



# Appendix F

Community Engagement Process

## #AISDFuture – Facility Master Plan Community Engagement Process

October 2015

### Facilities and Bond Planning Advisory Committee (FABPAC)\* is formed

\*Board of Trustees appoints citizen committee, FABPAC, to evaluate capital improvement needs of the district and provide recommendations for the long-term Facility Master Plan.

March 2017

### FABPAC presents Facility Master Plan (FMP)\* to Austin ISD's Board of Trustees

\*Facility Master Plan (FMP): A long range facility plan that acts as a roadmap to modernize all of the district's schools over the course of the next 20-30 years.

Austin ISD and the FABPAC are dedicated to providing engagement opportunities that meet community members and stakeholders where they are throughout the entire Facility Master Plan process.

Symbols represent locations of community engagement opportunities.

**4,000+**

Unique Pieces of Community Feedback Collected

**400+**

Individual Community Engagement Opportunities

**300+**

Community Organizations Contacted and Engaged

#### 4 Community Collaboration Series (Available in English and Spanish)

- 25 regional meetings between mid 2016 to early 2017
- 2,000+ attendees

#### 28 FABPAC Meetings from October 2015 to February 2017

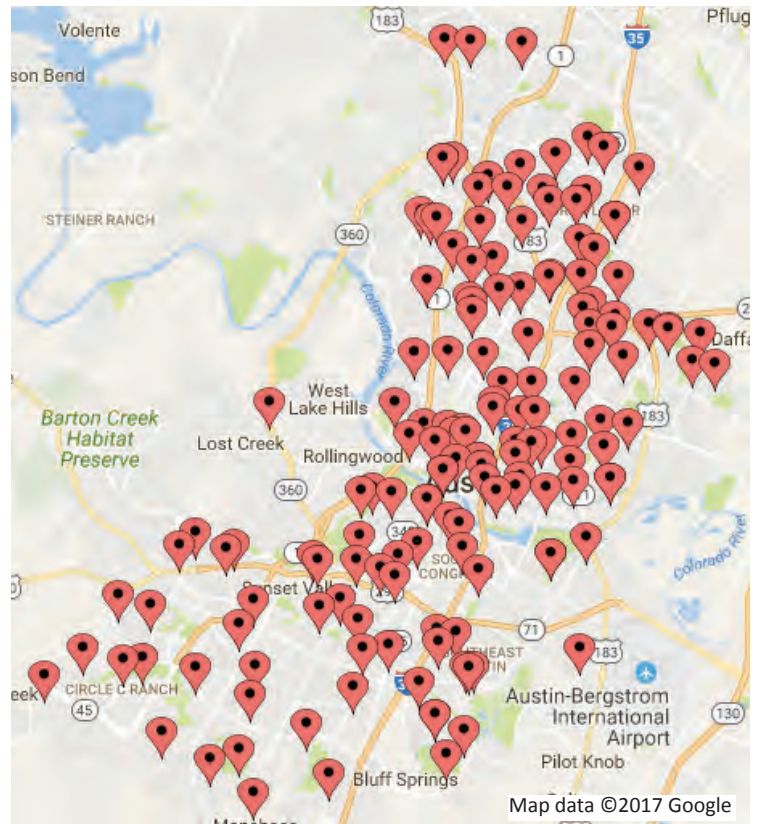
- All meetings open to the public and allotted public comment
- Meeting length ranged from 2 hours – 5 hours

#### 3 #AISDFuture Twitter Chats

- 275+ unique tweets received and published

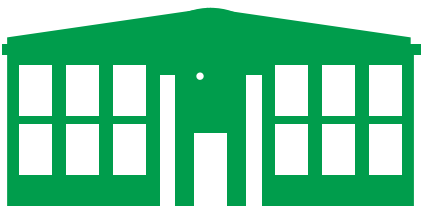
#### Media Engagements

- Coordinated numerous media requests
- Hosted Media 1:1s with staff, consultants, and FABPAC members
- Advertisements in Ahori Sí, El Mundo, The Villager, KFIT, KAZI, and more



### Questions or comments?

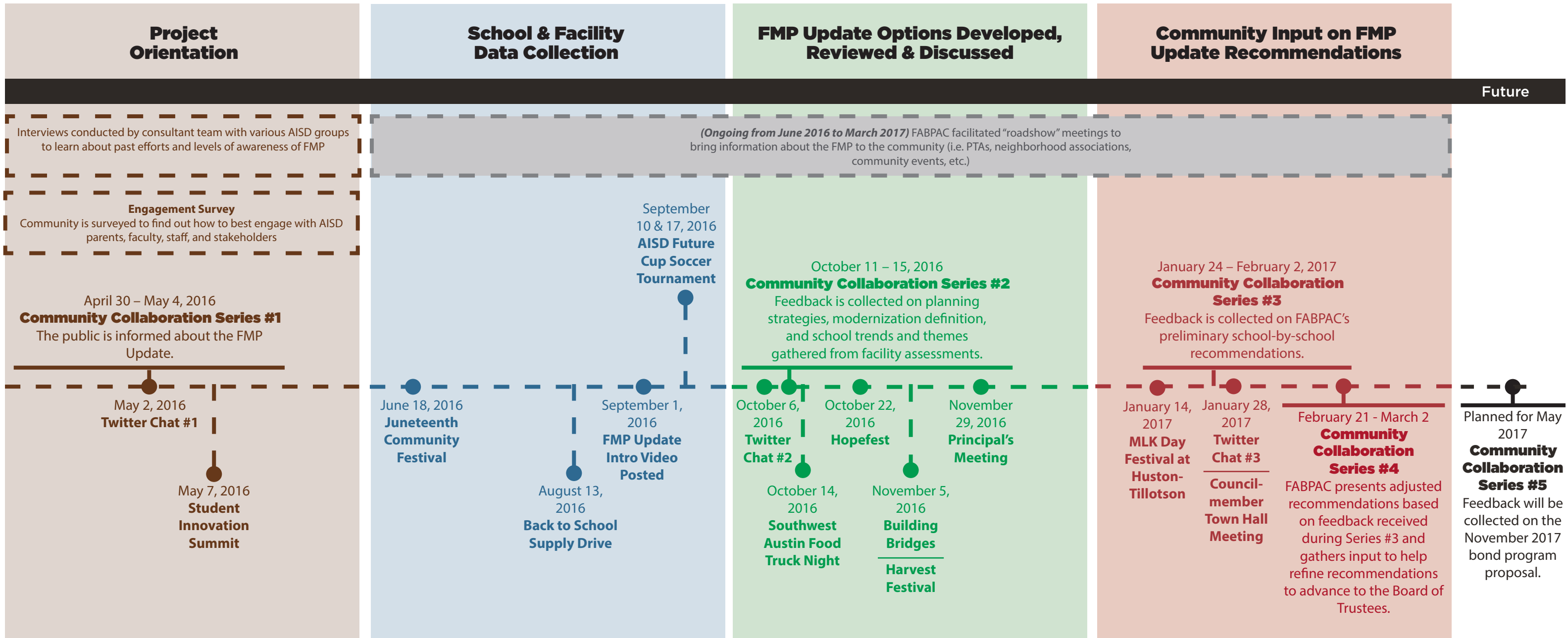
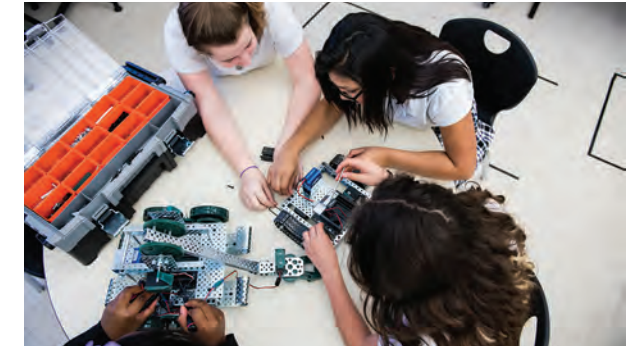
You can contact us at [future@austinisd.org](mailto:future@austinisd.org) or 512.414.9595





# #AISDFuture Facility Master Plan Update Community Engagement Process

AISD and the FABPAC are dedicated to providing engagement opportunities that meet community members and stakeholders where they are throughout the entire FMP Update process.



**Austin Independent School District  
Facility Master Plan – Engagement Exhibit  
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# Engagement Plan

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**Austin Independent School District  
Facility Master Plan Process Update  
Discussion Draft  
Updated February 22, 2017**

Prepared by:



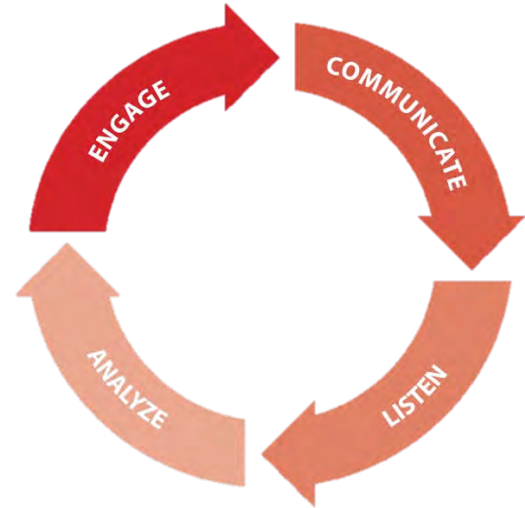
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## Engagement Plan Overview

LINK Strategic Partners, as a member of the Brailsford & Dunlavey (“B&D”) consultant team, was charged with developing a plan to guide the engagement process for Austin Independent School District’s (“AISD”) Facility Master Plan (“FMP”). The Project Team includes B&D, LINK Strategic Partners, DLR Group, BLGY Architects, and Cropper GIS.

This comprehensive engagement plan (“the Engagement Plan”) outlines the guiding principles and methods utilized to inform the plan and the five series of engagement activities over the three phases of the FMP, with a duration from April 2016 through Summer 2017. These three phases of the Facility Master Plan include:

- Phase 1: Orientation and Project Framework
- Phase 2: Assessment and Collaboration
- Phase 3: Synthesis, Prioritization, and Reporting



The Engagement Plan is intended to provide overall guidance and an outline of planned activities. These activities will be further defined at time of implementation in terms of their exact date, duration, and location as well as detailed agenda and supporting materials.

### Guiding Principles

1. Offer both high-touch and high-tech avenues for engagement.
2. Hold school-based community forums around the District, ensuring that each region is at least included once per two series cycles (see *Community Engagement Regions*). Importantly, the meetings will be communicated as regional or city-wide meetings, and not dedicated to any particular school community, encouraging individuals to attend a meeting that is convenient for them.
3. Provide community-based organizations the opportunity to “host” school-based meetings throughout the engagement.
4. Facility and Bond Planning Advisory Committee (“FABPAC”) members to serve as community ambassadors:
  - Encourage attendance at community engagement opportunities through personal contacts, social media, and school communities;
  - Seek community feedback; and
  - Report back to the larger Facility Master Plan Project Team throughout the process at monthly FABPAC meetings.

This Community Engagement Plan is a living document. We will update this plan before and after each Engagement Series with meeting logistics and objectives that must be met in order for the series to be successful.

## **Methods of Engagement**

### *Stakeholder Audits*

The Project Team interviewed a number of key stakeholders identified by the District during the orientation stage of this project. This allowed the Project Team to quickly gain necessary local knowledge and insights to inform the development of this Engagement Plan. LINK Strategic Partners held over 15 interviews with stakeholders such as the Chambers of Commerce, civic organizations, community cultural centers, current and previous School Board members, citizen committees, and more in order to gain insight that represents the entire district.

### *Community Engagement Survey*

The Project Team worked with the AISD staff to create and deploy a community engagement survey in English, Spanish, and Vietnamese to determine how to best engage the community by surveying them directly. The distribution of this survey began on March 30, 2016. As of Friday, April 8, 2016, we have received 2,522 completed surveys. As of the issuance of this draft, the survey will be held open to receive continued input through April 29, 2016. Survey findings will be shared as part of a separate document.

### *Student Engagement Activity*

To specifically engage with students as part of the orientation phase, the Project Team will facilitated an engagement activity working in tandem with the Superintendent's Student Advisory Council. This event was facilitated on May 7th during the Student Innovation Summit as an avenue to encourage students to share their thoughts around topics related to reinventing the urban school experience.

### *Community Collaboration Series*

Each community collaboration series will include at least five in-person meetings and will be supplemented with digital engagement, stakeholder engagement roadshows, and ambassador-level meetings. The series have been iterative in nature and were aimed to solicit district-wide feedback and educate the public on the overall process. Locations, dates, and times were identified as far in advance as possible following coordination with other potential district scheduling conflicts and in alignment with the FMP approach and schedule. Each of the five series are described in more detail later in this document.

Feedback received from these engagement series has been collected and synthesized by Team B&D into an online tracker that codes public input accordingly and then integrated into the overall FMP process.

Each of the five phases include four distinct types of engagement:



- 1) Community-Wide Meetings
  - These are larger format meetings involve the full project team, AISD staff and FABPAC members. Meetings will have included a presentation, followed by active Engagement Stations to allow for dynamic input and collection of ideas.
- 2) Stakeholder Engagement Roadshows
  - These meetings have been an opportunity for members of the project team, AISD staff and FABPAC members to “take the show on the road,” engage in a smaller setting with a variety of key stakeholders. These meetings, have been led by Team B&D and AISD staff, and have provided an opportunity for direct, strategic and comprehensive outreach to the multitude of stakeholders and stakeholder groups in Austin.
- 3) Ambassador-Level Meetings
  - These meetings have been an opportunity for FABPAC members and AISD staff ambassadors to engage in neighborhood-level events around the district to present FMP materials to educate the community and seek feedback. These meetings often incorporated a 10-15 minute speaking opportunity on a previous meeting agenda for a neighborhood association or community group. An “Engagement Toolkit” has been created and was updated throughout the process to support the efforts of the FMP ambassadors.
- 4) Digital Engagement
  - All along the way, each type of “high-touch” engagement was supplemented with authentic and accessible “high-tech” engagement using a variety of social media platforms, such as Twitter Chats or Twitter Town Halls.

The Project Team has worked with AISD to meet with a series of key stakeholders identified by the District to inform them of the process, solicit critical feedback, and ultimately cultivate ambassadors for the process. These meetings are in addition to the district-wide meetings held with each engagement series. LINK Strategic Partners has worked with AISD staff to determine where and how engagement roadshows should take place. These meetings have been lead by a collection of ambassadors, AISD staff, and team B&D members. The complexity of the material and feedback being sought after during these roadshows was a determining factor in deciding who conducts and staffs these engagements (e.g., ambassadors often led PTA and neighborhood association engagements, while team B&D and staff often led efforts with larger business community and civic groups).

The management and collection of feedback from these roadshow engagements has been handled by LINK Strategic Partners in partnership with AISD staff and was then integrated into the overall FMP process accordingly.

### *Community Engagement Regions*

For community engagement purposes, we divided the District into the following initially defined regions based on community input, location of high schools, and historical practices:

- Northeast Austin
- North Central Austin
- Northwest Austin
- Central Austin
- East Austin
- South Central Austin
- Southeast Austin
- Southwest Austin

Meetings varied throughout the engagement process across all of these regions and were often organized around vertical teams to ensure the opportunity for community participation is accessible to all and responsive to the school campuses within each location.

### *Spanish and Other Languages; Diverse Populations*

The District, LINK Strategic Partners, and the Project Team were committed to increasing the participation of non-English speaking populations in the planning process and continuously worked to refine and modify engagement opportunities in order to enhance participation from diverse communities. Examples of this commitment included media relationships formed with Spanish-speaking outlets, translation services and full comprehensive Spanish-language offerings at all Community Collaboration regional meetings, and numerous roadshow and ambassador-level engagement opportunities dedicated to the non-English speaking populations in the community (e.g., AISD Future soccer cup).

## **Phase I: Orientation & Project Framework**

### ***Round No. 1 Community Meetings\*: Process Introduction and Initial Input*** *(Meetings were held April 29 – May 3, 2016)*

Five school-based community meetings were conducted at locations spread across the District.

#### Regional Meeting Schedule:

- Northeast Austin
  - School: Reagan High School
  - Date: Saturday, April 30 at 10:00am
- Southwest Austin
  - School: Bowie High School
  - Date: Saturday, April 30 at 2:00pm
- Central Austin Elementary School
  - School: Allen Facility
  - Date: Monday, May 2 at 11:30am
- Northwest Austin
  - School: Anderson High School
  - Date: Tuesday, May 3 at 6:00pm

- Southeast Austin
  - School: Akins High School
  - Date: Wednesday, May 4 at 6:00pm

### *Meeting Objectives*

- Introduce the Project Team.
- Inform the public of the project as a whole and its timeline and planning tools.
- Introduce planning principles, strategies, and considerations.
- Share what was learned through the community engagement survey and audits and the resulting engagement plan.
- Seek feedback on initial presentation of community engagement plan, planning principles, and seek initial input on visioning of the reinvented urban education experience.
- Inform the public of what is to come next.

### *Meeting Format*

Meetings began with a large group presentation.

- “Start with Why”
  - AISD Executive Level Staff (Superintendent Cruz or Nicole Conley) presented the overall process and why an update to the FMP is needed.
- “Move to How”
  - Team B&D members presented the methodology of the FMP process and the overall timeline.
  - Team LINK members presented the importance and usage of community input for the process.
- Break into Gallery Walk
  - After the opening presentation the meetings broke into a Gallery Walk where attendees visited specific engagement stations for more individualized community input opportunities. Each station included appropriate graphics (e.g., community engagement timeline) and allowed for Post-It note engagement and small group discussion.
    - Station #1: Process & Engagement Plan
    - Station #2: Planning Principles, Strategies, and Considerations
    - Station #3: Visioning the Reinvented Urban Education



### *Digital Engagement Opportunity*

- **#AISDFuture Twitter Town Hall (May 2, 2016):** Team B&D partnered with AISD Staff to conduct the first Twitter Town Hall of the FMP process on May 2, 2016. The town hall focused on introducing the FMP project and the FABPAC to the community. The Project Team answered 12 questions total during the one-hour digital opportunity. To view a full recap of the Twitter Town Hall you can visit this Storify [link](#).

### *Ambassador-Level Meeting (Ambassador and Staff-led)*

Roadshow engagements and ambassador-level meetings occurred from the conclusion of Engagement Series no. 1 through September 2016. These meetings were primarily led by FABPAC members, FMP ambassadors, and AISD staff members, and supplemented by Team B&D. These engagements have been primarily held at a neighborhood-specific level, including meetings such as school PTA meetings, neighborhood association gatherings, and inviting CAC's to participate. The purpose of these meetings was to continue the objectives laid out in Engagement Series no. 1. These meetings have been aided by the introduction of an Engagement Toolkit, which will be continuously updated throughout the FMP process update as new information emerges.

### *AISD Future Cup*

In an effort to seek more participation from the Spanish-speaking community, the AISD team and team B&D created a signature engagement event, the AISD Future Cup, a soccer tournament for adult soccer teams in the area. A partnership was formed with SoccerZone Austin and the tournament featured 30 adult league teams spanning two weekends (September 10 and September 17, 2016). Players were encouraged to bring their families and were engaged by FABPAC members, AISD staff, and Team B&D throughout the tournament. To view a video recapping the event you can visit this YouTube [link](#).

### *AECOM Facility Assessments*

During the Spring and Summer months of 2016, the AECOM team conducted facility assessment walks of every AISD building. During these assessments the AECOM team was responsible for interviewing the principals or senior leadership members of each of the buildings to discuss their building's current status and needs. As a follow-up from this engagement, the AECOM team synthesized their findings and discussions, and validated them with principals.

## **Phase II: Assessment & Collaboration**

### ***Round No. 2 Community Engagement Meetings: Presentation of Planning Strategies, Modernization Concept, Planning Clusters Priorities, School Utilization and Districtwide Assessments of Facility Condition and Educational Suitability*** *(Meetings were held October 11 – 15, 2016)*

Five school-based community meetings and one roadshow regional meeting were conducted at locations spread across the District.

