

2019 Facilities Master Plan Update - Re-writes/Edits

December 4, 2019

General Comments and Edits

1. **Page 5**, First Paragraph: Changed the phrase: "...rather than a *"band-aid"*". To: *"The 2019 FMP takes a similar approach by offering comprehensive long-term visionary solution rather than a reactionary approach."*
2. **Page 24-27**, Priority Matrix images precede discussion in book which follows – order was reversed.
3. **Page 27**, Under Athletics and Wellness: changed *"Ability for high schools to serve more competition games – less reliance on central facilities"* to: *"Enhance ability of high schools to serve District games and competitions, with less reliance on central facilities"*
4. **Page 27**, Under CTE: changed: *"Provide flexible spaces that can be used for multiple programs so CTE is not limited"* to: *"Provide flexible spaces that serve multiple programs so as to not limit the delivery of CTE pathway opportunities"*
5. **Page 28**, Under CTE: changed: *"Cooperation with partners so certificates are applicable, and graduates are job-ready"* to: *"Cooperation with partners to provide applicable endorsements and certifications for job-ready graduates"*
6. **Page 30**, added [flooring] to athletics and wellness quote for clarity.
7. **Page 34**, added 'Note: In addition to these tour sites, the CTE Director and a Stantec representative visited the Construction Careers Academy at Northside ISD, and East Central High School CTE, while at the Association for Career and Technical Education Conference in San Antonio, TX.'
8. **Page 41**, Last paragraph, last sentence changed: *"Students form the same schools can go to on different schools in the next level resulting in different program offerings."* TO: *"Students often attend multiple schools on the next level, disrupting the alignment of programming."*
9. **Page 42**, Feeder pattern will be updated
10. **Page 49-55**, Titles added to travel distance maps
11. **Page 56**, changed: Last paragraph, last sentence: *"The following are a selection of course work synergies"* To: *"The following are a sampling of potential course work synergies"*
12. **Page 70**, changed *"This is where sharing comes into the plans, and this can be handled district-wide, regionally or at the campuses themselves."* to: *"This is where facility sharing becomes essential toward the distribution of programs and offerings district-wide, regionally or at each campus"*
13. **Appendix B**, included larger titles on all maps and edited the executive, partnership, and advisory board recommendations
14. **NOTE:** Spelling and grammar errors were corrected but were **not** marked with a green tab.

Recommendation Edits

ALL - Elementary School Alignment

Athletics and Wellness (A/W) Version:

(Page **156** – Campus Improvements)

“All elementary school campuses should support vertical alignment with their associated middle and high school Athletics and Wellness programs by providing appropriate spaces and accommodations - such as with the design and planning of fields, tracks, gyms and other specialized training and wellness facilities - that will prepare students for success at subsequent levels of their education. While recognizing site limitations at each campus, consistency between elementary schools should achieve the highest level of equity possible”.

Fine Arts and Creative Learning (FA/CL) Version:

(Page **228** – Campus Improvements)

“All elementary school campuses should support vertical alignment with their associated middle and high school Fine Arts and Creative Learning programs by providing appropriate spaces and accommodations - such as with the design and planning of art, music and performance spaces and other specialized creative learning facilities - that will prepare students for success at subsequent levels of their education. While recognizing site limitations at each campus, consistency between elementary schools should achieve the highest level of equity possible”.

Career Technical Education and Career-Connected Learning (CTE/CCL) Version:

(Page **321** – Program Distribution and Operational Strategies)

“All elementary school campuses should support vertical alignment with their associated middle and high school CTE and Career-Connected Learning programs by providing appropriate spaces and accommodations - such as with the design and planning of maker spaces and other specialized STEM/STEAM facilities - that will prepare students for success at subsequent levels of their education. While recognizing site limitations at each campus, consistency between elementary schools should achieve the highest level of equity possible”.

