutes were approved as presented.

4. Subcommittee and work group report outs

- Community Engagement Subcommittee – See agenda item #5.
- TUP Subcommittee – none.
- Permanent Capacity Work Group – discussed the allocation of classrooms for Title 1 resources; staff is finalizing the methodology and will bring it to the whole FABPAC in March or April.



- Portable Management and Reduction Strategy Work Group – requested statement from Academics and AISD Police, still pending; need to schedule a meeting to discuss a request to include a recommendation to freeze transfers at a lower percentage of utilization.
- Permanent Capacity and Portable Work Group Joint Meeting – scheduled on February 15 to discuss the target utilization range.
- Master Plan subcommittees – refer to agenda item #5.

5. Discuss FMP update including athletics & fitness, CTE & career prep, and fine arts & creative learning; community engagement strategies; and planning for efficient use of campus facilities

Athletics & fitness, CTE & career prep, and fine arts & creative learning

Josh Sawyer (Stantec) shared the key factors and vision statements that were drafted by the subcommittees. The plan document will address each of the key factors including future ready, supply and demand, operations, partnerships, program offerings, and growth. See attached key factors as agreed upon by the FABPAC.

Additionally, the FABPAC worked in small groups to discuss and refine the draft vision statements. See attached vision statements for each topic area as agreed upon by the FABPAC.

Community engagement strategies

Laura DeGrush (Community Engagement Coordinator) discussed the regional meetings scheduled for March 6, 7, and 9, and requested volunteers. Ms. DeGrush has also conducted outreach to the district's Family Resource Centers to communicate the master planning effort. The key factors and visions statements will be shared with the community along with other information for feedback.

Planning for efficient use of campus facilities

Matias Segura (Operations Officer) continued to discuss the reinvention roadmap with the committee. It is an evolving process which will require feedback from the Board of Trustees and FABAPC throughout. The Board will continue its work on equity, which will help to inform this process. The FMP 2019 approval date has been extended to October 2019 to allow for the reinvention work to be completed at the same time. The first reimagined schools will be implemented in August 2020.

Questions and Comments:

- Where do the funds come from for the reinvention of schools?
- What is an example of reinvention that is not a consolidation or closure?
- There is a lot of confusion on how consolidation and closure relate to the budget process. People are wondering if schools are closed, does the district still need to make other budget cuts.
- Will the Diversity by Design report be used by the Board at they discuss equity? There are existing resources that should be considered.



6. Discussion of committee operations, future meeting dates, locations and agenda items

Future meetings:

- March 28

7. Adjourn (8:35 PM)

Key Factors:

Future Ready:

As a Future-Ready District, Austin ISD must anticipate future demands of current and up-and-coming educational opportunities and experiences for students and educators that coincide with the programs, businesses and industries within, and coming to, Austin to prepare our students for their career progression and continued education..

| *Leap **ahead** rather than just catching up*

Supply and Demand:

Offer educational opportunities and experiences for students and educators that are desired and demanded to utilize the best resources and opportunities that the district can provide to fully prepare our students for career opportunities and advancement of education in the Central Texas region and beyond.

| *Flexibility and Optimization of assets*

| *Adaptability of resources and programs*

| *Both student and industry demands*

Operations:

Provide better opportunity for students by establishing efficient operations and programs to share common space and curriculum to reduce operational costs.

| *Governmental influences on funding*

| *Operations of Programs*

| *Maintenance and Operations of Assets*

| *Transportation*

| *External rentals and needs*

| *Partnerships*

Partnerships:

Develop partnerships that can reflect our students' identities and leverage opportunities for real world experience and educational development for all students.

| *Leverage and expand partnerships*

- | Develop **strategies** to cultivate new partnerships
- | Link proximity of partnerships to district assets to aid in reduction of operation costs and provide the best opportunities for **mentorship, externships, internships and collaboration**

Programs and Offerings:

Incorporate student agency, to provide the best personalized educational experience that will prepare them for today's careers and establish a creative foundation for future careers yet to be imagined.

- | Determine what programs offer the best future for students and educators of based on data developed in Key Factors 1-4
- | Draw alignments to state and national programs that positions students to be **competitive** in the next chapter of the lives following graduation
- | Incorporate **student agency** into changes to the program offerings at the district and campus level

Growth:

Implement strategies that incorporate the current and future visions for Austin ISD, the City of Austin, Central Texas region, and our ever-changing environment.