#### Regional Meeting Schedule:

- East Austin
  - School: Eastside High School
  - Date: Tuesday, October 11 at 6:00pm
- Southwest Austin
  - Burger Stadium Homecoming Tailgate
  - Date: Wednesday, October 12 at 4:00pm
- Northeast Austin
  - School: Reagan High School
  - Date: Thursday, October 13 at 6:00pm
- Central Austin
  - School: Allan Facility
  - Date: Friday, October 14 at 12:00pm
- Southwest Austin
  - School: Small Middle School
  - Date: Saturday, October 15 at 9:00am
- North Central Austin
  - School: Lamar Middle School
  - Date: Saturday, October 15 at 12:30pm

#### Meeting Objectives:

- Introduce an updated FMP project timeline
- Close the feedback loop on how community input has been used to date
- Display upcoming engagement opportunities
- Seek feedback on the modernization concept and planning strategies
- Present districtwide school utilization numbers
- Present districtwide facility conditions and educational suitability assessments

#### Meeting Format:

- Gallery Walk Format
  - Station 1: Engagement Opportunities and FMP Timeline
  - Station 2: Modernization Concept and Planning Strategies
  - Station 3: Utilization Reports, Facility Conditions Assessments, and Educational Suitability Assessments



#### *Digital Engagement Opportunity*

- **#AISDFuture Twitter Chat (October 6, 2016):** Team B&D and AISD staff partnered to conduct its second Twitter Chat for the FMP process. Based on the response from the first Twitter Town Hall the team decided to alter the online strategy from seeking public questions to asking the public questions. The team created five specific questions tailored towards modernization, academic programming, the facility master plan, and community space. The online conversation fostered hundreds of organic interactions between the district and the community. To view a full recap of the Twitter Chat you can visit this Storify [link](#).

#### *Stakeholder Roadshow Engagements (Majority consultant and staff-led)*

Roadshow engagements have occurred from the conclusion of Engagement Series no. 2 and through the Fall and Winter months until Engagement Series no. 3 in late January. These roadshow meetings were primarily led by Team B&D and AISD staff, due to the complexity of the findings and the ability to discuss at a high-level. The purpose of these meetings will be to continue educating and informing the public of the FMP process, present key assessment findings to date, and familiarize the community to the process as to which recommendations were to be formed by using objective data balanced by community input. These meetings were aided by an update to the Engagement Toolkit.

***Round No. 3 Community Engagement Meetings: Presentation of FABPAC's Preliminary Facility Master Plan Recommendations***

*(Meetings were held January 24 – February 2, 2017)*

Six school-based community meetings were conducted at locations spread across the District.

**Regional Meeting Schedule:**

- McCallum High School
  - Vertical Teams: McCallum and Special Campuses
  - Date: Tuesday, January 24 at 6:00pm
- Crockett High School
  - Vertical Teams: Akins and Crockett
  - Date: Wednesday, January 25 at 6:00pm
- Garcia Middle School
  - Vertical Teams: LBJ and Reagan
  - Date: Thursday, January 26 at 6:00pm
- Martin Middle School
  - Vertical Teams: Eastside Memorial and Travis
  - Date: Tuesday, January 31 at 6:00pm
- Burnet Middle School
  - Vertical Teams: Anderson and Lanier
  - Date: Wednesday, February 1 at 6:00pm
- Gorzycki Middle School
  - Vertical Teams: Austin and Bowie
  - Date: Thursday, February 2 at 6:00pm

**Meeting Objectives:**

- Update the community on the FMP process to date and demonstrate how their input has impacted the process thus far
- Present region-specific preliminary FABPAC FMP recommendations by using a roundtable meeting format for the vertical teams in the corresponding regions where the meeting is occurring (also have preliminary FMP recommendations on hand for other regions if attendees are interested in different campuses in the District than the meeting they are attending)

**Meeting Format:**

- Short presentation to orient attendees to the current status of the FMP process and to outline meeting objectives
- Roundtable Discussions
  - Objective:
    - Conduct vertical team or school specific roundtable discussions to present FABPAC's preliminary recommendations and seek feedback from attendees grouped by academics, facilities, or community.



### *Digital Engagement*

- **#AISDFuture Twitter Chat (January 30, 2017):** Team B&D and AISD staff partnered to conduct its third Twitter Chat for the FMP process. The team created six specific questions tailored towards the FMP process, FABPAC’s preliminary recommendations, and the academic vision of the district. The online conversation fostered hundreds of organic interactions between the district and the community.

### *Stakeholder Roadshow Engagements (Majority consultant and staff-led)*

Roadshow engagements have occurred from the conclusion of Engagement Series no. 3 until late-February 2017. The purpose of these meetings was to continue to present the FABPAC’s preliminary FMP recommendations and seek public input on the projects, sequencing of projects, and the district’s vision as a whole.



***Round No. 4 Community Engagement Meetings: Presentation of FABPAC's Draft FMP***  
*(Meetings were held February 21 – March 2, 2017)*

Six school-based community meetings and one roadshow meeting were conducted at locations spread across the District.

Regional Meeting Schedule:

- LBJ High School
  - Vertical Teams: LBJ and Reagan
  - Date: Tuesday, February 21 at 6:00pm
- McCallum High School
  - Vertical Teams: McCallum and Special Campuses
  - Date: Wednesday, February 22 at 6:00pm
- Millennium Youth Entertainment Complex
  - Vertical Teams: All
  - Date: Thursday, February 23 at 12:00pm
- Anderson High School
  - Vertical Teams: Anderson and Lanier
  - Date: Thursday, February 23 at 6:00pm
- Austin High School
  - Vertical Teams: Austin and Bowie
  - Date: Tuesday, February 28 at 6:00pm
- Akins High School
  - Vertical Teams: Akins and Crockett
  - Date: Wednesday, March 1 at 6:00pm
- Travis Early College High School
  - Vertical Teams: Eastside Memorial and Travis
  - Date: Thursday, March 2 at 6:00pm

Meeting Objectives:

- Update the community on the FMP process to date and demonstrate how their input from the preliminary recommendations has impacted the updates being presented to them today
- Solicit feedback on the overall FMP process and the district's academic vision.

Meeting Format:

- Short Presentation to orient attendees to the current status of the FMP process and to outline meeting objectives (led by FABPAC)
- Classroom Discussions (led by FABPAC)
  - Objective:
    - Conduct FMP issue-specific classroom discussions to allow for community members to engage with FABPAC members, AISD staff, and consultants.

**Austin Independent School District**  
**Facility Master Plan**  
**Community Engagement Opportunities**  
**Updated: March 9, 2017**

<b>Date</b>	<b>Engagement Opportunity</b>	<b>Location</b>
October 29, 2015	FABPAC Meeting	CAC
November 19, 2015	FABPAC Meeting	Padron E.S.
December 16, 2015	FABPAC Meeting	Pease E.S.
January 14, 2016	FABPAC Meeting	Blazier E.S.
February 11, 2016	FABPAC Meeting	Metz E.S.
February 16, 2016	Cabinet Alignment	CAC
March 10, 2016	FABPAC Meeting	Pickle E.S.
March 11, 2016	Trustee Wagner	
March 11, 2016	Trustee Cowan	
March 11, 2016	Education Austin	
March 11, 2016	Austin Board of Realtors	
March 21, 2016	Austin Voices	
March 21, 2016	Austin Chamber of Commerce	
March 21, 2016	AISD Board Meeting	
March 22, 2016	Asian American Cultural Center	
March 22, 2016	Austin Council of PTAs	
March 29, 2016	Austin Neighborhood Council	
March 29, 2016	Larry Schooler – City of Austin (FABPAC request)	
March 30, 2016	Mark Williams (former Board President), Communities in Schools	
March 30, 2016	Engagement Survey	NA
March 31, 2016	Pride of the Eastside	
April 13, 2016	CBOC Tri-Chairs	
April 13, 2016	Academic and Facilities Meeting (SAV)	CAC
April 14, 2016	Academic Program Visioning Workshop No. 1	CAC
April 14, 2016	FABPAC Meeting	Doss E.S.
April 14, 2016	Trustee Saldaña	
April 14, 2016	Trustee Elenz	
April 14, 2016	Trustee Pace	

April 14, 2016	Trustee Hinojosa	
April 14, 2016	Trustee Mathias	
April 14, 2016	Trustee Teich	
April 14, 2016	Trustee Gordon	
April 14, 2016	Chambers of Commerce (Asian, Hispanic, and Greater Austin Chambers of Commerce)	Baker Center
April 15, 2016	Akins Vertical Team Principals' Meeting	Akins H.S.
April 25, 2016	Review FMP Timeline & Alignment With Other Planning Teams	Supts Conference
April 26, 2016	Cabinet Alignment	CAC
April 26, 2016	Citizens Bond Oversight Committee	CAC
April 27, 2016	EDUCA (Radio)	
April 27, 2016	Media Advisory - Engagement Series #1	
April 30, 2016	Engagement Series 1; Regional Meeting #1	Bowie H.S
April 30, 2016	Engagement Series 1; Regional Meeting #2	Sadler Means YWLA
May 1, 2016	Engagement Series 1; Regional Meeting #3	Allan Facility
May 2, 2016	Twitter Town Hall #1	CAC
May 2, 2016	Review FMP Timeline & Ed Visioning	Supts Conference
May 2, 2016	Engagement Series 1; Regional Meeting #4	Akins H.S.
May 3, 2016	Engagement Series 1; Regional Meeting #5	Lanier H.S.
May 7, 2016	Student Innovation Summit	McCallum H.S.
May 12, 2016	FABPAC Meeting	Baranoff E.S.
May 13, 2016	"BIG Ideas" Meeting	City Hall
June 1, 2016	KLBJ Interview w/Todd & Don Show	KLBJ
June 6, 2016	Highland Park West Balcones Area Neigh. Assn.	Yarbrough Branch Library
June 9, 2016	Funders' Roundtable	St. David's Foundation
June 9, 2016	FABPAC Meeting	Baker Center
June 13, 2016	Meeting w/ African American Press	CAC
June 13, 2016	KOKE (Bob Cole's Show)	KOKE
June 14, 2016	Imagine NE Meeting	AISD PAC

June 16, 2016	Frank Fuentes Meeting	
June 18, 2016	Juneteenth Community Festival	Rosewood Park
June 19, 2016	Houston ES, Uphaus ECC, Widen ES - Community Outreach	AISD Campuses
June 20, 2016	Blazier, Palm & Perez ES - Community Outreach/Informal conversation with principal & CAC co-chair	AISD Campuses
June 20, 2016	KVUE	KVUE
July 14, 2016	FABPAC Meeting	PAC
August 2, 2016	Pillow ES	Pillow ES - Electronic FMP Video Summary for distribution
August 3, 2016	Doss ES	Doss PTA Exec. Board - Electronic FMP Video Summary for distribution on two of their weekly newsletters
August 4, 2016	Univision Live Broadcast - Channel 62	Univision T.V.
August 4, 2016	Univision FACEBOOK Broadcast - Promoted with AISD Social Media and Educa Austin (AISD Spanish language page)	Univision T.V.
August 4, 2016	Anderson HS	PTA President - Electronic FMP Video Summary for distribution on their newsletter
August 4, 2016	Hill ES	PTA President - Electronic FMP Video Summary
August 6, 2016	Back to School Bash - Individuals Waiting In Line and Booth	Palmer Events Center
August 9, 2016	Murchison MS	Interim Principal - Electronic FMP video summary for distribution in four newsletters

August 9, 2016	Pre-K Specialist/Early Childhood	Internal Dept. Meeting
August 10, 2016	Davis ES	PTA President - Electronic FMP video summary for distribution
August 10, 2016	Summitt ES	PTA President - Electronic FMP video summary for distribution
August 10, 2016	NWACA Board Meeting	Presentation on FMP was provided.
August 11, 2016	FABPAC Meeting	PAC
August 13, 2016	Rose Back to School Supply Drive	Alamo Recreation Center
August 16, 2016	School Support/Community Specialist	Internal Dept. Meeting
August 16, 2016	Construction Management	Internal Dept. Meeting
August 18, 2016	FABPAC Meeting	Austin HS
August 18, 2016	Baldwin ES Principal & PTA President	Baldwin ES
August 19, 2016	Doss ES	Doss ES
August 20, 2016	Kealing MS	Kealing MS
August 22, 2016	Hillcrest Neighborhood Association	
August 23, 2016	Construction Management	Internal Dept. Meeting
August 23, 2016	Prof. Learning Spec.-Educator Quality	Internal Dept. Meeting
August 23, 2016	Leadership Dev.- Educator Quality	Internal Dept. Meeting
August 25, 2016	Kelli Weld of SW Community Impact	
August 30, 2016	FABPAC Member	Internal Dept. Meeting
August 31, 2016	George Morales of Dove Springs Proud	
August 31, 2016	Office of Program Evaluation	Internal Dept. Meeting

September 1, 2016	FABPAC Video link sent for posting	Austin HS
September 1, 2016	FABPAC Video link sent for posting	Barton Hills Community Park
September 1, 2016	FABPAC Video link sent for posting	Barton Hills ES Principal's
September 2, 2016	Eastside Memorial/McCallum - ACPTA Vertical Team Training	Starbucks
September 6, 2016	AECOM FCA & ESA Campus Engagement	Norman ES
September 6, 2016	AECOM FCA & ESA Campus Engagement	Sims ES
September 6, 2016	AECOM FCA & ESA Campus Engagement	Overton ES
September 7, 2016	AECOM FCA & ESA Campus Engagement	Andrews ES
September 7, 2016	AECOM FCA & ESA Campus Engagement	Blanton ES
September 7, 2016	AECOM FCA & ESA Campus Engagement	Winn ES
September 7, 2016	AECOM FCA & ESA Campus Engagement	Harris ES
September 7, 2016	AECOM FCA & ESA Campus Engagement	Pecan Springs ES
September 8, 2016	AECOM FCA & ESA Campus Engagement	Becker ES
September 8, 2016	Doss ES PTA Meeting	Doss ES
September 8, 2016	FABPAC Meeting	CAC - Board Auditorium
September 8, 2016	AECOM FCA & ESA Campus Engagement	Dawson ES
September 9, 2016	Anderson HS	Anderson HS
September 9, 2016	Downtown Austin Alliance	
October 11, 2016	AECOM FCA & ESA Campus Engagement	Garcia YMLA
September 12, 2016	Summitt ES PTA Meeting	Summitt ES
September 13, 2016	AECOM FCA & ESA Campus Engagement	Blackshear ES
September 13, 2016	Maplewood/ Blackshear/Campbell/Oaksprings ES	AISD Campuses

September 13, 2016	AECOM FCA & ESA Campus Engagement	Maplewood ES
September 13, 2016	AECOM FCA & ESA Campus Engagement	Oak Springs ES
September 14, 2016	Oak Hill Assn of Neighborhoods Candidate Forum	OHAN
September 14, 2016	AECOM FCA & ESA Campus Engagement	Cowan ES
September 14, 2016	Lanier HS	AISD Campus
September 15, 2016	AECOM FCA & ESA Campus Engagement	Brooke ES
September 15, 2016	North Austin Civic Association	
September 15, 2016	AECOM FCA & ESA Campus Engagement	Ortega ES
September 15, 2016	AECOM FCA & ESA Campus Engagement	Allison ES
September 15, 2016	AECOM FCA & ESA Campus Engagement	Kiker ES
September 17, 2016	AISD Future Cup	
September 18, 2016	Waller Creek Family Fun Day	Palm Park
September 19, 2016	AECOM FCA & ESA Campus Engagement	Joslin ES
September 19, 2016	AECOM FCA & ESA Campus Engagement	Widen ES
September 19, 2016	AECOM FCA & ESA Campus Engagement	Rodriguez ES
September 19, 2016	AECOM FCA & ESA Campus Engagement	Uphaus ECC
September 19, 2016	AECOM FCA & ESA Campus Engagement	Boone ES
September 19, 2016	AECOM FCA & ESA Campus Engagement	Houstin ES
September 20, 2016	Dawson ES-Update on FMP	Dawson
September 20, 2016	AECOM FCA & ESA Campus Engagement	Palm ES
September 20, 2016	AECOM FCA & ESA Campus Engagement	Blazier ES
September 20, 2016	AECOM FCA & ESA Campus Engagement	Perez ES
September 21, 2016	AECOM FCA & ESA Campus Engagement	Odem ES

2016		
September 21, 2016	AECOM FCA & ESA Campus Engagement	Galindo ES
September 21, 2016	AECOM FCA & ESA Campus Engagement	Pleasant Hill ES
September 23, 2016	Educa Austin (radio)	DCCE
September 24, 2016	FABPAC Meeting	
September 26, 2016	AECOM FCA & ESA Campus Engagement	Davis ES
September 26, 2016	AECOM FCA & ESA Campus Engagement	Ridgetop ES
September 26, 2016	Austin High Vertical Team	Online
September 26, 2016	AECOM FCA & ESA Campus Engagement	Pillow ES
September 26, 2016	AECOM FCA & ESA Campus Engagement	Doss ES
September 26, 2016	AECOM FCA & ESA Campus Engagement	Summitt ES
September 26, 2016	AECOM FCA & ESA Campus Engagement	Lee ES
September 27, 2016	AECOM FCA & ESA Campus Engagement	Casis ES
September 27, 2016	Pease ES	Pease
September 27, 2016	AECOM FCA & ESA Campus Engagement	mathews ES
September 27, 2016	AECOM FCA & ESA Campus Engagement	Pease ES
September 27, 2016	AECOM FCA & ESA Campus Engagement	Sanchez ES
September 28, 2016	AECOM FCA & ESA Campus Engagement	Menchaca ES
September 29, 2016	AECOM FCA & ESA Campus Engagement	Austin HS
September 29, 2016	AECOM FCA & ESA Campus Engagement	Hill ES
September 29, 2016	AECOM FCA & ESA Campus Engagement	Small MS
September 29, 2016	AECOM FCA & ESA Campus Engagement	O. Henry MS
September 29, 2016	AECOM FCA & ESA Campus Engagement	Zilker ES



September 29, 2016	AECOM FCA & ESA Campus Engagement	Patton ES
September 29, 2016	AECOM FCA & ESA Campus Engagement	Oak Hill ES
September 29, 2016	Zilker ES	Zilker ES
September 29, 2016	Austin HS	Austin HS
September 29, 2016	Austin HS	Austin HS
September 29, 2016	AECOM FCA & ESA Campus Engagement	Barton Hills ES
September 30, 2016	Austin HS Vertical Team	Austin
October 3, 2016	Austin Young Chamber	Email Campaign
October 4, 2016	National Night Out: ABC Streets	ABC Streets Neighborhood, South Austin
October 4, 2016	National Night Out: Travis Country Precinct 3	Travis County Precinct 3 Constable Sally Hernandez
October 5, 2016	Facebook Posts (personal account)	Online
October 6, 2016	Twitter Town Hall #2	CAC
October 7, 2016	BNI Business Voices	UT Club
October 7, 2016	KXAN Interview	McCallum High School
October 8, 2016	Coffee w/ Ed Tech Austin	
October 9, 2016	Barton Hills ES/Zilker Neighborhoods	Online
October 9, 2016	Coffee w/ Austin Tech Alliance	
October 10, 2016	Head Custodian Meeting (Spanish)	PAC
October 10, 2016	Lamar MS FMP Update Meeting	Lamar MS
October 10, 2016	Small MS FMP update Meeting	Small MS
October 10, 2016	Head Custodian Meeting (English)	PAC
October 10, 2016	440+ HUB Database (Contractors/Engineers/Architects/Suppliers)	Email Blast - Invitation to FMP Community Engagement Meetings
October 10, 2016	Reagan HS as part of the Community Schools Press Conference	Reagan HS
October 11, 2016	AECOM FCA & ESA Campus Engagement	Bowie HS
October 11, 2016	AECOM FCA & ESA Campus Engagement	LBJ HS
October 11, 2016	KEYE interview	CAC