ALL - Program Development

FA/CL– Elementary Level Awareness

(Page **219** – Programs and Operations)

“Enhance accessibility of elementary school students to all District Fine Arts and Creative Learning programs in order to expose them to opportunities for further development of their interests, talents and abilities toward making more informed choices at the middle and high school program levels. Where possible, utilize Makerspaces as identified in the new Elementary School Ed Specifications and/or other campus facilities to support such programs”.

CTE/CCL – Elementary School Development

(Page **340** – Policy and Practice Updates)

“In parallel with the District Creative Learning Initiative, provide introductory level exposure to CTE pathways and strands at the elementary school level that will enhance potential interest earlier and allow for much greater development at subsequent levels of education. Where possible, utilize maker spaces as identified in the new elementary school ed specs and/or other campus facilities to support such programs”.

CTE/CCL – Middle School Development

(Page **340** – Policy and Practice Updates)

“Consistent with the earliest exposure to CTE/CCL pathways at the Elementary School level, the ability for more advanced CTE/CCL program coursework at the middle school level needs to be accommodated by utilizing maker spaces and other specialty spaces identified in the new middle school ed specs. Carried forward, the ability for high school level CTE/CCL programs to offer higher and wider ranges of certification levels and endorsements to students through high school graduation will be realized”.

A/W - Spirit/Cheerleading

(Page 146 and 147 – Recommendations and Operations)

Access for all: **edited language to read: The following courses currently do not allow students to obtain credit hours at the listed campuses. They should be available to students as credit opportunities.*

Consistency of Spirit Programs: *These are programs that are not offered consistently across the District. These programs do not exist and some campuses, while at others they are provided but with no credit hours available or as reduced or limited credits. While as a “School Spirit” mainstay, student participation in Cheerleading has increased over the last 5 years.*

Credit hour support: *Cheerleading programs should be supported at all campuses as part of the Athletics and Wellness programs, with full credit hours available in the curriculum, and with dedicated proper training and support facilities. Program offerings should be better defined in course catalogs, with appropriate allocation of required and elective credit hours.*

TEKS development: *A TEKS curriculum should be developed and maintained across every District school to maintain equity in the Cheerleading curriculum.*

Financials: *Financial support for these programs should be allocated like every other UIL sponsored sport at each campus, provided by the District and community partnerships.*

Spatial needs: *Ideally, dedicated facilities should be provided to be shared between the Cheerleading and Drill Teams. Typically, a large indoor gym space, usually enough to fit a full-size basketball court, with appropriate finishes, materials, lighting and such would be the main space for training, practice and rehearsal. This space would also need to be accommodated with an instructor observation platform and viewing area as well as potential grandstands to house performances and/or competitive events.*

Support spaces: *Aside from the main training/practice space, adequate support spaces will be needed, such as: equipment storage, sound equipment storage, coaches offices, student rest rooms, locker rooms and/or dressing rooms and other supply/treatment rooms, road equipment rooms, uniform storage, parent/volunteer rooms and other support facilities. If dedicated spaces at high school campuses or central facilities are not available, then appropriate spaces utilized by other Athletics and Wellness programs should be shared with Cheerleading and Drill Teams.*

District Coordinator: *A District coordinator position should be implemented to track equity among programmatic offerings with regard to Cheerleading at the campus level.*

A/W - District Peripheral Sports

(Page 149)

“There are several individual and team sports in the district that do not have the levels of participation and support of the more traditional and higher participant sports. It is recommended that these sports, such as golf or swimming, are assisted by the district in the securing of private support, partnerships, and marketing and branding the sports and associated events. Where possible, the district will encourage the use of private, community and post-secondary facilities to provide venues and practice facilities for these sports.”