- | Consideration of future plans and projections for the Central Texas Region
- | Develop plans for fluctuations in expectations of growth that allow for adaptability and flexibility in programming and assets
- | **Student Agency** and changes in education
- | Include all communities in the Greater Austin Area
- | Coordination with other districts and agencies in the region (Collaborator **not** Competitor)

Athletics and Wellness

Vision Statements for 2019 FMP:

CONNECTIVITY: Instill a sense of belonging among school communities by enhancing the connectivity of athletic and wellness programs from elementary through middle and high school.

ACCESSIBILITY AND EQUITY: Provide equity among campuses to better serve student and community interests, and create facilities that increase student, staff and community wellness, by offering a variety of programs accessible to all.

ENHANCED PARTNERSHIPS: Develop, strengthen and expand business partnerships to provide resources for all athletic and wellness programs. Enhance community partnerships to share facilities and programs to increase overall student, staff, and community health and wellness.

EFFICIENCIES: Improve the overall student and parent experience by managing logistics through the design and planning of athletic facilities, including their modernization to enhance safety, security and event scheduling and management.

SYNERGIES: Identify cross-curriculum opportunities by creating synergies with Career Technical Education and Fine Arts programs that create multi-purpose, flexible, state-of-the-art spaces that can be adapted to serve both the District and the Community.

PRIDE: Improve retention and participation of students, staff and community through programming and enhanced facilities that reinforce the overall competitiveness of the District throughout the Austin Region.

Career & Technical Education and Career Connected Learning Vision Statements for 2019 FMP:

PROMINENCE: Promote a new awareness of CTE and career readiness by reinforcing relevance, curiosity, exploration and the importance of career-connected learning to our society as a whole. Elevate CTE from the back of schools and promote it to a prominent position equal to all other programs. Reinforce the notion of CTE as a great unifier of community, business, education and government.

ACCESSIBILITY AND EQUITY: Provide equitable access for all learners to all District CTE Programs through the strategic location of both centralized and dispersed facilities at local campuses. Consider locating programs near community and business partners that closely align to those specific CTE Pathways. Consider all current and future technology and transportation options for students in order to support equitable access..

CONNECTION & ALIGNMENT: Nurture and develop partnerships with community and industry partners that will align with CTE Pathways now and into the future. Leverage partnerships to provide mentorship through apprenticeships, externships and internships for students. Allow partners to advise on the development of curriculum and programs that align with industry needs and trends. Foster opportunities with partners to provide requisite equipment, training, resources, instructors and mentors.

FLEXIBILITY AND ADAPTABILITY: Create CTE facilities that provide flexible learning environments in the short term and adaptable learning environments over time. Consider offering of programs at non-standard hours to support alignment with industry partners, and potential extra-curricular and community education programs.

SHARED FACILITIES: Consider the joint or shared use of spaces and facilities, both with other AISD programs and potential industry partners. Continue to develop synergies and cross-disciplinary opportunities with other AISD programs like Fine Arts, Athletics and core/elective courses of study.

Fine Arts and Creative Learning Vision Statements for 2019 FMP:

A LIFE WITH ART: Create a lifelong appreciation for the arts, whether that be through mastery, proficiency or enjoyment.

STUDENT AGENCY: Foster student voice and choice and allow students to select and guide their artistic path and engage with the programs and facilities at their own pace.

ACCESSIBILITY AND EQUITY: Provide equity for all students within all aspects of Fine Arts, including access to state of the art facilities, equipment, instruments, and instruction from educators and coaches.

COMMUNITY: Develop community around programs - both across the district and within individual campus communities – that promote strong relationships with local partners and affords students opportunities to take pride in their education, their performances, and their creative work.

CELEBRATE ARTISTIC EXPRESSION: Reflect an arts-rich environment that immerses and exposes all students to the many forms of artistic expression and provide a multitude of spaces – both professional and impromptu – for which they may express any level of proficiency or performance.

HIGH QUALITY ENVIRONMENTS: Create spaces that provide high quality environments that best prepare students to be successful today and into the future. Spaces should be flexible and adaptable to meet the changing needs of creative programs and provide the best functional efficiency for the District in the future.