October 11, 2016	O.Henry MS	O.Henry MS
October 11, 2016	Barton Hills ES	Barton Hills ES
October 11, 2016	FMP Update Regional Meeting	Eastside Memorial
October 11, 2016	Oak Hill Assn of Neighborhoods Candidate Forum	
October 11, 2016	AECOM - LASA High School (LBJ)	LBJ HS
October 11, 2016	AECOM FCA & ESA Campus Engagement	means YWLA
October 12, 2016	AECOM FCA & ESA Campus Engagement	Brentwood ES
October 12, 2016	AECOM FCA & ESA Campus Engagement	Rosedale School
October 12, 2016	AECOM - Ann Richard YWLA	Ann Richards
October 12, 2016	Barton Hills ES	Barton Hills ES
October 12, 2016	AECOM FCA & ESA Campus Engagement	Lucy Read Pre - K School
October 12, 2016	FMP Update Regional Meeting	Toney Burger Field
October 12, 2016	AECOM FCA & ESA Campus Engagement	Highland Park ES
October 13, 2016	East Austin Alliance Meeting	Martin MS
October 13, 2016	Regan FMP Update Meeting	Reagan HS
October 13, 2016	FMP Update Regional Meeting	Reagan HS
October 13, 2016	Univision FMP TV Interview	Reagan HS
October 13, 2016	Becker EL CAC	Becker Library
October 13, 2016	Kicker CAC Meeting	Kiker
October 13, 2016	FABPAC Meeting	
October 14, 2016	Invitation to Small MS & Lamar MS community engagement meetings	
October 14, 2016	Allan Facility FMP Regional Meeting	2
October 14, 2016	Southwest Austin Food Truck Night	Circle C
October 14, 2016	LBJ H.S. - Selena Night Presentation	LBJ High School
October 15, 2016	FMP Update Regional Meeting	Small Middle School
October 15, 2016	FMP Update Regional Meeting	Lamar Middle School
October 17, 2016	AECOM FCA & ESA Campus Engagement	Anderson HS
October 17, 2016	AECOM FCA & ESA Campus Engagement	Murchison MS
October 17, 2016	AECOM FCA & ESA Campus Engagement	Brown ES
October 17, 2016	AECOM FCA & ESA Campus Engagement	Martin MS
October 17, 2016	AECOM FCA & ESA Campus Engagement	Eastside memorial HS
October 18, 2016	Brentwood Elementary CAC Meeting	Brentwood ES
October 18, 2016	AECOM FCA & ESA Campus Engagement	Walnu Creek ES
October 18, 2016	AECOM FCA & ESA Campus Engagement	Hart ES
October 19, 2016	FMP Presentation Before Middle School Principals	PAC
October 19, 2016	FMP Booth at ABOR	Palmer Event Center
October 19, 2016	KLBJ Interview w/Audrey Morton	Phone Interview
October 20, 2016	AECOM FCA & ESA Campus Engagement	Bailey MA

October 20, 2016	Austin Technology Alliance	Coffee Meeting
October 20, 2016	AECOM Lanier HS VT Meeting	Lanier HS
October 21, 2016	ACPTA/League of Women Voters Candidate Forum	Austin HS
October 21, 2016	Travis High School PTA	Travis HS
October 22, 2016	Hopefest	Reagan HS
October 24, 2016	AECOM CAC Meeting Pickle ES	Pickle ES
October 24, 2016	AECOM FCA & ESA Campus Engagement	Covington MS
October 24, 2016	AECOM FCA & ESA Campus Engagement	Crockett HS
October 24, 2016	AECOM FCA & ESA Campus Engagement	Bedichek MS
October 25, 2016	District Advisory Council Retreat	PAC
October 25, 2016	AECOM FCA & ESA Campus Engagement	McBee ES
October 25, 2016	AECOM FCA & ESA Campus Engagement	Guerrero Thompson ES
October 25, 2016	AECOM FCA & ESA Campus Engagement	McCallum HS
October 25, 2016	Webb MS CAC	Webb
October 25, 2016	AECOM FCA & ESA Campus Engagement	Wooldridge ES
October 25, 2016	AECOM FCA & ESA Campus Engagement	Wooten ES
October 25, 2015	Baldwin ES PTA Meeting	Baldwin ES
October 25, 2016	AECOM FCA & ESA Campus Engagement	Cook ES
October 25, 2016	AECOM FCA & ESA Campus Engagement	Padron ES
October 25, 2016	AISD Choral Fest	AISD PAC
October 26, 2016	AECOM FCA & ESA Campus Engagement	Akins HS
October 26, 2016	AECOM FCA & ESA Campus Engagement	Fulmore MS
October 25, 2016	AECOM FCA & ESA Campus Engagement	McBee ES
October 25, 2016	AECOM FCA & ESA Campus Engagement	Gullett ES
October 25, 2016	AECOM FCA & ESA Campus Engagement	St. Elmo ES
October 26, 2016	AECOM FCA & ESA Campus Engagement	Williams ES
October 25, 2016	AECOM FCA & ESA Campus Engagement	Sunset Valley ES
October 25, 2016	AECOM FCA & ESA Campus Engagement	Boone ES
October 25, 2016	AECOM FCA & ESA Campus Engagement	Cunningham ES
October 25, 2016	AECOM FCA & ESA Campus Engagement	Barrington ES
October 25, 2016	AECOM FCA & ESA Campus Engagement	Dobie
October 25, 2016	AECOM FCA & ESA Campus Engagement	Webb
October 25, 2016	AECOM FCA & ESA Campus Engagement	Langford
October 25, 2016	AECOM FCA & ESA Campus Engagement	Kocurek
October 26, 2016	AECOM FCA & ESA Campus Engagement	Ridgetop
October 26, 2016	EdTech Austin	
October 26, 2016	AECOM FCA & ESA Campus Engagement	Travis HS
October 26, 2016	NE Austin Plan for Stengthening School	Fannie Mae Stewart Conservatory
October 26, 2016	Austin ISD Up-Close	Martin Middle School
October 26, 2016	AECOM CAC Meeting Gullett ES	Rosedale School
October 27, 2016	AISD Choral Fest	AISD PAC

October 27, 2016	AECOM FCA & ESA Campus Engagement	Reagan HS
October 28, 2016	Faith-Based Community (Hispanic/African American)	108 Invitations to Building Bridges Event
October 29, 2016	Dia De Los Muertos Event	ESB-MACC
October 29, 2016	Community Connections	Mendez
October 29, 2016	FABPAC Meeting	Mendez
November 1, 2016	KAZI Interview	
November 2, 2016	440+ HUB Database (Contractors/Engineers/Architects/Suppliers)	Email Blast
November 2, 2016	Press Release: Send Building Bridges press release	Press Release
November 4, 2016	Minority Chambers Meeting	Construction Mgmt.Ofc. 812 San Antonio St Suite 200
November 5, 2016	Building Bridges	Youth Millenium Complex
November 5, 2016	Dawson CAC Meeting	Dawson ES
November 5, 2016	Williams ES Principal Chat	Williams ES
November 5, 2016	Harvest Festival	
November 7, 2016	Younglife South Austin Thanksgiving with Travis High Schol	Travis High School
November 8, 2016	KXAN - TA BROWNE/FMP/BOND	CAC
November 12, 2016	Mueller Neighborhood Association Fall Fest	John Gaines Park
November 12, 2016	Mueller Fall Fest AISD booth	
November 14, 2016	Coffee w/ Principal	Brentwood ES
November 17, 2016	ACPTA	PAC
November 16, 2016	Lanier Holiday Dinner	Lanier
November 29, 2016	Elementary School Principals Meeting	PAC
November 29, 2016	Middle & High School Principals Meeting	PAC
November 29, 2016	AISD Northeast Austin School Plan Discussion	

November 30, 2016	ESAC Meeting	CAC
November 30, 2016	Statesman Interview	CAC
November 30, 2016	KUT Interview	CAC
November 30, 2016	FABPAC Meeting	O Henry
November 30, 2016	Environmental Stewardship Advisory Committee	
December 1, 2016	Email outreach to all Principals	Email
December 1, 2016	Email outreach to community	Email
December 1, 2016	FABPAC Meeting	
December 2, 2016	Ready By 21 Coalition	PAC
December 2, 2016	Eastside Memorial High School's Community School Alliance Luncheon	Eastside Memorial HS
December 3, 2016	Austin HS	Austin HS
December 5, 2016	Kicker CAC Meeting	Kiker
December 5, 2016	Dr. Lila Valencia of Mueller	Mueller
December 6, 2016	DawsonES CAC Meeting	Dawson
December 7, 2016	Thinkery Community Day	
December 7, 2016	Coffee w/ Dawson Neighborhood Association	
December 7, 2016	LASA CAC	LASA
December 7, 2016	FABPAC Meeting	
December 8, 2016	Call w/ Trustee Mathias	
December 8, 2016	EDUCA Austin (TV & social media)	Channel 22
December 8, 2016	FABPAC Meeting	
December 8, 2016	Dawson neighborhood Association	Coffee Shop
December 9, 2016	Austin Chamber of Commerce	Email
December 10, 2016	Univision-Christmas Posada	MACC
December 10, 2016	Dawson Community Conversation / Coffee Talk	Dawson ES
December 10, 2016	Regional FMP Update Meeting	Dawson ES
December 13, 2016	Imagine Northeast Austin community conversation about Mueller school site	
December 13, 2016	Call w/ Foundation Communities	
December 15, 2016	FABPAC Meeting	
December 19, 2016	Ridgetop ES CAC	Ridgetop
December 19, 2016	Dawson ES Meeting w/ Teachers	Dawson ES

2016		
December 19, 2016	James Northey of Mueller	Mueller
December 19, 2016	Martin CAC Meeting	Martin MS
December 20, 2016	Email to community	Email
Community	FABPAC Meeting	
Januray 4, 2017	Kealing MS CAC	Kealing MS
January 4, 2017	Murchison Middle School Listserv	Email
January 5, 2017	FABPAC Meeting	
January 5, 2017	Oak Hill Business Professional Association contact with President	
January 6, 2016	Maplewood ES Principal Meeting	Maplewood ES
January 6, 2017	Campbell ES Principal Meeting	Campbell ES
January 6, 2017	FMP Update Regional Meeting	Hart ES
January 9, 2017	Mike Mannor Listserv	Email
January 10, 2017	Martin MS Asst. Principal Meeting	Martin MS
January 10, 2016	Coffee w/ Austin neighborhood council	
January 11, 2017	Joslin ES CAC	Joslin ES
January 11, 2017	Oak Hill Association of Neighborhoods Presentation	
January 11, 2017	<b><i>Coalition SAUS Organizing Meeting</i></b>	Space 12
January 11, 2017	FABPAC Meeting	
January 12, 2017	East Austin Alliance Meeting	Covington
January 12, 2017	Casey CAC	Casey ES
January 12, 2017	FABPAC Meeting	
January 13, 2017	Dove Springs Community School Alliance meeting	Mendez Library
January 13, 2017	Norman ES Principal Meeting	Norman ES
January 13, 2017	Austin Environmental Democrat	
January 14, 2017	Pecan Springs NA	Pecan Springs
January 14, 2017	Austin neighborhood council meeting	
January 15, 2017	LASA Community Meeting	LASA
January 16, 2017	MLK Day Festival at Huston-Tillotson	HTU
January 17, 2017	Joslin ES Parent Meeting	Joslin ES
January 17, 2017	FABPAC Meeting	
January 17, 2017	Principals Email	Email
January 18, 2017	Ridgetop ES/Northfield NA combined meeting	
January 18, 2017	Burnet Middle School CAC	Burnet MS
January 18, 2017	Ridgetop Elementary School and Neighborhood Meeting	Ridgetop
January 19, 2017	Webb Middle School and K-5 CAC	Webb
January 19, 2017	Meeting with Pio Renter and staff	
January 19, 2017	North Austin Civic Association	
January 19, 2017	Webb MS CAC	Webb MS

January 19, 2017	Engagment Series touchpoint	Email
January 19, 2017	Austin Community Foundation	Email
January 19, 2017	Engagment Series touchpoint	Email
January 19, 2017	Engagment Series touchpoint	Email
January 19, 2017	Austin Interfaith	Email
January 19, 2017	Engagment Series touchpoint	Email
January 19, 2017	Central Texas	Email
January 19, 2017	Engagment Series touchpoint	Email
January 19, 2017	Downtown Austin	Email
January 19, 2017	e3allience	Email
January 19, 2017	Austinbcc	Email
January 19, 2017	Ausitn Asian Chamber	Email
January 19, 2017	Austin Chamber of Commerce	Email
January 19, 2017	Gashcc	Email
January 19, 2017	Leadership Austin	Email
January 19, 2017	JL Austin	Email
January 19, 2017	Engagment Series touchpoint	Email
January 19, 2017	RECA	Email
January 19, 2017	Seeding Foundation	Email
January 19, 2017	ULI	Email
January 19, 2017	ULI	Email
January 19, 2017	Engagment Series touchpoint	Email
January 19, 2017	Urban League	Email
January 19, 2017	ABOR	Email
January 19, 2017	Austin CF	Email
January 19, 2017	Austin Ed Fund	Email
January 19, 2017	I Buy Austin	Email
January 19, 2017	Austin Interfaith	Email
January 19, 2017	Engagment Series touchpoint	Email
January 19, 2017	Austin CF	Email
January 20, 2017	Seedling Foudation	Foundation HQ
January 20, 2017	Austin Tech Council	Email

January 20, 2017	Austin Voices	Email
January 20, 2017	Austin Young Chamber	Email
January 20, 2017	Avance	Email
January 20, 2017	Biazer Law	Email
January 21, 2017	University Hills Neighborhood Association	
January 21, 2017	AISD Partners Mtg at Padron	Padron ES
January 23, 2017	FMP Presentation to Parents	Lucy Reed
January 23, 2017	Murchison Middle School Listserv	Email
January 23, 2017	Galino neighborhood association meeting	galindo
January 24, 2017	Barton Hills Neighborhood Association	
January 24, 2017	Community meeting	
January 24, 2017	Dawson ES Meeting	Dawson ES
January 25, 2017	Community meeting	Crockett
January 26, 2017	Community meeting	YMLA
January 26, 2017	Womens Leadership Luncheon	
January 28, 2017	Councilmember Town Hall Meeting	
January 28, 2017	Maple Run	
January 30, 2017	#AISDFuture Twitter Chat	HQ
January 30, 2017	Zilker Neighborhood Association	Zilker
January 31, 2017	Community Collab meeting	Martin MS
February 1, 2017	Community Collab Meeting	Burnet MS
February 2, 2017	Community Collab Meeting	Gorzycki Ms
February 2, 2017	AISD Athletics Meeting	
February 3, 2017	Pillow ES - Parent Coffee	
February 4, 2017	Lanier High School Librarian meeting	<i>Lanier High School</i>
February 4, 2017	Maker Mania	<i>Lanier High School</i>
February 6, 2017	Summitt PTA	Summitt PTA
February 6, 2017	Dawson Neighborhood Association	Dawson
February 7, 2017	FABPAC Meeting	
February 7, 2017	Bowie Athletics Meeting	Bowie HS
February 8, 2017	Texas Facilities Commission	
February 10, 2017	Coffee w/ Trustee Mathias	
February 13, 2017	City of Austin - CM Ann Kitchen's Office	City Hall
February 13, 2017	City of Austin Planning, Public Works and Transportation	
February 14, 2017	<i>Bouldin Creek Neighborhood Association</i>	High Road
February 17, 2017	Greater Austin Community Schools Coalition	
February 20, 2017	NXNW Democrats	
February 21, 2017	Bicycle Advisory Council	
February 21, 2017	Community Collab Meeting	LBJ HS
February 22, 2017	Montopolis Community & Business Leaders (Roadshow)	Ruiz Branch Library
February 22, 2017	Community Collab Meeting	McCallum HS



February 23, 2017	Community Collab Meeting (Roadshow Style)	Millennial Youth Center
February 23, 2017	Austin High Vertical Team	Austin HS
February 23, 2017	Coffee w/ Trustee Mathias	
February 23, 2017	Community Collab Meeting	Anderson HS
February 24, 2017	Casis ES Principal Coffee	Casis ES
February 26, 2017	Next Door post	online
February 26, 2017	Next Door post	online
February 28, 2017	St. David's	St. David's
February 28, 2017	Community Collab Meeting	Austin HS
February 28, 2017	CAC Meeting - Ridgetop	Ridgetop
February 28, 2017	Dawson CAC Meeting	Dawson ES
March 1, 2017	Community Collab Meeting	Akins HS
March 2, 2017	Community Collab Meeting	Travis HS
March 2, 2017	Meeting with Keith Henry (Black Austin Democrats)	CAC
March 3, 2017	Dove Springs Community School Alliance meeting	Mendez MS
March 7, 2017	FABPAC Meeting	

**Austin Independent School District  
Stakeholder Audit Discussion Notes and Key Takeaways  
Updated: May 9, 2016**

**Background Information:** LINK Strategic Partners was engaged to perform 15 stakeholder audit discussions with key identified community groups and/or individuals by AISD in the pre-engagement phase of the Facility Master Plan (FMP) update process. Overall, to date, team LINK has facilitated 23 of these discussions. The purpose of these discussions was to gain foundational knowledge of how to best engage the various local community groups and to begin to build buy-in from key stakeholders from the onset of the FMP update.

**Stakeholder Audit Discussions:**

- Full AISD Board of Trustees
  - Trustee Pace
  - Trustee Saldaña
  - Trustee Cowan
  - Trustee Gordon
  - Trustee Mathias
  - Trustee Teich
  - Trustee Elenz
  - Trustee Wagner
  - Trustee Hinojosa
- FABPAC
- Education Austin
- Austin Board of Realtors
- Austin Voices
- Austin Chamber of Commerce
- Asian American Cultural Center
- Austin Council of PTAs
- Austin Neighborhood Association
- University of Texas
- Communities in Schools
- Pride of the Eastside
- Citizens Bond Oversight Committee
- Chambers of Commerce
  - Greater Austin Hispanic Chamber of Commerce
  - Greater Austin Asian Chamber of Commerce

**Key Takeaways:**

1. This plan needs to be able to show that it will lead to a *better* system for *everyone*. It needs to be “additive” versus based on closing or taking things “away” from a community.

2. To best engage all areas of the District there needs to be a clear “hook” for everyone. This hook may not be the same for every community – it needs to be “additive” for all.
3. In the past, AISD employees may not have been well informed or used effectively as ambassadors.
4. Recapture and perceived inefficiencies within AISD are major barriers to any request for the community to support additional funding.
5. Some members of the AISD community have felt in the past that there were preconceived agendas and plans by the District before they were engaged.
6. Most parental engagement happens at the school level. Parents interact directly with principals and teachers at their children’s school, reinforcing the importance of ensuring staff see themselves as ambassadors.
7. Past engagement efforts have not looked at the District as a whole, rather engagement has occurred in pockets, which has fueled a larger divide among the different communities.
8. To best engage hard-to-reach populations, meetings should be held on Saturdays (e.g., tying into Austin Voices Saturday Festivals) with food and childcare provided.
9. There are two different voices at play in Austin: (1) loyalty and tradition of multi-generational schools and (2) excitement to be big, bold, innovative, different, and weird.
10. The past FMP process seemed to lack implementation, which has caused a lack of buy-in from many, including stakeholders in the business community.
11. In some past community engagement efforts, the District may have failed to close the feedback loop. AISD would inform the public, hear their comments, but then fail to return to the community to update how their feedback fueled decision-making.
12. Student engagement is highly recommended and would likely fuel engagement from parents and other community stakeholders.
13. Neighborhood schools and vertical teams were raised frequently as concepts that the Austin community enjoys and rallies around.
14. Stakeholders strongly encourage the District to focus and brand this effort around how facilities directly impact student outcomes. This can provide excitement and understanding for a long-term plan to address hard choices.
15. It will be important to continually message the current FMP process as a long-term engagement that includes several different phases.
16. The current FMP process should engage school Parent-Teacher Associations (PTAs) and Campus Advisory Councils (CACs) around community engagement that has already occurred.
17. A number of stakeholders have mentioned the Austin community as having an “Edifice Complex,” which was explained as community members clinging to a past identity and not being able to envision future innovative opportunities.
18. It was encouraged by stakeholders that the current FMP process should not view schools as only District assets but rather as community opportunities.