District-wide eSPORTS Expansion and Development

In response to the rapid growth of eSports throughout the world and specifically within the Austin Community, the District recommends the continued development of eSports programs to reflect current student demand and prepare for the future demand and growth of eSports competitive categories, events and technologies. The following potential benefits may apply to students who engage in eSports:

- Provides high-tech, engaging, hands on learning opportunities
- Enhances student exposure to advanced technologies and programming skills
- Fosters teamwork and collaboration among students
- Expands accessibility of all students to competitive sports teams regardless of their athletic or physical abilities and backgrounds
- Provides additional opportunities for team and community spirit throughout the District
- Encourages social interaction across the entire District with eSports teams

eSports Opportunities for Synergies

Another benefit to our District is that eSports has the potential to achieve the overall goal of synergy between all three programs - A/W, CTE/CCL and FA/CL:

- CTE/CCL Info Tech, Gaming and Multimedia Technologies are aligned with their application to eSports Competition and Gaming.
- CTE/CCL STEM Engineering and Robotics align with eSports Virtual and Robotic Competitions
- eSports Competitions are events that involve live audiences in performance venues and arenas, and/or are often televised or shared on social media and advertising, providing synergies with Performing Arts/Entertainment and CTE/CCL/AVTech Programs

Delivery and Distribution of eSports Programs

It is recommended that eSports is offered to all students throughout the district, regardless of location, in order to foster complete accessibility and equity for all. The development of for-credit eSports Curriculum in support of team and individual training and competitions should be established consistently at all schools and campuses and continue to be developed as eSports evolve and change over time.

eSports Partnership Development

In order to help offset program costs, the continued development of existing and new partnerships with businesses, sports organizations, tech companies, and colleges is recommended. Such costs include the contribution of resources, providing facilities and venues, team sponsorship, and media participation is recommended.

eSports Venues and Facilities

- **Practice and Training:** May be supported in existing computer labs, new/existing maker spaces, and/or new/existing CTE spaces.
- **Competitive Events:** May be supported in existing gyms and commons spaces or stages – any area that will allow for spectators.
- **Regional Events:** May be supported by central event spaces of the District, Austin Community Event Centers and Facilities, and/or Private event centers or partner provided facilities.

Next Generation Facility Applications for eSports

An ideal facility to support eSports training and competitions would be the proposed eMpower Center addition that is recommended for each high school/middle school Campus. These facilities would have the ability to provide large and flexible venues, with full application of display and on-line technology and support of spectators, as a shared use with other programs.

A/W – Burger Activity Center

(Page 166)

*Text in bold was added to the recommendation:

*“Expand uses of Burger Arena: Currently Burger Arena is utilized heavily as overflow for campus activities or other internal District uses as stated in Key Factor 2 - Supply and Demand under scheduling. Once campus improvements are implemented, the overflow traffic should migrate back to the campuses and the arena should be re-purposed to a more multi-purpose facility. The future building should house a 1500 seat flexible gymnasium and subsequent support spaces with the ability to accommodate district-wide events and activities such as **an auditorium function**, wrestling tournaments, overflow of larger events from the campuses and professional development opportunities for all departments. Items such as retractable bleachers and portable wood flooring should be incorporated. Currently all the District's athletics department is based out of an administration building attached to the arena. New offices and associated support spaces should be part of the new building.”*

Central Facilities - Nelson Fields

Renovate Nelson Fields to address known issues including, but not limited to, press box access and sizing, restroom, concession and parking accommodations.

Vision Statement: Pride, Connectivity, Accessibility & Equity, Efficiencies

- | **Alleviate poor site conditions:** The complex currently lacks parking lot lighting and adequate parking for visitors when the stadium is in use.
- | ~~**Repair the baseball field dugouts:** The Nelson baseball field's primary issue is the current dugouts, which are below grade thus causing them to hold water in any event of rain. Typically the athletes sit at field level along the sidelines just out of bounds on a bench which does not provide any protection from a foul ball. This is a safety issue that should be a priority.~~
- | **Provide equal access for all:** Both facilities on this site lack proper access to those with disabilities. In order to create equal access for all this must be addressed. New ramps with the appropriate slopes, elevators to the press boxes and appropriately sized handrails should be installed where required.
- | **Consider Nelson for future north gymnasium:** If there is a desire to build a larger gymnasium in the north this site should be considered. The future building should house a 1500 seat flexible gymnasium and subsequent support spaces with the ability to accommodate District-wide events and activities such as wrestling tournaments, overflow of larger events from the campuses and professional development opportunities for all departments. Items such as retractable bleachers and portable wood flooring should be incorporated. These changes will increase utilization of the facility.