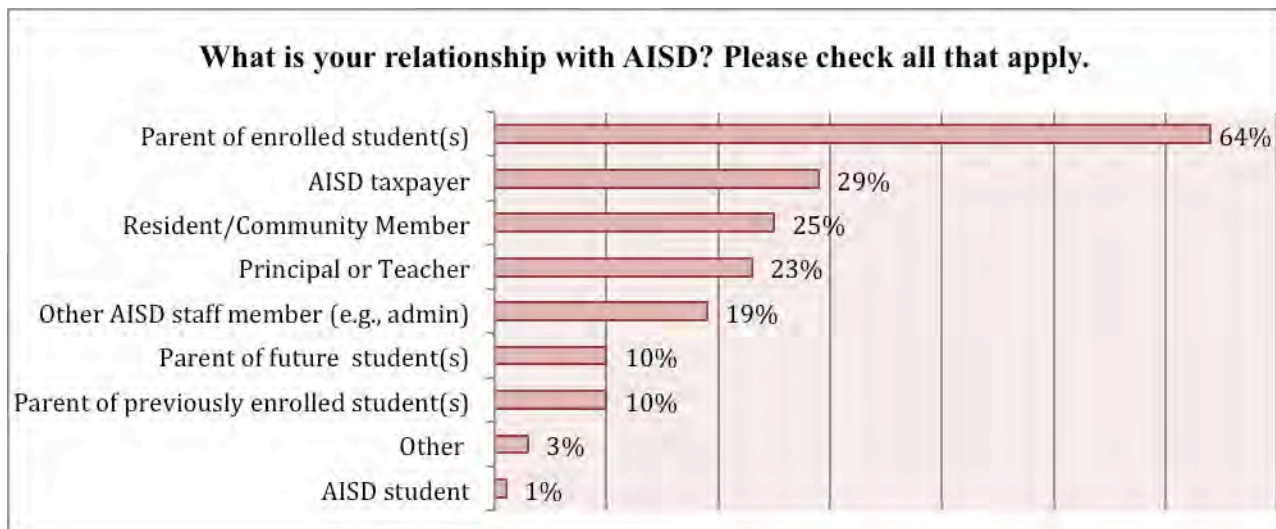
### **Opportunities Drawn:**

1. Keep our partners informed. All stakeholders we met with are willing to engage and act as resources for the ongoing process, but they need to be kept in the loop to allow for this.

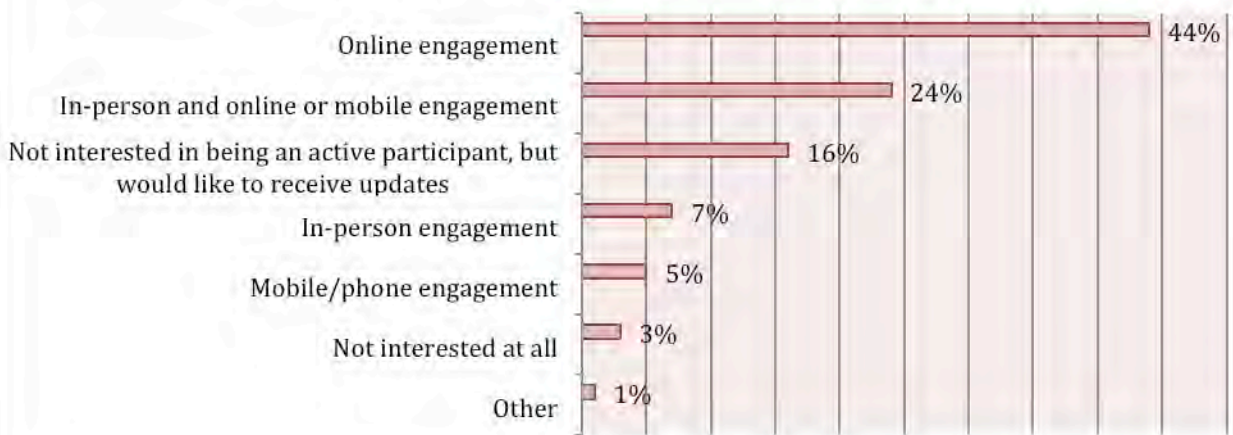
2. Engage AISD principles, teachers, and staff early and often. An example of how to best do this is to attend the monthly principal meetings and present a version of our allotted “roadshow” meetings to keep them informed and encourage them to advocate for our work.
3. Engage the AISD student population to be directly involved in our engagement efforts. In addition to the upcoming student visioning session to begin the process, our team can use students to help with digital engagement and in-person engagement at community meetings.
4. Hold community meetings or roadshows at Saturday Festivals held by Austin Voices.
5. Hold community meetings or roadshows at the Asian American Cultural Center and others like it.
6. Increase usage of supplemental digital engagement to tap into the booming Austin tech and innovation scene.
7. Hold a roadshow meeting at one of the monthly Austin Neighborhood Council meetings. These occur on the fourth Wednesday of each month.
8. Use Parent Support Specialists as ambassadors and message champions for the FMP process.
9. Explore the usage of the city’s Conversation Core as a resource and opportunity to engage with community members.
10. Explore the opportunity of using trusted community members during community engagement efforts, particularly in regions of the District where the messenger matters as much, if not more, than the message.
11. Connect with Family Resource Centers in schools as a way to engage multicultural communities.
12. Collect and analyze polling data from the Greater Austin Chamber from a citywide survey they conducted 3-4 months ago that is related to the District.

**Austin Independent School District  
Facility Master Plan Update  
Engagement Survey Results  
May 10, 2016**

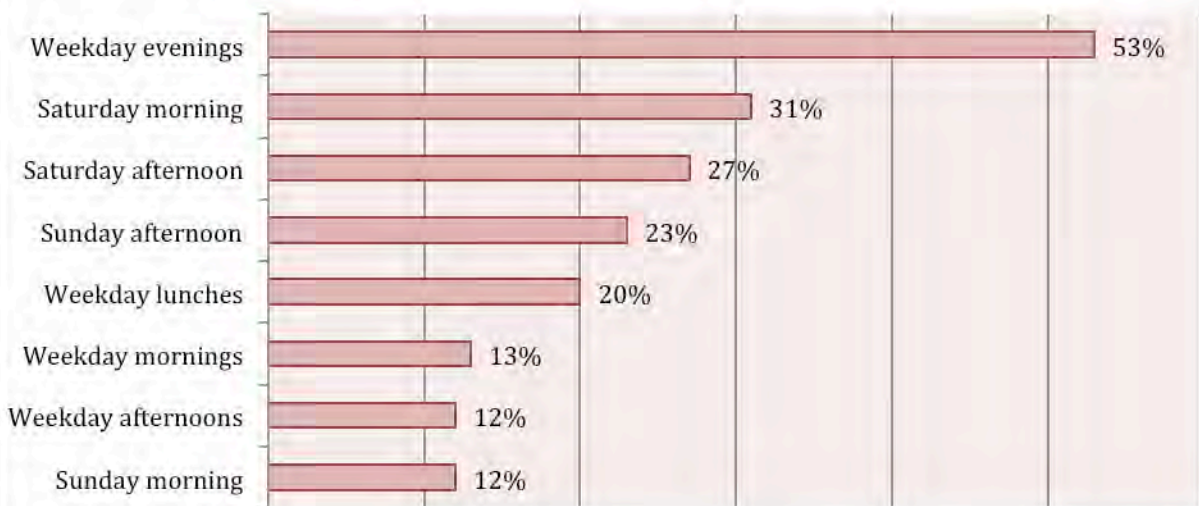
**Background Information:** LINK Strategic Partners and Brailsford & Dunlavey were engaged by AISD to create and distribute a citywide engagement survey during the pre-engagement phase of the Facility Master Plan (FMP) update process. Overall, the purpose of the survey was to seek input from community members and key stakeholders on how, when, and where they want to be engaged in the FMP process as well as to gain foundational knowledge on topics of interest and past bond voting experience. The survey, which was created in English, Spanish, and Vietnamese opened to the public on March 30, 2016 and was closed on Saturday May 7, 2016. In total there were 6,161 English survey respondents, 244 Spanish survey respondents, and 5 Vietnamese survey respondents.

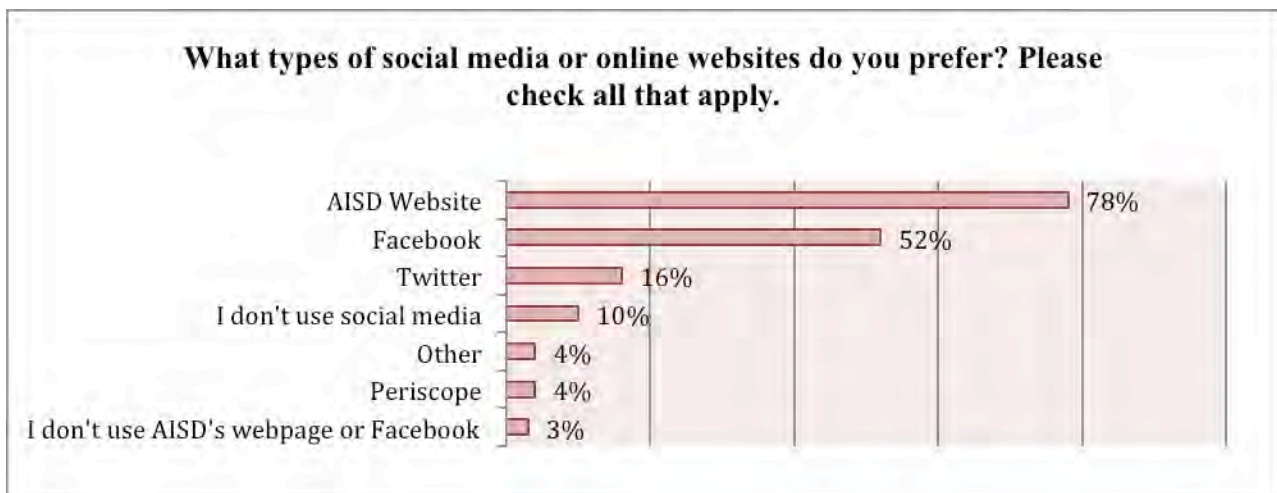
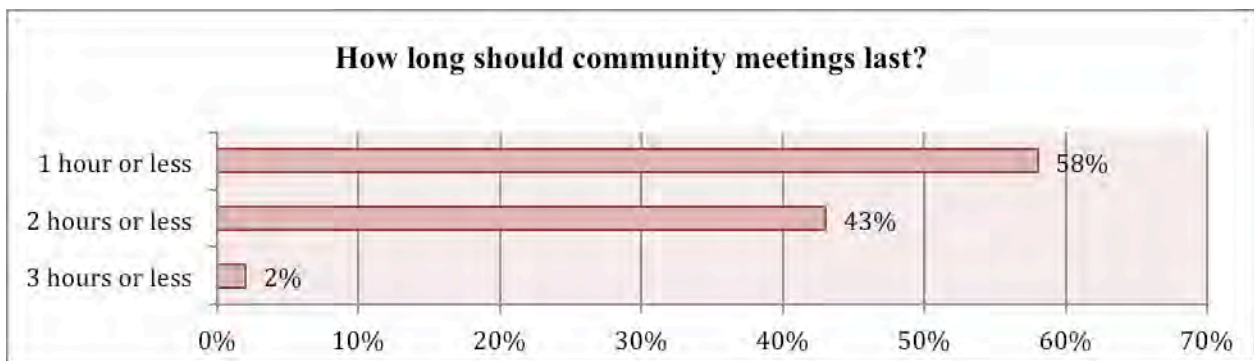
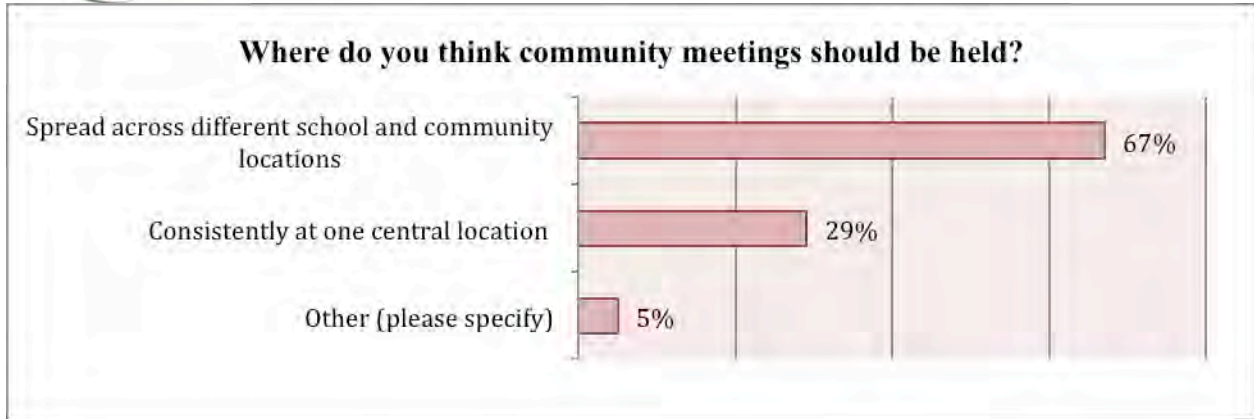


**What is your preference for getting involved with this process?**

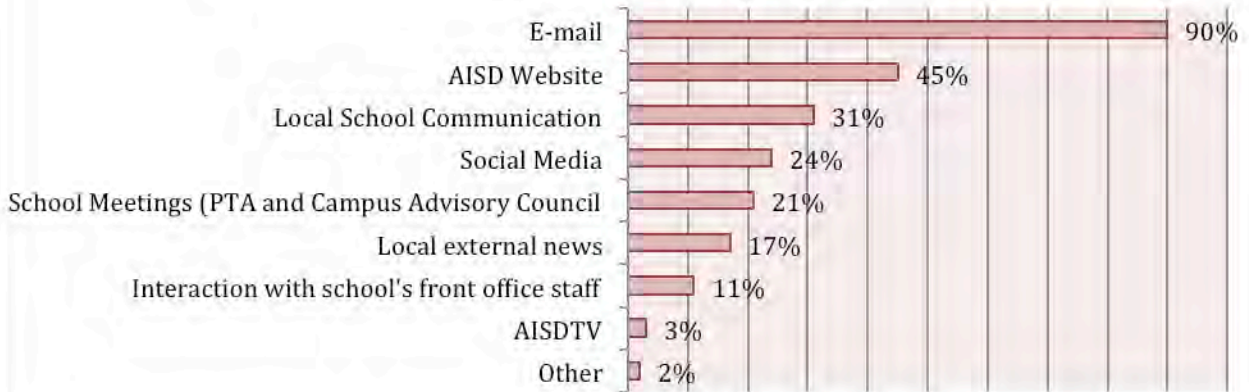


**When can you attend community meetings? Please check all that apply.**

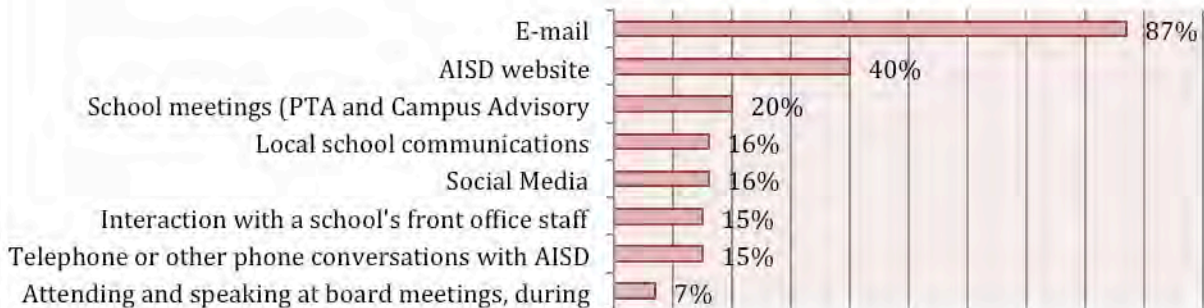




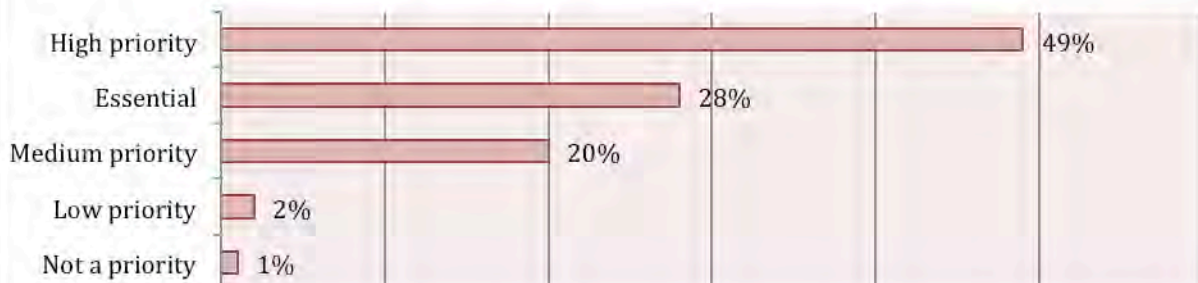
**What is the best way for AISD to provide information to you? Please check all that apply.**



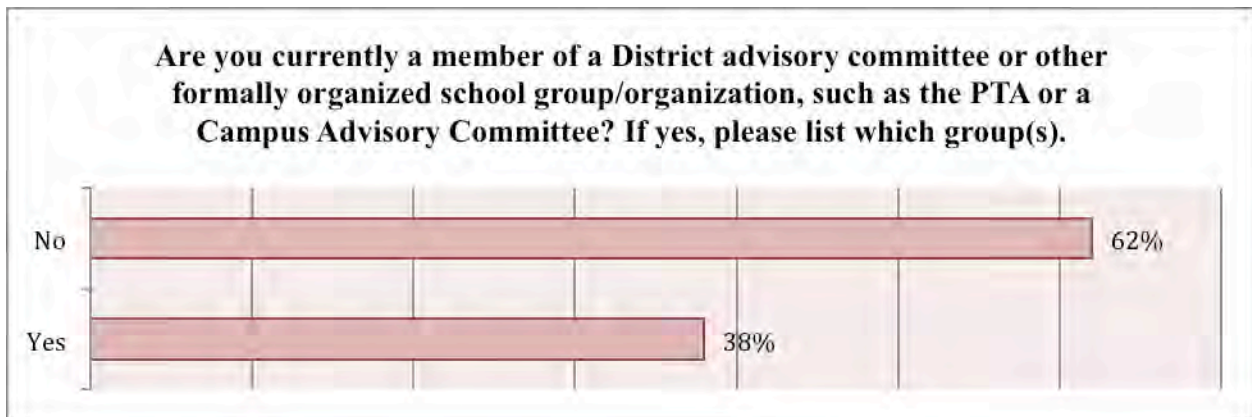
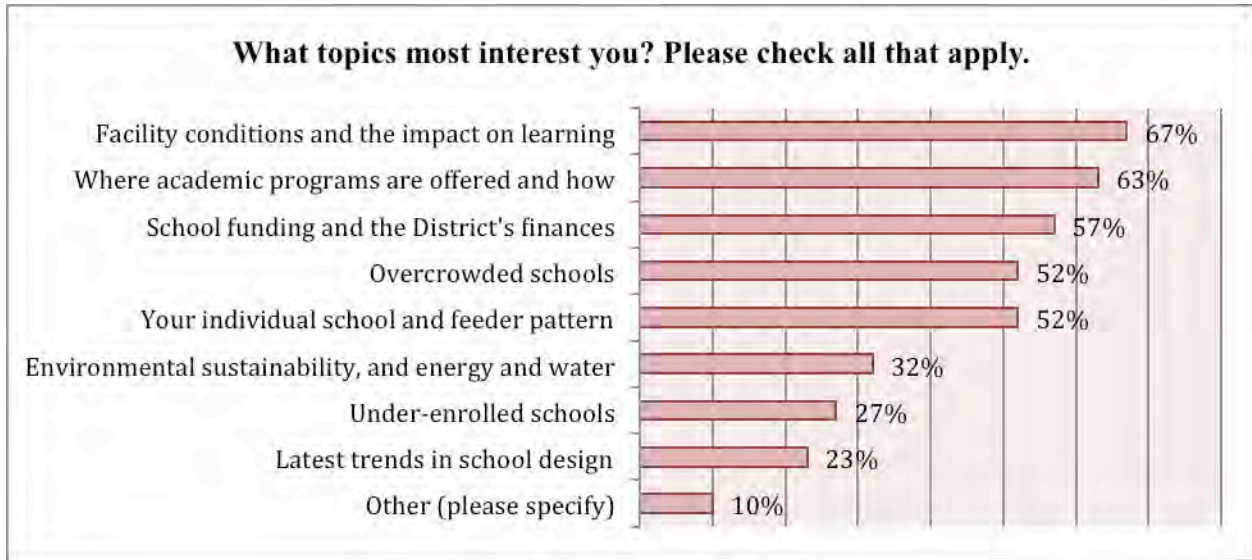
**What is the best way for you to provide information to AISD? Please check all that apply.**

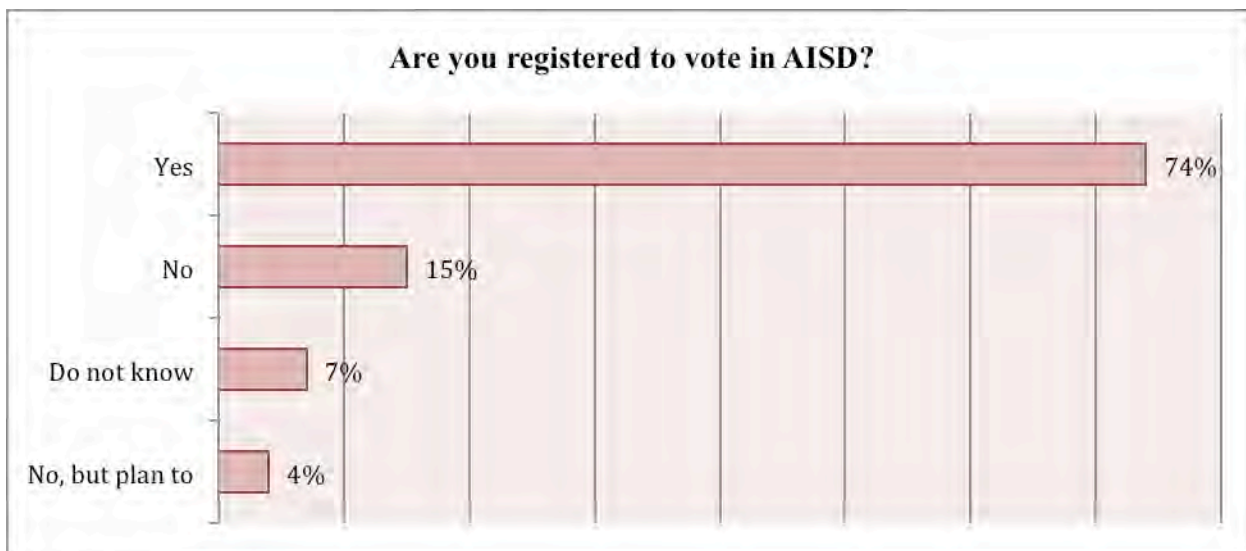
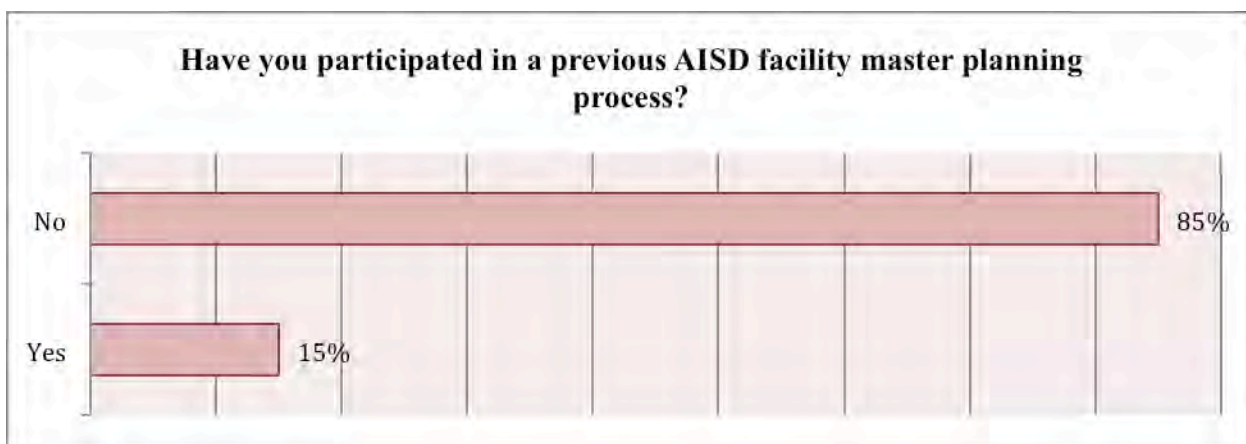
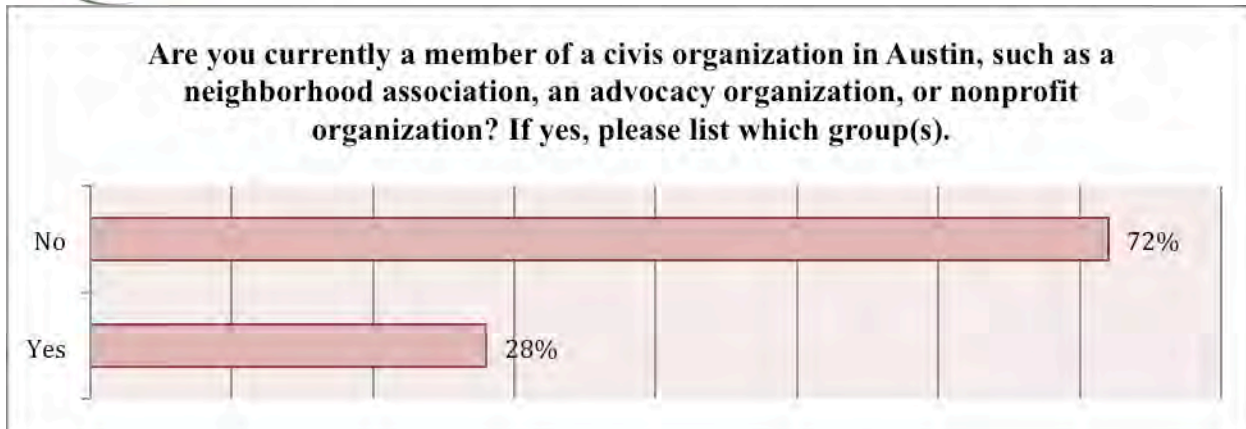


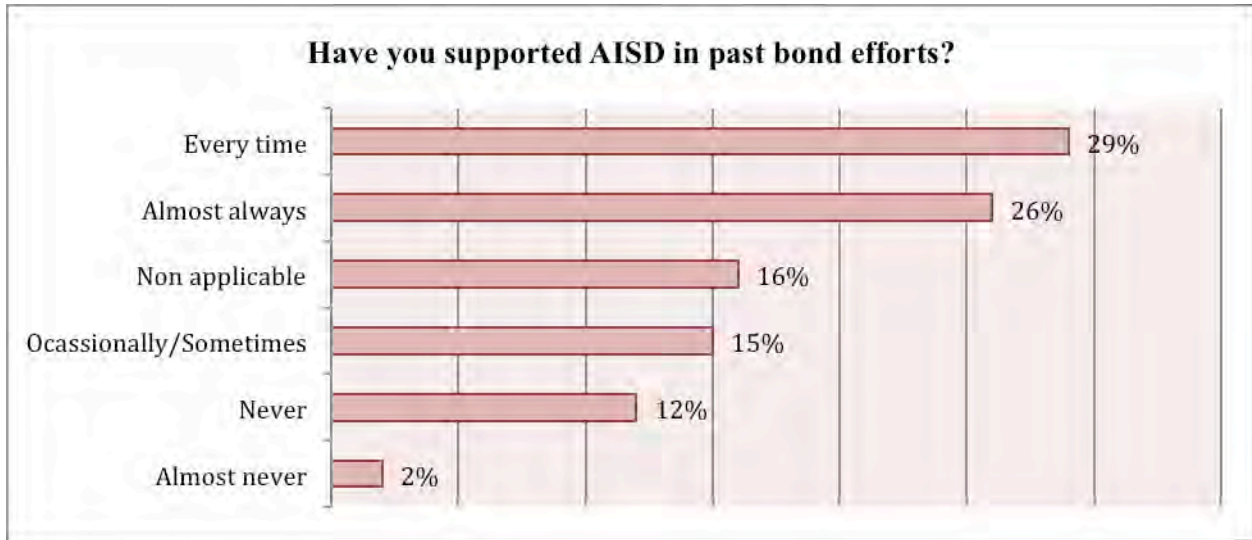
**How important is the future of AISD school facilities to you?**











**Additional Survey Findings:**

- The most popular zip codes of participation came from northwest, southwest, and central Austin
- 2,625 survey participants submitted their e-mail address in order to receive the latest news and information (these have been submitted to AISD staff)
- 444 survey participants provided additional input regarding engagement preferences (these have been added as an appendix to this document)
- Spanish survey respondents selected Saturday mornings as their top choice for when regional meetings should occur
- Spanish survey respondents selected in-person and online or mobile engagement as their preferred method for being involved in the proccess

**Austin Independent School District  
Facility Master Plan Update  
Engagement Series #1  
Key Takeaways and Raw Notes**

**Key Takeaways:**

**Process**

1. “We’ve been through this dog and pony show before and we want to see specific recommendations.”
2. AISD would do well to embrace an overarching vision for the entire District. This would serve to unify the District so that each part of town does not see themselves as insular and not being “benefited” by a current bond. Buying into the vision will enable voters to see the value of voting for a bond that has no immediate benefit to their own neighborhood school, knowing that it will have a long-term “ripple-effect” benefit for each school in the entire District.
3. Condense the information, bring solutions, and make decisions.
4. What is this? Brand it and explain it.
5. The messaging should focus on student education and use facilities as a piece of that.
6. “It would be helpful to have a list (a new poster board and handout) of the schools with the year built and their utilization stats. This can help ‘show’ the community why this is happening and draw a better connection [with] 21st century learning.”
7. There is a perception that “West Austin schools have more resources.”
8. The things that Northwest Austin and Southwest Austin need for their campuses are not exclusive, meaning we can all get what we need without ignoring the needs of other parts of the District.
9. Last bond issue was divisive, need to be collaborative/cooperative – bring disparate voices together.

**Engagement**

1. There is community meeting fatigue in Austin, not just with the District, but with the city, traffic, and library engagement efforts too.
2. Meeting promotion needs to occur earlier and better.
3. Use the CACs and PTAs to get the word out.
4. To best engage a diverse set of community stakeholders you need to “broaden” the process and “educate” them on what this project means to them and their children. Focusing “just” on facilities will not inspire meaningful participation.
5. Large student demographic groups that feed into many schools were conspicuous in their absence. Perhaps another engagement strategy is to directly involve the Hispanic population feeding into these schools.
6. Principals need to foster more conversation at the school level.

7. “Hispanic community may be new here [and] see our facilities and say, ‘wow, these are great!’ We are not going to get people to come out and talk about buildings; [there] need[s] to be something more that ties into overall education system and their kids.”
8. Ensure the school’s voice is heard and that the campus community is a part of the process.
9. Align facilities with academic plan and city comprehensive plan.
10. Consider traffic and transportation and impact to school day when making recommendations.
11. “It’s going to be hard, but being direct and honest is necessary so the community knows what to expect and isn’t lied to.”
12. It’s important to include means for reaching those who don’t attend the regional meetings (e.g., continuing to Periscope meetings and providing Twitter Town Halls). Just because it isn’t happening in the room, doesn’t mean it is not happening.
13. Engage students often.

### Visioning

1. Perception is reality. For Bowie, “our school is overcrowded” regardless of enrollment or space utilization issue numbers.
2. The attempts to use technology in the District are good; however, the infrastructure is hindering the ability of staff and students to be proficient at it. “Sometimes the students’ personal phones are better than District equipment.”
3. One student said he is listening to the teachers 80% of the time and would like to be doing something that is 80% activity and 20% listening.
4. Students enjoy and often prefer peer-to-peer learning with their teachers playing the role of a facilitator.
5. Need to build career pathway options in 6th grade so students can explore without credit penalties at the high school level.
6. We want “safe, warm, and dry” schools, with good school materials.
7. We need “less testing, more student focus” and “strong community schools.”
8. “Equity and parity means that each campus has a feeling of pride in the school environment and program resources, and that no matter where you live in the District... students have the same opportunities to participate in District programs and resources.”
9. We need a vision of schools without portables. Portables prohibit student activities and student-based learning. The focus is all on the teacher.
10. We need a design framework and partners for maker spaces.
11. Provide an equitable distribution of student provided opportunities based on student population.

**Saturday April 30, 2016 at 9:00am | Bowie High School****Process and Principles Station:***General Feedback on issues most important to you:*

- Transportation impacting length of day + explain curricular activity
- Address air conditioning and rain/flooding issues
- Beyond demonstration (e.g., solar energy and rain harvesting)
- Sustainability (e.g., storm water management)
- No more bond money until you spend the other bond money
- Do something
- Spend the bond money from 13 years ago
- Suitability – functionality of systems (address HVAC and thermal comfort – Burnet Middle School)
- Bus transport and how it impacts school hours
- Rank principles (as a way to showcase) equity across the district
- Close the feedback loop
- Physical facilities (overcrowding, maintenance, and physical conditions)
- Number of portables/temp classrooms on schools with consistent growth patterns
- Previous FMP – timid – no teeth – close the loop
- Look at the increasing traffic issues. Children shouldn't be on the bus all day
- Close the feedback loop and make decisions
- Burney Middle School is very hot or very cold

*What do you want the FMP update to accomplish?*

- At Bowie High School I attend a class in a garage with poor ventilation and roofing leaks an art class shouldn't be put in a garage with broken sinks
- Align recommendations with transportation plan
- Address use of already purchased tracts of land in SW Austin
- I would like to see actual infrastructure being built, we need to stop building portables and start renewing and rebuilding put the magnet program on hold and invest in current schools
- Get rid of portables
- Magnet schools should be integrated – not segregated
- Where new high school should be? Near Akins?
- Action!
- School size parameters – operations impact

**Visioning Station:***How can district facilities better support student opportunities for learning?*

- More work on down times better use of time
- Too much lecturing and more doing work
- Academic parity not same across the district

- Provide an opportunity to lower higher education costs for all HISD students
- Need LASA-type opportunities more district-wide
- AISD needs an Early College High or those programs at every high school campus
- You cannot update facilities until you know the academic program vision, so get to the vision
- Schools should have the academic programs that the community wants
- Electrical outlet increase Wi-Fi AISD expanded
- Slowly lecturing times every child cannot keep up with fast pace lectures
- Overcrowding hinders opportunity across the board
- Smaller class sizes
- Want to be more engaged in learning social and soft skills
- Smaller classes
- Self-paced learning
- Actual learning opportunities and environments
- No overcrowding at schools
- More facilities, no transfers

*How can district facilities better support student opportunities for learning?*

- Is the environment of the space (lighting / heating ventilation and air conditioning / comfort) important to learning?
  - Yes! When students not able to stay in a classroom because its got no A/C
  - Natural lighting
  - Yes! If the school is old and has smells, it makes the school not inviting
  - Out dated facilities are unappealing if families have options to move to districts and new facilities such as Dripping Springs/Lake Travis
  - No – since some schools are very old and structure is not stable to stand a massive weather event
  - Not dividing lunch
  - Portables unsafe with hurricane
  - Campus to campus field trip, view “other side” and get student feedback
  - Bowie needs A/C
  - Absolutely, A/C at BHS has low functionality
  - Yes, basic provisions and facility functions are vital to education
  - Being a student at Bowie HS overcrowding stretches the facility (my art room is a garage with poor ventilation and leaks)
  - Yes, Linder Elementary is currently experiencing a very unpleasant smell that our kids have smelled all year long. The team cannot figure out what is causing this, but its impact is very disturbing to student learning.
- Do you feel safe (physically or based on a weather event)?
  - Bowie was built very safe in my opinion
- Do building materials play a role in your experience of the school?
  - Chromebooks follow to 6th grade

- Lockers are not used at Bowie High School because there aren't enough

*How would you define the ideal school?*

- A school who's entire staff is very engaged with families
- The school offers health food in the cafeteria
- Flexible spaces and furniture
- Equitable distribution of student provided opportunities based on student population (e.g., reading specialist)
- ADA accessibility at more locations
- LASA/LBJ separation
- Visibility of large areas (e.g., students cant hide and eliminate corners)
- Equity of programs across the district
- Blended learning, less homework do at schools
- More choice in meals
- The ideal school is accessible easy to get to, and easy to use invest in signs, summer activities that open the school, and good customer service
- Tutoring hours when needed
- Faster laptops
- Outdoor classes
- Peer to peer learning
- Longer study halls
- Better access to books
- Open flexible space
- A school that focuses on many styles of learning without placing a child in special education
- Why am I learning what I am learning?
- More personal relationships between students and teachers
- UT lives and breaths Austin UT allows kids to access libraries and facility activities. I think schools need to expand its reach.
- Well-light facilities
- Varied seating options for students (e.g., height)

*How would you define the ideal school?*

- What size is it (size and enrollment)?
  - Elementary – 350 students
  - Middle – 500 students
  - High – 800 students
  - Transfer policy a problem to overcrowding
  - High school size
    - Lots of opportunities
    - But large numbers of students
  - Yes, size of school capacity
- Is the location important?