For more information on facility and campus schedules, reference Part 3, Key Factor 2-Supply and Demand - Facility Scheduling.

Added Note: If Nelson field maintains baseball games on site, then dugouts need to be repaired and updated to deal with flooding after rains.

"If a natatorium is proposed in the future it is recommended that the District explore partnerships with entities within and around Austin. These partnerships and rental opportunities

will help fund the routine maintenance and upkeep of the facility. As the facility needs improve in the District, the construction of a District natatorium should be reevaluated. Natatoriums shall include access not only for competitive teams, but for learn to swim programs across the District.

[A/W - Game Site Flexibility](#)

(Page **174** – Flexibility, Adaptability and Phasing)

“For district-wide games and competitions, all schools shall have athletic facilities and accommodations that will provide the ability to host these events at their own campuses as an alternative to the sole utilization of District central athletic facilities. Overall, this will ease scheduling, reduce event transportation and logistics costs, reinforce vertical alignment of athletic teams, reduce staff, parent and student travel times, and benefit the local neighborhoods and communities more directly by enhancing school and team spirit.”

FA/CL - Drill Teams

(Page 220 –Programs and Operations)

Consistency of Programs: *These are programs that are not offered consistently across the District. These programs do not exist and some campuses, while at others they are provided but with no credit hours available or as reduced or limited credits. While as a “School Spirit” mainstay, student participation in Drill has increased over the last 5 years.*

Credit hour support: *Competitive Dance/Drill Team programs should be supported at all campuses as part of the Fine Arts and Creative Learning programs, with full credit hours available in the curriculum, and with dedicated proper training and support facilities. Program offerings should be better defined in course catalogs, with appropriate allocation of required and elective credit hours.*

Financials: *Financial support for these programs should be allocated like every other UIL sponsored program at each campus, provided by the District and community partnerships.*

Spatial needs: *Ideally, dedicated facilities should be provided to be shared between the Cheerleading and Drill Teams. Typically, a large indoor gym space, usually enough to fit a full-size basketball court, with appropriate finishes, materials, lighting and such would be the main space for training, practice and rehearsal. This space would also need to be accommodated with an instructor observation platform and viewing area as well as potential grandstands to house performances and/or competitive events.*

Support spaces: *Aside from the main training/practice space, adequate support spaces will be needed, such as: equipment storage, sound equipment storage, director’s or coaches offices, student rest rooms, locker rooms and/or dressing rooms and other supply/treatment rooms, road equipment rooms, uniform storage, parent/volunteer rooms and other support facilities. If dedicated spaces at high school campuses or central facilities are not available, then appropriate spaces utilized by other Athletics and Wellness programs should be shared with Cheerleading and Drill Teams.*

FA/CL - Campus Improvements

(Page 230)

***Removed the note:** *Provide a variety of house (seating) sizes at 400, 800 and 1,000 to serve as regional facilities right-sized for performances and audiences.*

***Removed recommendation: / Seating:** *Consider how many seats should be included at each campus. Each auditorium/theater would then be allowed to serve regionally when necessary for performances that need larger (or smaller) houses to accommodate audiences. Seats should be determined by the following criteria:*

- *How many seats are provided in schools within the region?*
- *Is there enough space on the campus to accommodate the seating being considered?*

Can the site and schedule accommodate the necessary parking spaces required for the number of events being hosted simultaneously?

CTE/CCL – Texas House Bill No. 3 Implications

(Page **319** – Program Distribution and Operational Strategies – insert as content “box”)

“Texas House Bill No. 3 will position the District to more fully develop and integrate CTE/CCL programs throughout all levels of education – from Early Childhood to Early College. The foundation of this integration will be the district-wide deployment of introductory level classes of all potential CTE Clusters and Pathways in order to facilitate student agency, choice and further development of a chosen pathway.