- Magnet high school in south Austin
- Thoughtful mix of district wide choice schools (not just magnets)
- Neighborhood schools
- Yes! Bowie's courtyard is a place to breath and clear the mind when needed
- Elementary school – 1.5 mile radius
- MS/HS – looser radius
  
- Does it have partnerships with the community and/or businesses?
  - Schools need to work with the community to expand opportunity
  - Dell hospital could partner with AISD for a medical program and City Hall could expand to include an AISD civics program
  - Yes! That is a key partnership
  
- Are co-curricular opportunities important?
  - Very important! They expand the mind of the students
  - The principal is interested in getting to know the families
  - Receive phone messages about school events or to share good news about the school, recorded in Spanish
  - Absolutely! Create pride and community
  - Yes
  - Picking subjects of passion
  - Mix in subject matters
  
- Is it based on available programs?
  - Staff training
  - Education programs for students on the computer
  - Increase fitness programs
  - What is connection to career or college?
  - Aligned academic program options in verticals (e.g., classical/great books, STEM, and IB)
  - Interdisciplinary (e.g., strength-based learning cohort) (e.g., combining 2, 3, 4, and 5 graders together)
  - Based on educational and social skills kid can develop outside of school
  - Location (performance arts needed in all middle schools)
  - Take flight (dyslexia – great program)
  - Chromebooks (good tech and bridges challenges)

*What opportunities do you want for your students?*

- Offer programs to struggling students to help them improve their academic level and avoid repeating grade level
- Nicer athletic facilities
  - Example: school-based fields; rather than centralized for sports such as baseball/football

- Opportunities limited at overcrowded schools
- The highest quality teachers and education in local schools
- Middle schools – opportunity to get out more and socialize/play
- Coordination of programs thru verticals (e.g., distribution in elementary school)
- Actual bond/expanded learning opportunities
- Orchestra in middle grades
- More opportunities for languages
- Support children who learn differently

*What opportunities do you want for your students?*

- Is success based on relationships the student has with staff?
  - It depends on the parents involvement and the efforts of the school to communicate with parents
  - Peer to peer learning
  - Smaller group testing effective
  - Technology: Chromebooks, Google classroom, Google doc presentation, and overloaded network
  - 60% don't need / 40% need – based on staff
  - Teacher relationship is important
  - Choices for students
  - Switching classrooms
  - Student collaboration
  - Students and parents
- Do the students have a voice in their education?
  - Student voice: 50/50
  - As a student I am involved because I went out of my way to be, make it easier for students to voice their opinions
- What is important to you for student learning?
  - Tech infrastructure needs to be upgraded with more bandwidth
  - Phones are better than computers (in MS and HS)
  - Open space inviting outdoor and indoor
  - Need real life experience
  - Passion/interest over testing
  - The option of some not all classes virtual
  - Access to technology social network
- The district has placed an equally important value on Career to College ready programs for student achievement, what is important to you?
  - Opportunities for more programs (e.g., languages and career/vocational programs)
  - Make high school curriculum and early college curriculum one in the same
  - Different methods of testing

- Other ways to master content
- Different ways to measure competency
- Too much focus on college prep

### **Engagement Station:**

#### *How should we engage local communities?*

- Roadshows: Interfaith coalition, girl scouts/boy scouts, and Turkey Trot
- SW Austin bond 12 years for HS and nothing has been done
- Roadshows: BAT festival, Pecanna Street Festival, Irishfest, and Cinco de Mayo
- Provide advanced notice of community meetings
- Use CACs and trusted committees
- Engage in native language
- Parent support specialists
- CACs
- At PTA meetings
- More weekend meetings because weekdays are already crazy
- Community centers for outreach
- A letter that students can take home to parents (backpack mailing)
- Meeting at Cristo Rey?
- Radio Mujer 95.1 FM
- Educa Austin
- Virtual Town Hall (Twitter)
- Hold a meeting or place flyers at El Buen Samaritans
- Invite the whole family after school and offer childcare and tutors
- Start with established and involved Spanish community and go from there
- After school day meetings (Spanish community)
- School specific emails and election boards
- Use League of Women Voters
- Use HOAs (Home Owner Associations)
- Roadshows: school science nights
- Build parent ambassador program (Spanish community)
- Ask CACs – weave into Fall & Spring agenda topics

#### *How can we best communicate back to you during the planning process?*

- PSAs (TV, radio, newspaper)
- Social media
- Last process had no plan and communication derive from engagement
- Advertise at community events
- E-mail is good, but need info sooner
- School bulletins
- Neighborhood Facebook groups
- Neighborhood association webpages
- Written letter – with visuals and examples of closing the feedback loop
- Robo-calls for survey data and meeting invites

*How can we build support for a long-range plan?*

- Give very specific and limited options
- Need to make decisions – not just kick the can down the road
- Closure – not all about that, but don't shy away from talking about it as a possibility – concern would be on student/facility impact
- Messaging idea: care about education – facilities is a piece of that
- Private – public: moved kids back from private to be part of the solution with AISD, lots of parents doing the same thing
- Make a decision
- If asking for solutions – give the community parameters to make those choices
- Don't engage for “trivial” stuff
- While engagement is around facilities it is also important to ask the community what programs they want. Marry the two, please
- Need structure to process – last FMP process and structure was chaotic
- Re-thing advertising from “meeting” to “fair”
- Message: not just your kids – next generation too
- Message: more than just buildings, but transport and schedules, etc.
- Involve students – it's key
- Demonstrate the educational impact of how this affects you and your family (Spanish community)
- Simplification of process (Spanish community)
- Have principles present/ask 2-3 questions at PTA meetings or parent coffees
- Put survey data and results online

**Saturday April 30, 2016 at 1:00pm | Bertha Sadler Means Young Women's Leadership Academy**

**Process and Principles Station:**

*General Feedback on issues most important to you:*

- Use plain language (e.g., defining words like “co-curricular”)
- Every issue brought up by the public is important – especially on the East side
- Critical conditions (e.g., health and safety) need to come first
- Getting rid of mold, asbestos and other conditions that cause mold
- Keep all school grounds clean and sanitary
- Safety and “health” of all school buildings
- School safety
- Too many portables and too many leaking roofs
- Desire for top notch teaching
- Administrators who live in Austin
- Make the schools in northeast Austin a priority and not an afterthought
- Plan for the future not just the present or what we want to happen in the future – plan for future reality
- Strong programs build schools (e.g., Sadler Means)
- Continue BSMYWLA and GGYMLA they work. Encourage new residents to attend and bolster perceptions

*What do you want the FMP update to accomplish?*

- Shine a very visible light on entire AISD – most parents only know about their children's school
- This is interesting. If we are talking about closure and consolidation, start preparing/broaching subject at the correct time – let people know if planning to close or build new schools – not later when there is no time to react
- Look at issues of over population in certain areas of the district
- Look carefully at dilapidated buildings to see whether it make sense to repair or to build new buildings if the health or safety of students and staff is affected
- Suggestions actually implemented. Do not ask for opinion if you don't intend to utilize them

**Visioning Station:**

*How can district facilities better support student opportunities for learning?*

- Research best practices and trends about educational facilities nationwide
- Well trained (content) and culturally responsive teachers
- Provide out of class instruction
- Equity across the district
- Give proper level of attention the District pays to all the schools – the adults should lead the way
- Large meeting spaces with flexible use

- Yes, modern school design leads to how engaged students are
- Quality of the staff and building infrastructure matter

*How can district facilities better support student opportunities for learning?*

- Is the environment of the space (lighting / heating ventilation and air conditioning / comfort) important to learning?
  - Campus-based control of HVAC is important
  - Quality of educational offering is more important in the building than how the building looks
- Do you feel safe (physically or based on a weather event)?
  - Most facilities are fine; however weather events are in a cycle where they are more severe
- Do building materials play a role in your experience of the school?
  - No, as long as they are safe (structurally)
  - This should be taken into consideration when buildings are being remodeled
  - Maybe, but don't take precedence over the education process

*How would you define the ideal school?*

- Less testing, fewer administrators, higher teacher salary, greater impact, and decision-making
- Great atmosphere, respect for learning, and others
- Critical thinking is encouraged throughout curriculum
- Place schools near public transit lines to support transfer for career schools
- I live down the street from an elementary school (Winn) and like the idea of a school also being a community resource/hub
- Be innovative – do not duplicate specialty schools in other areas like LBJ/LASA
- A school that meets your child's specific needs, and challenges them at their level, while being supportive
- Instruction in English as primary and secondary language
- Dual language support for all schools
- True choice for students – vocational careers as well as college readiness open to all students
- Elementary schools meet professionals early in educational career
- Flexibility for students to attend schools to support career goals
- Less top down leadership
- Career advisement to begin in middle school (6<sup>th</sup> grade)
- Testing does not take precedence over education
- Greater technology for the entire school (students and teachers)
- Parent training for technology
- Recognizes every accomplishment the student makes regardless of size

*How would you define the ideal school?*

- What size is it (size and enrollment)?

- Flexible building and classroom space
  - 500 – 1,000
  - Size is less important to me than diversity. Though obviously I'd prefer my kid wasn't in an overcrowded or under-subscribed school
  - Varies depending on location
  - Shouldn't be too small to fit everything needed to have an amazing facility
  - Not so much size, but what is in the school
  - Big enough to staff programming (500 – 700 MS and ES and 1,000+ for HS)
- Is the location important?
    - Same level of educational opportunities in all schools regardless of location
    - All multi-ethnic schools
    - Multi socio-economic levels at schools
    - Near public transportation, especially our high schools
    - Yes, I'd like it to be local
    - Integration with the community is important, so yes
    - Yes for elementary schools – less for middle and high schools
    - Equal opportunity regardless of location (equal funding and equal staffing)
  - Does it have partnerships with the community and/or businesses?
    - Should be encouraged
    - I'm not sure any of it would have occurred to me if it wasn't on this board, but all of these things sound appealing in a school
  - Are co-curricular opportunities important?
    - This should be an expectation and mandatory
  - Is it based on available programs?
    - Definitely
    - Provide a flexible schedule which allows students to be familiar with teachers and course at middle school
    - No – be innovative and creative
    - Quality programs all over the district

*What opportunities do you want for your students?*

- For them to have the same educational and social opportunities as students in other parts of the city
- High-level academics
- STEAM based opportunities
- Recognition of accomplishments of students on the east side
- Academics, attitude, and behavior
- Recognizing schools on east side at Board meetings too – the west gets all the publicity and good news stories

*What opportunities do you want for your students?*

- Is success based on relationships the student has with staff?
  - Yes, always
  - Yes, I think my kid's relationship with their school and its facility and staff is integral
  - No, others: family, church, and community
- Do the students have a voice in their education?
  - No, accept what teachers says – in high school student has more of a voice
  - Students should have some voice, especially at high school level
  - Yes, student voice must be valued
- What is important to you for student learning?
  - Strong foundation in all subjects (should be evidenced by tests) ability to explore to find possible passions
- The district has placed an equally important value on Career to College ready programs for student achievement, what is important to you?
  - All credits earned are not used in college and are not transferrable
  - Work hard to earn it
  - Individualized learning
  - Study skills included in the rubric of elementary schools

**Engagement Station:**

*How should we engage local communities (English)?*

- Churches and their leaders
- Community hotspots
- Signage at schools
- Ask schools to send out robocalls for district events
- E-mail
- Avoid education jargon
- Create a neighborhood association list and communicate with them and major employers (taxpayers who need to be educated)
- Social media
- Allow for pre-digital Townhall questions to be submitted
- Get on agenda of existing meetings and events to get diverse groups informed
- Use the Village and others African American media outlets
- Principal coffees
- PTA meetings
- Wednesday folder (attention capturing)
- Church meetings (pastors)
- Weekend mornings? As a potential opportunity
- Absence of community members today is evidence of the need of our support



- Visit communities impacted and speak about plans with constituents
- New poster board: Full list of AISD schools (add data points as we go – e.g., year built and capacity and utilization)
- Survey community to find most convenient times
- Traditional media (TV, radio, newspapers – e.g., Statesman, Villager, and NOKATA)
- Engaging the African American and Hispanic outlets for direct input and marketing – buy ads
- Making all locations feel welcome at the school
- Actively recruit business to donate for the unmet school needs

*How should we engage local communities (Spanish)?*

- Walk through with PTA's
- Understand this is safe, don't need papers
- Chapala
- Restaurants and Markets
- Include kids as a way of getting community engaged
- "When we come to this country we are very impressed with facilities and schools. Need to make it about education as a whole."
- Ask David Dean for list of community leaders – engage them
- Make the meeting educational in both directions – teach them what this is and then seek feedback
- Word of mouth
- Radio (talk to Norma)
- Peer pressure from other parents
- Offer pizza (make it a party)
- Community ambassadors
- Look at community festivals
- Spread the word through local restaurants
- More than translation – need to have people who speak the language directly and know the culture
- Mexican American Cultural Association
- Engage African American Country (June 18<sup>th</sup>) – Rosewood Bank and Juneteenth Celebration

*Long-range plan support:*

- Be totally honest about cost intentions
- Facility upgrades – shouldn't be an expense of losing funding over the educational needs of the students
- Honest and open dialogue on issues of race, class, and gentrification as they affect schools
- Find ways to ensure you communicate with different leaders of different populations to ensure communitywide input
- Focus on the fact that many of our facilities are old and do not fit the mold of reinventing the ...
- Too often input is collected but is neglected. Creates frustration – historical pattern

- Transparency – send out communication about milestones
- Create/develop a clear/concise definition for reinventing the urban education experience
- Engage former students and alumni in this process

*How can we best communicate back to you during the planning process?*

- Message: make it clear how this fits/doesn't fit with our last FMP
- Email and social media
- Email
- Use AISD robocalls system to announce events and meetings
- Message: make it clear that this is a long-term plan, not all immediate

**Monday May 2, 2016 at 11:30am | Allan Facility**

**Process and Principles Station:**

*General Feedback on issues most important to you:*

- How will in district charters and community schools be reviewed as part of the FMP and by which standards?
- Notify us if Allan is going to be closed or used for a different purpose
- How will transfer students be considered in looking at utilizations and space?
- FMP not just about keeping external support for bonds/etc, but about leadership/superintendent/Board staying on-board for long-term
- Make schools such as Eastside Memorial HS a little more attractive setting. Make families want to enter an inviting location. Schools are doing great things but are often dismissed just because of their appearance by the general public
- AISD/Dr. Cruz need to take a stance and enunciate a vision and explain it
- How refresh scopes after bond approved to best meet needs if they've changed
- Evaluate consolidation of teacher support services and putting all admin in one location
- How do we make a plan that has flexibility to deal with risk of varying funding levels
- Implement a cohesive vision
- People need to buy in on the vision, "what does the reinvented urban school look like"
- Put together "straw mans" for people to comment on earlier the better
- Ultimate use for Allan
- Dr. Cruz and Board need to communicate a vision
- How can the Allan Center be sustainable?
- Ensuring effective communication of the bond election
- Education is changing fast spaces need to be flexible or they will be outdated before the paint dries
- Factor in historic preservation in evaluation of schools
- How can NPO's (nonprofits) and AISD work together to solve school readiness and success
- Early childhood, parent/family engagement, social finance AISD as a true community partner
- What about school demand data? Don't renovate buildings that the community doesn't go to
- Taking into account school partners (e.g., urban roots) and where they fit into facilities

*What do you want the FMP update to accomplish?*

- Future program changes (e.g., transition from K-5 and K-8) identify and incorporate
- Historic buildings meeting ed specs (how do we meet this challenge?)
- Engagement/meeting shouldn't be done during the school day (multi-use) because it's when people can come (not for these meetings – but for future ones)
- Address disparities in utilization but retain neighborhood schools
- Recognize a plan for differences in PTA participation across different schools. Understand that some schools can independently fund certain upgrades

- Focus on technology integration to allow all schools the ability to leverage the latest advances
- Make all facilities ADA accessible
- Include transfer students in assessment of use
- Make an effort to recover more money from Robin Hood Fund state for our District needs outside of bond
- Assess the value of elementary/middle school model versus K-8 for student outcome
- Get specific about academic program and school design
- Be realistic about construction timelines and their affect on students
- Better anticipate how needs might change in the years following the first bond election
- Partnership with parks and recreation, libraries, and Travis county
- Consider the number of students at home school versus transfers when look at various school enrollments before closing or expanding
- To make long-term plans for innovative learning environment
- Clarity
- Use facility money in a smart way to free up money for teacher raises
- To ensure equal representation
- To take into consideration demographic shifts (e.g., Hispanic community)
- To consider the innovative use of facilities for uses like the Allan Campus
- Identify land to be used for food and agriculture programs for the community
- The FABPAC should include subject area experts to share best practices on facilities, suitability, and assessments
- Need to use the space we have more efficiently so we don't have to spend money on leasing

### **Visioning Station:**

*How can district facilities better support student opportunities for learning?*

- Continue and expand opportunity for social and emotional learning (opportunities outside of the classroom)
- Welcome parents onto the campus. Offer family engagement and be flexible – rather than requiring family service organizations to fit only AISD schedule
- I would like to see a creative environment after basic safety is achieved
- Fine arts opportunities at elementary level
- Fewer portables
- Revisit learning/teaching methods and plan for the future before planning a school accordingly
- Bring back emphasis on physical education
- Research school facilities in global context (successful education systems) and take best practices to implement locally
- Odessa High School – credit recovery
- Has to be budgeted challenged b/c District is so large
- Snap & read – co-write universal
- Go district wide – fill gaps with student ability

- Provide adequate space facilities, equipment, etc. for the District departments that support campuses (teachers, librarians, etc.) so they can focus more attention on students (e.g., library media, curriculum, etc.)
- Better athletic facilities needed
- Better and improved tech connections and equipment in the classrooms
- A place where the District welcomes recent immigrant and refuge students and families we currently have a small setting but need to expand
- The Center needs to be large enough to welcome families and provide an orientation (3-5 days) that would include testing, health sciences, ESL classes for parents and orientation sessions
- Counseling services, and other parent/student services can be included. This would be a place immigrant families could continue coming for additional information on how schools operate in US and for learning opportunities throughout the year

*How can district facilities better support student opportunities for learning?*

- Is the environment of the space (lighting / heating ventilation and air conditioning / comfort) important to learning?
  - Very important – especially in older schools
  - The facilities, how they look have a huge way of making students connect to their schools. Make them attractive so that everyone takes pride in them
  - Absolutely
  - Natural lighting and line of sight to outdoors
  - Need outdoor space with growing things (e.g., gardens, etc.)
  - Absolutely – as it would be for even us adult learners
  - The environment is very important comfort, light, color, light, airy bright and cheery
  - Yes
  - The environment is VERY important (lighting, temperature, color, etc.)
  - Yes, absolutely. Spaces must be dignified and professional – worth of our most important resource for the future
  - Yes, the schools are so old and these items are very much from school to school
  - The District needs a better funded hazardous materials abatement program
- Do you feel safe (physically or based on a weather event)?
  - Best entrance for safety is when parents and community enter admin thru the office and then thru school (e.g., small MS offering)
  - Portables are not safe
  - Not in portables during bad weather
  - At Allan it would be better to have a dedicated staff in the front office – also one of our nonprofit partners experienced a recent break-in
- Do building materials play a role in your experience of the school?
  - More money needed for state of the art

- AISD needs to recognize low special historic schools and find strategies to sensitively adapt them
- The district does not spend enough on maintenance and the West Austin schools should not take precedence over the East Austin schools
- Yes, one can tell if pride is taken in the school first – by how it looks (power of first impressions)
- Sense of pride and ownership re: facilities and supplies so not to mix and match
- Poor repair
- Create equity for those that might not be financially able

*How would you define the ideal school?*

- A community campus – meeting needs of all students – offering support while also offering a state of the art learning environment
- Becker Elementary is a great example
  - Emphasis on whole child
  - Diversity
  - Arts and creativity
  - Green classrooms
  - Dual language
  - Engaged families
- Mixed income, mixed race/ethnicity, and quality teachers and leaders
- One that listens to the community and adapts to their needs
- Encourages parent engagement in student learning (this goes far beyond simply parents helping in the classroom)
- Allow teachers flexibility to “seize the moment” and teach what that moment demands
- Diminishes the value/important of testing – de-corporatize!
- Educates the whole child, w/ equity for all members of the community, with opportunities for embodied experiential learning outside the classroom
- A community school.
  - Community takes ownership
  - School is responsive and respectful of community history
- Student testing has to be locked
- Communicate direct needs and own those needs
- Maximize space usage
- Ideal school should be the beacon of hope – house community support programs
- Schools where the students, staff, and parents feel like they want to be there & proud of that school. This speaks to the layout, lighting, HVAC, equipment, inviting spaces. This create a place people feel good about and thus creates a good learning environment
- School year ends with every student prepared for next grade level/graduation

*How would you define the ideal school?*

- What size is it (size and enrollment)?
  - Flexible for project-based learning and future learning approaches unlike current (adaptable spaces)

- Flex space for community/PTA use – dedicated space
- Anderson overcrowded and only has 1 lunch. Hard for students to eat lunch. Not enough room in cafeteria
- AISD should design schools for growth. If enrollment falls plan what other community activities the extra space can be used for
- Adequate for communities
- 500 for elementary, 700-800 for middle, 1,000 for high school
- Small; 400 for elementary – small size is important for community
- Different sizes for different programs
- Is the location important?
  - N/A
- Does it have partnerships with the community and/or businesses?
  - Vision for an urban school – have partners such as retail/coffee shops on campus “multi-use” – have to balance with safety
  - Co-locate nonprofits offer pro-bono or low cost space – adequate – not as a “if available/whatever’s available basis. Provides stream of sustainable planning
- Are co-curricular opportunities important?
  - N/A
- Is it based on available programs?
  - N/A

*What opportunities do you want for your students?*

- Technology to not be a limitation
- ADA compliant – whole child approach
- Opportunities: allow transfers based on academics and career tracks
- Equal opportunities for all – equal facilities
- Career & College Centers in all school (elementary, middle, and high)
- All playground equipment is equal
- 70% of children are not ready for school. Help them and their families prepare them and stay engaged. Support the partnerships – like success by 6 – that are working to help the school maintain enrollment and success
- Technology for all – including 0-3 and PreK training, equipment, and software
- Good green space
- Technology for students and staff
- Project based learning opportunities
- STEM/STEAM educational opportunities
- To be ready for school – preschool but also for their families to be ready
- I want them to be able to pursue that which they are passionate about in whatever area or field
- Resources for students and parent available 24/7
- Flexible spaces that can be adapted for different learning styles and activities

- Student friendly furniture (flexible, comfortable, appropriate sizes)
- Outdoor opportunities – green space
- Equal opportunity for students from all socio-economic backgrounds = equity in education
- More outside classroom with connection to land and food and nature
- Equitable, mobile, flexible, light and airy environments
- Every student should feel pride in the school, have access to technology and resources, and enjoy a welcoming and clean environment
- I want all students to be prepared for and have the opportunity to attend college. It should be a choice
- Equal opportunity
- Exposure to innovation
- Pursuit of dreams
- Bring more opportunity and time for youngest students to play, socialize, and explore
- Allow for more individualized learning plans to meet each student where they are
- Offer more peer training and support between teachers of varying experience
- Engage communities around schools to learn what would make each campus their school of choice and strive to support those efforts, campus by campus
- More local (e.g., school) control over use of TEKS, TAKS, and STAAR
- After school tutoring and homework assistance programs with computers
- Some kids do not have a study space at home on assistance. Some don't have computers either
- Shorten STAAR to 1 – 1.5 hour test in elementary and do not tie teacher evaluations to results

*What opportunities do you want for your students?*

- Is success based on relationships the student has with staff?
  - Yes, teacher training on family engagement is critical. Families need to know their teachers and district value them on lots of levels
  - Student relationships with staff is key – stimulate parental involvement anyway possible
  - Absolutely, relationships are the key
  - Relationships are of the utmost importance to student success
  - It is a big part of success
  - Relationships with students is probably one of the greatest if not the greatest impact on student success
- Do the students have a voice in their education?
  - Absolutely, education misses the long term mark without being driven by students
  - Teach lessons – not tests
  - Testing runs everything in schools
  - Testing runs everything in schools
  - They should but often don't



- Not enough of a voice. Student leadership programs should be mandatory for all grade levels
- Opportunities for voice are vital and support systems to help
- What is important to you for student learning?
  - All three – they have to have passion, real life experience, and demonstrate that on a test
  - Exposure to a variety of content, people, and learning situations
  - Real-life experiences
  - Finding their passion
  - Technology to support online and remote teaching to expand types of classes students can take
  - Real life experiences, passion, being life and career ready
  - 21st century skills
  - Opportunities for experiential embodied learning outside a classroom
  - Opportunities for discovery
  - The tests are over-emphasized
  - What is important is engaging the students, making them curious, problem-solving skills
- The district has placed an equally important value on Career to College ready programs for student achievement, what is important to you?
  - The more exposure students have to careers the better prepared they will be to pursue a college degree
  - There is a need to balance to have an understanding of the local business needs
  - AISD needs college students and professionals to come to the schools more often; not just on career days
  - Don't limit choices – all kids should be college ready

### **Engagement Station:**

#### *How should we engage local communities?*

- Avance: dual generation, 9 month evidence-based work, toy making space, parents/kids 1/week for 4 hours for 9 months. Used to be in schools, but out of space so Allan allows them to create their own space
- Engage teachers
- “Meetings in a box” (example: City of Austin Neighborhood developing) ask CAC's/Neighborhood Association
- Via neighborhood association listservs
- Neighborhood publications (e.g., West Austin News)
- Libraries and community centers
- Bazaar for churches (Catholic) – E.g., Mid-may (Delores Church)
- Avance Resource Hour (be invited to speak for 15 minute)
- Know your target and their needs – then talk to them so they know why to pay attention

- Work with vertical teams to develop a cohesive vision
- Work with Housing Authorities
- Neighborhood Associations (e.g., Old West Austin in on first Tuesday in June)
- Center for Creative Action (Campbell)
- Via HOAs (meetings, newsletters, emails)
- Rec Centers, community meetings, sports sign-ups
- Parks and recreation centers – email list and fliers

*Long-range plan support:*

- Prioritize under represented community
- Visit neighborhood association meetings
- Meet with neighborhood organizations, at their regular meetings
- Roadshows at Avance and other community events (there is a schedule of events online)
- Neighborhood centers and libraries (promote surveys and meetings on computers there)
- Messaging: promote child education over facilities
- Announcements during times people are at schools (bit size info)
- Potentially use paper copies for Spanish surveys and other info
- Look at coming together during the summer for summer school and other events
- Raw data face-to-face with parents
- Student voice: school visits and student surveys
- Dolores Catholic Church – Jamaica
- Mid-may has many boots on the ground events
- Use Austin Voices – 100 years of community service
- 165 of 5,116 survey participants were Spanish speaking, this does not represent Austin/AISD demographics. How do we address this?
- Get staff up to speed and utilize them along with parent support specialists
- Engage teachers
- Win back Allan community
- Educate community about the state of facilities and buildings
- Inclusion and communication but that is appropriate for all demographics
- Teacher training on how to work with Hispanic families to empower them to participate
- Find regional themes that emerge and draw lines to connect citywide
- Set up an ongoing and consistent process for updating plans that people understand
- Communicate: let people know what happens next if not happy this time
- Engage elementary parents
- Campuses should set a vision for their campus that aligns to the district plan (2-3 year plan)
- Invite PTAs to send a rep and scaffold inter school planning sessions
- Attend local events like cultural events and farmers markets with iPads
- Sell it to the greater community starting with the local community
- Systems related to communication are not open and engaging enough – utilize teachers?
- Empower people to be advocates on all levels
- Summit Elementary School has a large Vietnamese population. Visit the Summit CAC meeting and solicit interest and involvement from Asian community

- What percent of English survey participant were African American, Hispanic, White, etc...?
- It is no wonder that 40% of respondents indicated online engagement as their preference – how do you address the digital divide?

*How can we best communicate back to you during the planning process?*

- Facilities – want to drop people off at a place that gives parents a feeling of dignity
- May 26<sup>th</sup> graduation at Allan for Avance
- Roadshow: focus on methods of engagement/visioning
- Do meetings in natural languages – all Spanish, etc
- Student voice: student council, English or history classes presentations, and student leadership
- Librarians a good touch point for the schools
- Go to meetings or advisory groups that are already meeting
- Students – ask about middle school and elementary schools, ask HS about MS
- Reach out through each campus PTA to discover most attended meetings of year
- Speaking of Hispanic representation: use the agencies they trust to communicate through them. Avance, con mi Madre, literacy coalition, el Buen Samaritans, menus de Cristo, communications in schools
- Make “stories” to help explain why certain choices are preferred
- Technology from families in our area have barriers: transportation no technology language barriers no trust or system
- Email
- Through local PTAs and CACs
- Newsletters
- Teacher voice, as a whole, by content area
- Set up a database of which schools have meeting spaces how many people fit and what days and times available
- Back to school drive at Allan (2,000 families) in August
- Austin Avance Moms Facebook Page
- Parent support specialists – questions on the boards are perfect
- Parent support specialists are having community conversations and walks (need handouts for these)
- Dobic Middle School – May 14 (11-2) Community resume fair for parents
- It is much appreciated that you are engaging students as well
- Center for Creative Action has monthly events on Sundays
- Don't ask about buildings – ask about hopes, dreams, and what kids need to feel safe/welcome
- Clarity on meetings – who can come? Are all of them the same?
- Engage AISD refugee specialist – Maria Arabbo
- Sometimes parents don't know what to ask for because they don't know what they are missing (Spanish community)
- T.A. Vasques (or ask Celso) has a group of parents who we can talk with
- People on this side of the highway (route 35) love their buildings – needs to be about getting better/not taking away

- Use NPOs who walk with Hispanic community
- “One voice” helps coordinate
- Broaden beyond buildings
- Get feedback from Hispanic families or they are going to leave the district
- Trust and empower people to champion the messages
- Internal engagement: is key; reach out to facilities, construction folks who know the buildings for input
- Ellac (sp) – 1<sup>st</sup> Tuesday of every month – next one is in June
- Rely on Spanish speakers – morning meetings, ESL classes, Partners w/ Avance

**Tuesday May 3, 2016 at 11:30am | Akins High School**

### **Process and Principles Station:**

*General Feedback on issues most important to you:*

- You can plan for 20 years, but AISD/community sees 5 year cycles
- Be clear about how likely long-range plan is to lead to actual change
- Safety, welcoming, value all students (including under-disciplined students) and foster relationships with students
- Equity between schools
- Don't ignore timing and politics of spending money
- Equitable resources for all schools
- Blazier Elementary School is at 160% capacity. More houses and apartments are being built in a new development across the street. Make Blazier a high priority
- "Repurposed/consolidate" will be heard as "closure"
- How do you plan to pull this off – needs to be answered before closures are raised

*What do you want the FMP update to accomplish?*

- Give older school a facelift
- Modernize and be flexible
- Relieve overcrowding
- Master plan must align facilities with pedagogy
- Get rid of portables that are 40+ years
- Balance overcrowding – keep schools in neighborhoods
- Work with city plan – think long term infrastructure
- Respond to changing transportation and traffic patterns

### **Visioning Station:**

*How can district facilities better support student opportunities for learning?*

- CTE opportunities
- Proud teachers, more time/resources to connect with students
- Build out schools that are overcrowded, and have more houses/apartments being built across the street
- Let them make and build things
- Foster partnerships and volunteerism
- Technology needs that are equitable for each campus
- Autonomy and ownership
- Multi-model engage students in a variety of ways

*How can district facilities better support student opportunities for learning?*

- Is the environment of the space (lighting / heating ventilation and air conditioning / comfort) important to learning?
  - Yes
  - Very important – especially in the portables

- Efficient, reliable HVAC system – Big priority in Texas
- Absolutely – need health before you can learn
- More shade for all playgrounds is needed
  
- Do you feel safe (physically or based on a weather event)?
  - For the most part yes, except for the portables, especially during a thunderstorm
  - Kids do not feel safe sometimes at O’Henry
  - Remove portables – not safe for storms
  - Design appropriate facilities for storms
  - Always felt safe at school. It helped me focus on learning
  
- Do building materials play a role in your experience of the school?
  - Use the building as a learning tool – rock, geology, wood and geography
  - Connect them to the learning
  - Like when teachers do projects – made butter, measuring, demonstrations, etc
  - Good amount of light
  - Yes – avoid institutional – more warmth, color, and comfort

*How would you define the ideal school?*

- Math games
- Special areas – art and physical education
- Learn about plants – “green classroom”
- Would love to see Akins become the LASA south
- Personalized – allow each student to explore his or her personal passions
- All inclusive – no racial or economic divide
- Incorporate gardening into schools – can incorporate a lot of lessons (math, biology, history,) to all elementary schools
- Connected Wi-Fi everywhere – allow students to connect globally
- Engaging, yet challenging for all students to prepare them for the future
- Smaller classrooms
- More hand on environments
- Amenity filled like a modern office building
- More real-life food selection integrated and all day options
- Interactive lecturing – small class sizes (1-15)
- Inspiring: a place where students want to be
- Turn my school into a museum – show off my work
- Safe, engaging, challenging (fostering resilience)
- Welcoming
- Well-lit, flexible, and safe
- Building things – active learning
- Having accessible restrooms would be a great amenity that could be offered (note from Paulette – I believe this is in context of shared sports fields having restrooms accessible to the organizations using the fields)

*How would you define the ideal school?*

- What size is it (size and enrollment)?
  - Management and pedagogy matter more than size – class size is more important than school size
  - Elementary schools should be large enough to be efficient (600-800 students)
  - For elementary schools: 400 – 500 kids: class size should be 18 students or less
  - The size is it overcrowded?
  - Smaller class size – smaller schools: 300 – 400
  - Address 160% capacity
  - Be prepared for future growth
  
- Is the location important?
  - Yes “in my community” next to my library
  - Yes, the school should be on a road with a traffic light
  - Absolutely – some locations are obsolete and inaccessible due to driving times
  - Yes – I transferred my children to help with traffic – easier to get to school from my job
  - Connected – sidewalks, bike paths, trails, and transit
  - Yes
  - Absolutely, Austin traffic should be big consideration
  - Tracking must be fixed and aligned
  
- Does it have partnerships with the community and/or businesses?
  - Yes – partnerships are extremely important! Old Duck with Zilker Elementary is a beautiful example
  - Partnerships with different community programs is important because they are working with the same families
  - Yes – allow students to connect with local needs
  - Yes – business and community services
  - What I’ve always emphasized is for the school district to seek opportunities for collaboration with the City and County. For example, at Pickle Elementary/St. Johns Community Center, the library and gym are shared by the elementary school (during the day) and in the evening they become a public library and rec center. I’d expect these opportunities might exist for any area that will receive a new school or major additions. There may be opportunities for parks/green space as well.
  
- Are co-curricular opportunities important?
  - Co- and extra-curricular are critical for student engagement and building a sense of community
  - Yes – it builds social skills, team building skills and skills – they have fun
  - Yes – it allows students to pursue their passions

- They are vital at the high school level
- Is it based on available programs?
  - Equity between schools is really important. Fair – doesn't have to be the same but equity is important
  - Specialized programs in addition to your home campus
  - I wish all schools had available programs but its not equitable by school
  - If program only allow for choice to attend and provide transportation
  - Based future needs of the workplace and economy

*What opportunities do you want for your students?*

- Internship opportunities early on
- Work-ready skills
- Expand world view
- See possibility in the world
- Working with technology and talking with kids in other classrooms
- Empowerment and flexibility to learn in best way for individuals
- High self-efficacy, they should know and be able to practice making a difference
- The opportunities to succeed
- Language as a subject in elementary school
- Dual language
- Community partnerships and opportunities (e.g., mobile waves and fishes, YMCA, and food bank)
- Lessons to have global element and how it fits within their world

*What opportunities do you want for your students?*

- Is success based on relationships the student has with staff?
  - Yes – no more lecture driven, provide small group/1:1 opportunities to connect educators to students
  - Maybe – good education by teacher that runs at student pace
  - Absolutely
  - These relationships are important
  - Yes, my kids have a successful relationship with all the teachers/staff they encounter
- Do the students have a voice in their education?
  - Hopefully as they get older – currently in elementary school
  - Somewhat increased as they get older
  - #stuvoice – they are starting to demand it
  - Not everybody does – but it is important
- What is important to you for student learning?
  - Finding their passion and how it relates to the real world



- Soft skills – communication, confidence, and critical thinking
  - Tests are important because it shows how I am performing
  - Working in teams is important
  - Learning different languages
  - Less testing – more real-life application and problem-solving
  - Needs to be a balanced approach for all 3 areas – testing can only get you so far – need real-life applications
  - Tests are OK – should decrease emphasis on only one piece of information
- The district has placed an equally important value on Career to College ready programs for student achievement, what is important to you?
    - Tech-ready programs
    - I believe this is important to prepare students to studies beyond their doors
    - Careers – not everyone should go to college
    - Make things and learn important skills
    - Variety – something for everyone – but definitely thinking about what is beyond high school
    - It is important at all levels – need more students to be prepared for like with practical application
    - Is AISD going to program-centric campuses (e.g., science, athletics, math, arts, etc.)?

### **Engagement Station:**

#### *How should we engage local communities?*

- Have a specific roadshow/large meeting with just AISD staff specifically
- May 19 – Parent support specialists roadshow opportunity
- Work with AISD custodial staff
- Summer school and back-to-school events
- Community engagement conversation circles – 30 schools this summer with events that we could do roadshows at
- Tie into existing events – e.g., talent shows, field days, etc.
- Is there any engagement with students themselves? This is needed
- Neighborhood associations within the schools that are more neglected
- Neighborhood listservs
- We could set up activities in local spaces and stores
- Tables at HEB's
- Dove Springs Community Development Program – can use communications channels as needed
- Twitter Town Hall for high school students specifically
- Message from parents, principals, teachers, etc. is better than from central office
- Come to us – PTAs
- Facebook is best way to reach parents

*Long-range plan support:*

- Communicate criteria and allow reaction
- Parent support and communication
- Buy-in from teachers/schools to ensure it's a trusted voice
- Efficient and clear communication within the district – too many advisory communities could get lost
- District underutilizes bonds
- If you have to take – give back too
- Befriend the naysayers
- Realize you can't please everyone
- Engage middle school students
- Every other year bond issues (e.g., reframe the norm)
- Make tough decisions fairly
- Don't split platitudes – enunciate why decisions are made
- Another pet peeve I have is that I've been to many outreach sessions for the ISD, City, County, etc., but never see any consolidated list of issues and solutions offered by the general public along with responses from public entity. At least they could do a "top ten" most common issues with responses if responding to each one is too much work.

*How can we best communicate back to you during the planning process?*

- Know your audience – it's okay to say "y'all"
- Post questions on Facebook (like these) to capture and collect more community feedback
- Will the info gathered by students be available for the public to view
- Provide more notice of community events to post in school's weekly newsletters and/or website
- Utilize the Let's Talk AISD platform as the one stop shop for communications
- E-mail
- E-mail is the preferred method
- E-mail and twitter
- Teachers to ask students questions
- Make sure FABPAC is asked
- Online Saturday Mornings – Facebook – and live-streaming

**Wednesday May 4, 2016 at 6:00pm | Lanier High School****Process and Principles Station:***General Feedback on issues most important to you:*

- Magnet programs will not solve NW crowding if programs are in SE. If Central, maybe.
- Transportation is an issue
- Especially at elementary parents will not send their kids out of their neighborhood
- Doing walk-throughs in empty school is different than when packed with kids – do some real-time school day walk through
- Too many schools provide social services when they need to focus on education
- Having a chart showing current campus utilization district wide would have been helpful
- Rapid student population growth in NW Austin
- Overcrowding of Hill, Doss, and Merkison
- Overcrowding schools at 176% capacity are not acceptable
- Overcrowding
- Why are students choosing non-AISD schools?
- We want short-term solutions not long-term
- Athletic facilities are in horrible disrepair
- Overcrowding
- Set goals to eliminate portables
- Separate 5/6<sup>th</sup> grade centers
- Fixing short-term overcrowding by growing existing schools or buildings new ones anticipating 2x growth of Austin by 2040 to stay ahead of growth
- White boards are so old. They don't erase well, projector bulbs great replaced
- Printer toner and paper are in high-demand
- Overcrowding need to fix my dangerously overcrowded school quickly
- Growing population and outdated buildings
- Most important to give all students equitable access to high-quality facilities and programs
- Increase support and opportunities for female students in the areas of science, technology, and math
- Alleviate overcrowded schools, consider merging under crowded schools
- Overcrowded facilities with too many portable classrooms
- Schools need the infrastructure to teach computer science/programming in all grades K-12
- Overcrowding at Doss
- It's very irritating to drive to the east side and see new schools with no portables while hill elementary has more and more. Invest in infrastructure fairly for everyone to have good facilities for learning
- Find ways for kids to outpace the norm. Open schools in California allowed kids to excel in one subject while following a normal pace in others. Keeping kids challenged is important. We need kids who are outstanding in their strengths vs. average everywhere.

- We are part of a great country. Don't let people pretend it isn't by removing patriotism from the public school classroom. Our nation is paying to educate the masses. Teaching respect for the country isn't asking too much.
- AISD is doing a good job and not a great job. Too many people move to West Lake for better schools. We need tougher teaching standards. Its better for kids to know where they are than set easy standards everyone meets. It helps no one telling kids they are doing well when they fail later as young adults.