The earlier a student forms a distinct interest in a pathway, the opportunity for much more advanced levels of achievement, endorsements, and certifications becomes possible. Consequently, the District will need to potentially provide for a full spectrum of CTE/CCL programs and facilities at the elementary and middle school levels to support and maximize student development at the high school level.

Elementary school level CTE/CCL curriculum will inherently be less specific to any pathway but should focus on the identification and development of aptitudes, talents and interests that may be a basis of future choices of the student. Such programs would also add to the early development of critical thinking skills, science, engineering and artistic abilities, analytical skills, and rudimentary computer/technical skills of the individual student.

Middle school level CTE/CCL curriculum begins the process of development student choice of pathways and direction. The District enhancement of the 6th grade “Exploring Careers” curriculum to include the full spectrum of CTE/CCL Pathways, the expansion of Middle school 7th and 8th Grade CTE Curriculum to include introductory/principles level courses in all CTE Pathways, and the groupings under CTE Clusters will potentially advance student involvement in CTE/CCL much more quickly and to greater certification opportunities in high school.

Operational and budget limits prohibit the full spectrum of CTE Program Development at each and every high school, and consequently, a strategy of concentrating specific pathway “super clusters” at the higher or more advanced levels of CTE/CCL at specific high schools within each of three regions in the District, will provide the greatest opportunities at the lowest costs.”

These strategies will result in enhanced educational and career opportunities for all students while supporting vertical alignment, student agency, and when realized, will open potential new funding opportunities from the State of Texas as anticipated in House Bill No. 3.

CTE/CCL – Centralize or regionalize specific CTE/CCL facilities:

(Page **318** – STEM note)

**Removed note reading: “The STEM cluster is embedded into all clusters and is therefore, not shown as a part of the cluster distribution maps.”*

CTE/CCL – STEM Distribution Recommendation

(Page **337** – Program Distribution and Operational Strategies – insert as content “box”)

STEM Distribution map was added at every campus

CTE/CCL – Policy and Practice Updates

(Page **338** – Note Edit)

*Removed “*STEM pathways have been integrated into most of the other clusters*” from the ‘Note’ section.

CTE/CCL - JROTC

(Page **321**)

“JROTC Programs need to be supported by facilities that provide areas for drilling and training. These can vary greatly, depending on preferred types of training. At a minimum, a drilling and marching space is needed, which is normally the size of typical gymnasium. Support areas for locker/changing rooms, offices, equipment and uniform storage and restrooms may also be needed. Centralized location of dedicated JR ROTC Programs and facilities to reduce costs is recommended. these spaces may be shared regionally with athletic and wellness programs on a campus or within a centralized facility.”

Implementation Plan – Central Facilities – Athletics/Fine Arts

(Page **359**)

*Edited note regarding Burger Activity Center to read: “*Central Facilities Improvements : Renovation at Toney Burger Activities Center to include addition of multi-purpose building that houses a regional gym, professional development/community space, athletics department offices and a regional auditorium (if recommended for the south location).*”

Notes:

Color Guard Note

(P.230)

“Facilities and spaces need to be provided to support color guard functions as part of band and music programs. These may include equipment and uniform storage, changing areas, offices and parent/booster storage.”

LASA Note

(Page 189)

Change Tables to show that LASA **offers both Band and Ensemble and Guitar**

Garza Note

(Page 322)

“Garza is structured to support independent course study and does not participate in student sharing.”

Travis TDL Note

(Page 335)

Travis HS Removed from TDL Cluster

Implementation Discussion

(Page 355-360)

Language updated to: *“This chart represents an overview of 2019 FMP Update recommendations. Projects are identified in the 1-25 year time-frames. Year 1 refers to when the Facilities Master Plan update is adopted. Below is further explanation of what each section of the recommendation labels are referring to:”*