*What do you want the FMP update to accomplish?*

- CAC input and engagement is key
- Update facilities
- Utilize existing facilities with attractive programs (e.g., magnet and dual language)
- Build new facilities to reduce overcrowding
- Don't just close, build something better with money from closure
- Consider impact of academic programming on facilities and facilities locations
- Magnet programs
- Social/emotional level prevent separate 5/6 grade campuses
- Address short-term needs while doing long-term plan
- How we will address the pressure over crowded schools are feelings
- The money has to quickly fix dangerously overcrowded schools
- Address facilities inequities in historically under-served areas
- Consider pre-K/kindergarten centers to assist in decreasing overcrowding
- Even out the under/over enrolled campuses
- Maximize magnet potential
- Plan for long-term
- Make building improvements in order to relieve overcrowding specifically within Anderson Vertical Team schools
- I would like them to come up with a way to safely house and educate the constantly growing population filling our schools
- Equip students to be successful in 21<sup>st</sup> century workforce (e.g., STEAM)
- To provide a comprehensive plan to update and modernize our older facilities to address a plan for continued maintenance
- Identify critical cutoffs for overcrowding (action thresholds)
- Show modernizations examples (e.g., DC)
- Package the bond well – don't be ambiguous and don't divide
- Research on “why” (e.g., evidence based design)
- CAC input is critical, the challenge is observing and noting issues from capacity and utilization (e.g., Hill and Doss)
- Challenge in using “urban” school in this district
- Indirect impacts of overcrowding like arrival and departure of buses, cars, and kids
- Changes and improvements of schools – new policy & new ideas

**Visioning Station:**

*How can district facilities better support student opportunities for learning?*

- Ensure facilities reflect size of student population
- Provide flex spaces to allow teachers opportunities to innovate
- In overcrowded areas provide best practice size classrooms with technology
- In under utilized schools find innovative ways to attract students to those schools (language immersion, technology focus, magnets)
- Add innovative technology like boards to classrooms with teachers who will use and promote on campuses
- Outdoor spaces and activities that allow brain reset and better focus for learning
- Upgrade technology – many projectors at our school did not have replacement bulbs from AISD
- Jaime Padron ES granted the school is new I consider our students need more access to technology, computer labs, a chemistry lab
- Stop transfers to overcrowded schools
- Create flexible spaces – update HVAC systems, especially in older schools
- Make it harder for rodents to make schools their home
- Allow for children that live on the boundary of another school district to choose the other district
- Get agreements in place for transfers if overcrowding is not fixed indefinitely
- Think creatively about how schools can look – multi-story, fields on top, parking underneath, etc.
- Magnet programs (science and art) should be located in central north and central south Austin – this move is fair for everyone
- Transportation/mobility: elementary – walk to campus; middle/high – magnet programs in all parts of town. Austin is too big to only have one program like ASA or fine arts
- This is a tech rich city. Get rid of your policy to only accept new computer equipment donations. Teach a grade level to reinstall or clean up donated computers. Obviously have minimum standards. I have worked at many tech companies that give machines to goodwill that are better than what my kids teachers are using
- No portables – they are not safe for Texas weather
- Classroom areas with a standing area – bar type space – for 2 to 4 students to stand and move throughout the day
- Flexible facilities that serve as community spaces
- Move support for different learners
- Ensure schools are not operating at over 100% capacity
- Need to ensure space is kept for community (volunteers, events, storage, and after hour use)
- Guided learning, similar to Garza Independent High school
- Computer learning labs and maker spaces
- Provide upgraded technology and support for that technology
- Overcrowded schools not only affect the ability of kids in their learning but also faculty/staff in their teaching – no overcrowded schools
- Improve tech capable infrastructure
- Solve our overcrowding problem so more kids can access common areas – library, cafeteria, and gym
- Teachers need space to work with small or individual student groups

- We need an AISD swim center (north or south)
- No more portable buildings, please
- Its called “Friday Night Lights” not “Thursday Night Lights”
- We have 10+ high schools and only 3 football stadiums – Thursday night games are community destroying – how about building another stadium or two?

*How can district facilities better support student opportunities for learning?*

- Is the environment of the space (lighting / heating ventilation and air conditioning / comfort) important to learning?
  - Natural light and water fountains
  - High ceilings with windows to outside as much as possible
  - Sound dampening in cafeterias so not so overwhelming
  - Yes, A/C units in portables are so loud it is hard to hear
  - Yes, natural light, ability to control HVAC system by classroom, not having kids have to walk in the rain (get wet) then be wet all day are important
  - Space for eating
  - Separate wings/buildings for each grade of junior high
  - Yes – portables not good learning spaces, classrooms with windows, and good ventilation are important
  - Of course it is. Is this a real question? Really? Fix the schools?
  - Yes – studies show poor air quality = poor performance. Our outdated heating and cooling systems at old facilities are a problem
  - Designed for student safety and for growth – no more portables
  - Yes – disruption due to faulty AC loses days of instruction
  - Of course, my daughter is in a portable and the bathroom smells so bad that she will go all day without using it. Yes, comfort is important to learning
- Do you feel safe (physically or based on a weather event)?
  - No, too many kids in portables
  - No – too many spread out portables
  - All students moved inside for weather and not safe at all
  - Middle school has a whole grade level outside – when they are all moved in during weather it is chaos
  - Athletic facilities are pitiful. We need to take care of our athletics
  - Our school is not safe most of the time. 170% cant fit into one building during bad weather, assemblies, events, etc
  - Facilities need to have surveillance systems and security fencing against crazy people
  - No, carpool line is out of control on bad weather days
  - So many tardies, kids all just get sent to class
  - Things should not be falling from ceilings at our schools
  - No, ½ the population of Doss is in portables. During Oct 30 tornado event kids were crowded into hallways

- Do building materials play a role in your experience of the school?
  - Plan for growth – build foundation for 2<sup>nd</sup> grade level even if only one level built now
  - Timeless material finishes that will age well with the school (natural colors and cool colors)
  - Yes, tired of painted cinderblock
  - Parking for every teacher
  - Durable, sustainable, long-lasting, and easy to maintain
  - Yes, when the buildings are rundown students do not feel good about their experience and want to perform

*How would you define the ideal school?*

- Middle school/high school: opportunities to take HS courses as appropriate, good community members, art, music, DE, etc., good use of technology, and exposure of the global economy
- Need small and large performance spaces to celebrate student successes
- A facility adequate enough to keep us from moving 27 teachers around this summer due to explosive growth
- Strong SEL
- Composting, farming, food/nutrition, and green (all programs I'd like to see)
- Has all of the resources it needs (people, tech, etc) and is big enough to adequately handle the number of students
- Extra curricular activities, technology, gym, being able to talk freely to the principle about school needs
- Tech: iPads, laptops
- Center of Excellence: library, science specific labs, computing, sustainability
- Open: spaces, culture, policies, student relations and access to programs
- Teachers understand how to relate to poor families, understand their struggles, celebrate the different cultures of the schools
- World class educators
- Engage UT architecture school/firms to look at dynamic modern school solutions
- Jaime Padron Elementary School: granted the school is new I would still like to see more access to technology for our children. They need a chemistry lab
- Community, collaboration between staff, parents, and students
- Limit campus sizes (close schools at certain %)
- Must have autism service centers in both north and south parts of the city
- Elementary: community based, whole child learning, allow of individual differences, learn how to be a part of the community/team, and high academic rigor but allow for normal development too
- Considers the impact of rapid student growth on the learning experience
- Current technology teachers supported small class sizes, teaching creative problem solving – not test answers
- All schools must be accessible to students who use wheelchairs!! Students shouldn't have to raise funds for that. Accessibility to all school facilities – green house, theaters, etc.

- Neighborhood, community-centered
- Supports art and creative thinking
- Current tech, great teachers, safe w/ great programs of interest to students. Coordinated extra-curricular to support learning
- We need a vision of schools without portables – portables prohibit student activities and student based learning – focus is all on teachers
- Waldorf Schools: I have heard much about their holistic approach
- Supportive of students’ interests (arts, sports, tech)
- Engaging outdoor activities/learning
- Teachers well-verse in sociocultural knowledge, willing and able to employ culturally relevant pedagogy
- Neighborhood school, smaller, community-centered
- Keep to the facts; don’t let religious agendas teach inaccurate science. Teach kids to listen, question, and make choices on what they believe is true about scientific theory
- Creative learning spaces, ample space for outside learning
- Computer science/programming at all levels (K-12)
- Adequate cafeteria space for noise abatement measures
- One with teachers who specialize at all levels – GT, SPED, dyslexia, ADD, etc.
- No police (Austin Police Department)
- Children will not drop out. Children should be motivated to stay in school

*How would you define the ideal school?*

- What size is it (size and enrollment)?
  - Enrollment in line with facility design
  - Address over and under enrolled facilities
  - No more than 1,000 for elementary
  - Size does not matter as long as the building has capacity for all core classes not in trailers
  - Elementary under 600
  - Middle under 1,000
  - High under 2,000
  - Size so that safety issues don’t arise
  - Out of control carpool lines
  - If so big, they have to eat lunch in classroom – you are putting allergy kids lives at risk
  - Elementary schools that have big enough classrooms that aren’t overcrowded
  - Elementary: 500 (<100 per grade level) 20 to 1 student/teacher ratio
  - Not more than building capacity
  - Elementary: 100 – 120 per grade level
  - Middle: 250 per grade level
  - High: 200 – 400 per grade level
  - 15 students per classroom
- Is location important?



- Do not even think about moving Hill's 5<sup>th</sup> grade offsite – that causes a packed CAC
  - No – kids travel all over the city for magnet programs. Use schools that are under enrolled for target programs
  - Yes, its important to live close to your school; cultivating friendships and having a community has a lifelong impact on people
  - Yes – great schools with great teachers in every neighborhood
  - Location is important; children should go to school as close to home as possible. We need to be mindful of creating more traffic
  - I think community supported feeder patterns are good. The whole community can rally around and support the school with resources
  - Yes – for parental involvement, co-curricular activities
  - Very important – within walking distance from home
  - Yes
- Does it have partnerships with the community and/or businesses?
    - Yes, great volunteers can completely change the identity of a school
    - Yes – community engaged is key to success
    - Partner with the city and YMCA for a pool
    - Great leadership from principals, great teachers (no lemons) – facilities are a complement
    - Yes – local businesses can be great school partners. Community groups can work with schools to improve student outcomes
  - Are co-curricular opportunities important?
    - Keep kids in school – Yes!
    - Yes – kids are not robots, but they should build robots
    - Yes – have after school activities that make the school central to the community
    - I would like to see co-curricular activities starting now and not as a long-term goal (Padron E.S.)
  - Is it based on available programs?
    - Yes – why are there engaging electives at Kealing and not at Murchison

*What opportunities do you want for your students?*

- Immersive learning experiences (project/multi-dimensional, etc.) that can be directly applied to their lives
- Creative spaces where kids do not have to sit still at a desk
- More than specific learning goals. I want equitable access to high-quality facilities and programs across the district
- Learn in a classroom and not in a portable
- Healthy lifestyles
- More physical education

- Keep kids constantly seeing the real world practical use of the knowledge they gain. With all the multimedia now available, it's easier than ever to bring the world to the class. Learning needs to be relevant.
- To learn in an optimally sized learning environment
- Please don't bring the latest politics to the classroom. Schools should be about education, not about agendas pushed by different groups. Let me teach my children our morals and beliefs. I don't need the district teaching a standardized morality, nor do I need exposure to lifestyles.
- Expand fee-based after school programs for elementary school to 5:00pm (e.g., art, music, and language focused)
- Want equity in programming – not based on zip code
- Variety of programs – magnet program – LASA, Kealing, Fulmore, ARS are so competitive. Need more programs like this and offer to more kids
- I want my son to learn about careers and what college is before he leaves elementary school
- Safety first
- Great academics
- Ability to learn across geographies (e.g., South American 3<sup>rd</sup> graders work with a class in Austin)
- Individual paced learning, team based learning, and project based learned – all integrated
- Facilities that spark academic success with enough space to encourage student and educator innovation
- Mobile computer labs, re-purpose lab rooms. Tablets, tablets, tablets
- Variety of different educational experiences to help determine focus after HS graduation
- Want equal access to individualized college guidance, like at Ann Richards – equalize student-counselor ratios across schools
- Cutting edge CTE facilities (see Alief ISD CTE Center)
- More dual language programs. Put them in under-enrolled schools. Demand is high and parents will travel
- Learn to cook. They will cook 1,000,000 meals in their life and should learn a few basics along with nutrition
- Outdoor play/exploration
- Foreign language
- Dual language
- Music lessons, art, creativity, safety, gardening (organize), Chinese/Japanese lessons
- Given the critical importance of our relationship to the environment and the possible existential issues we face going forward, all school should have a focus on environmental science and foster respect for the earth
- Sustainability: power (solar), food (gardening and livestock), and H2O reclamation
- Fully integrated schools – racial/class balance
- Facilities that inspire learning for the future with sufficient space for nonacademic activities such as athletics and fine arts
- Qualified instructions for kids with learning differences (e.g., dyslexia)
- More PE; specialized team sport opportunities other than football)
- On survey questions online or at meetings, include sample answers

*What opportunities do you want for your students?*

- Is success based on relationships the student has with staff?
  - Yes, relationships help, but quality teaching comes first
  - Yes – teacher/student relationship is critical. Can influence well beyond the school day
  - Yes – students thrive with deep relationships w/ educators
  - Campus size would be controlled to maximize these connections
  - Yes – humans work harder for people they respect and show them ways to grow educationally
  - Teachers need to inspire students and have some experience outside of teaching as well as being great educators
  - Absolutely – if students hate their teachers school will be drudgery and they will never develop a passion for learning
  - It is negatively impacted by teachers who are promoted but don't teach well or enjoy it
  - High-performing teachers who hold high expectations for all students comes first
  - Absolutely – hire a great staff
  - Absolutely
  - Yes – think schools should have space for entire campus to gather to build spirit
  
- Do the students have a voice in their education?
  - Not much at elementary level. Need engaged parents
  - If we listen, they are talking
    - My middle schooler begged me to take him to the last FABPAC
    - If I listen to my elementary students big issue with the portables, is that he is not allowed to have soccer ball hit a portable or he gets in trouble at recess. He says is is impossible or is upset about it
    - Yes, as students get older in particular, they should be given several options and the outcomes should be defined for them (e.g., if I dropout of high school the average job looks like ... the pay looks like ... or if I finish high school I learn a Masters, etc.)
  
- What is important to you for student learning?
  - Creating a lifelong passion for learning
  - Deep understanding of the subject matter that can be applied throughout a lifetime
  - De-emphasize testing
  - For younger students – more recess and unstructured learning/play
  - Less time spent on benchmarks and teaching to the test
  - Fewer tests more real analysis of ability
  - Remember learning that happens outside the classroom – (e.g., sports and fine sports)
  - Need much less emphasis on state driven testing – more hands on learning

- Helping them find on their passion or have some sense of direction after high school
  - More real life experience and exposure to jobs of all kinds in field
  - Real life experiences that reach out to students and capture their personal interests helping them utilize their strengths
  - Creating a lifelong passion for learning
  - Less time learning how to do well as testing more time on critical thinking skills and how to solve real world problems
  - I want them to have choices that fir their interests and needs no matter their background or my level of support
  - More recess/movement during school day
- The district has placed an equally important value on Career to College ready programs for student achievement, what is important to you?
    - Kids get the max value for their particular skills/achievement level – tech and college
    - Learn in a non-overcrowded environment so teachers can optimize the results for every kid
    - Why to get high academics to our NW kids have to travel to the other schools on other side of city
    - Tech/trade as well as college prep – drafting, electronics, building, and industrial arts
    - Half and half
    - Not everyone needs college. More vocational education and exposure to non-college tracks is important. Working in a vocation with 100k of college debt that didn't matter is just a chain on today's youth. Help them see other ways early

### **Engagement Station:**

#### *How should we engage local communities?*

- Email and school meetings
- Girl scout and boy scout meetings, kids sports clubs, car bumper stickers (“I support modern AISD schools”)
- By vertical team and individual feeder schools (our issues are often school-specific)
- Facebook groups (by school)
- Next Door
- NWACA (NW Hills)
- Is AISD talking to capmetro about how transport will help with learning centers, overcrowding, etc.
- Austin Council of PTAs (ACPTA)
- Meet people where they are (sports practice, community groups, religious organizations)
- Neighborhood associations and PTAs
- Advertising and promoting to non-English speakers
- Language (word choice) “future of school meetings”

- Twitter sessions/updates for students engagement (teachers can promote)
- Engage older populations through churches/senior centers/etc. pass out short bullet points of relevant info
- Communication is best received at local schools through the administration or PTA. Most parents of young children will not attend District-wide meetings or answer countless surveys – also use social media
- Meetings for people with very young kids who will be eventually be in AISD at pre-schools in areas
- Constant communication with school principles, PTA presidents, and CAC chairs so they can share info with campus
- Stickers on student shirts for surveys, meetings, and digital anything
- Website that emails notification when new content is added
- Take the presentation/discussion to parent coffees at schools
- From Doss PTA President: large campus, communication is a challenge, use a variety of methods to capture parents – Facebook, Twitter, newsletter, email, targeted flyers, have an app for mobile communications, need a broad approach for a wide variety of community members
- Neighborhood associations for St. Johns (Julie Weeks and Al Lopez)
- Back to School Night
- Stand up for Reagan in fall and Hope Fest
- St. John's community center and library
- Have info available in many languages – link to Google translate
- Digital feedback without time constraints in meaning sit at computer at midnight

*Long-range plan support:*

- Its okay to give examples with big picture questions on surveys, gallery walks, etc. it is less intimidating
- Newspapers, supermarkets, and parks
- Email, churches, text messages
- Spanish speaking people are not taken into consideration
- Replace the most overcrowded facilities with more kids in portables than permanent buildings
- Repurpose the under enrolled facilities or build magnet to draw
- Broader bonds so that the appeal is across the district
- Have each vertical support the individual needs to its community
- Communicate a lot along the way – show specific benefits that are meaningful to community members by school and stakeholder analysis/communications plan
- Ensure that you address long-term needs and have a clear vision
- Continue and ramp up community understanding of state recapture, stats in Austin property taxes, and how little stats in Austin. Maybe if people had a better understanding the last bond would have passed
- Need to engage the 70 year old population at my church – always voted for bonds before – remind them/ask them
- Have people who did prop 1 – 2 flyers a day and at doors


- People think all property tax goes to schools and it's not
- Planning last time was OK but didn't explain impact clearly to community
- Needs to be something for everyone but this must be a new school in NW Austin
- Have a carrot for each area. Address those issues in S/W/E/N Austin to garner overall support (e.g., south LASA and new elementary in NW Hills)
- Build specific webpage for this process
- Long-term ROI
- Show communities quick progress – we have talked for many years with no changes – bond construction process should be more efficient
- You need to fix the facilities and dangerously overcrowded schools quickly so people can think long-term
- Make engagement replicable and predictable
- Engage all age groups with emphasis on FMP impact for people without kids in schools
- Spin off effects in energy and infrastructure have ripple effects in communities
- Carefully consider the wording in future bonds – emphasis on clarity consider more granularity
- Make sure we educate people over 65 especially in regard to taxes due to bond
- Put out lots of facts before the bond issues so the whole city is educated on status of facilities all across the district
- Last bond issues was divisive, need to be collaborative/cooperative – bring disparate voices together
- Acknowledge tax implications for long-term planning

*How can we best communicate back to you during the planning process?*

- Online streaming to reach those who no longer have cable
- Facebook Page updates direct email to parents (Google docs?)
- CAC look at micro-level – must be engaged early and often – come meet with us (30 min debrief)
- Principles should distribute information electronically through email
- Email when updates are made to the website they are using
- Email to parents
- Facebook
- Email accurate up to date info on website
- Emails to let parents know of major updates on website
- Email updates with opportunity for online feedback
- Constant communication to principals, PTA presidents, and CAC chairs so they can share with their campus
- Advertise – schools are easiest for roadshows
- Informational Tables: NWLL meeting, spot in Spring, Westover and JCC during swim meets
- Email, traditional mail (letters), or text messaging


# AISD FMP: Twitter Town Hall #1 (#AISDFuture)


Catch up with AISD's first Twitter Town Hall for its Facilities Master Planning Process Update.



**Austin ISD**  
@AustinISD


Not sure how to join our Twitter town hall at 3 p.m.? Just tweet your questions [@AustinISD](#) with the hashtag [#AISDFuture](#). We'll answer'em!


 8 DAYS  
AGO



**Edmund T. Gordon**  
@DrTedGordon


Twitter Town Hall to discuss [#AISDFuture](#) Today at 3 p.m. [ift.tt/23mgn7R](https://ift.tt/23mgn7R)


 8 DAYS  
AGO



**Austin ISD**  
@AustinISD


Twitter Town Hall to discuss [#AISDFuture](#) Today at 3 p.m. [dlvr.it/LCxF5B](https://dlvr.it/LCxF5B)

 8 DAYS  
AGO



**Office of  
Facilities**  
@facilitiesAISD

What does reinventing the urban school experience look like? Tweet at [@AustinISD](#) at 3pm & We dive into those ?s [#AISDFuture](#)

 8 DAYS  
AGO



Office of  
Facilities

@facilitiesAISD

Twitter Town Hall to discuss [#AISDFuture](#) Today at 3 p.m. Tweet your questions to [@AustinISD](#) [dlvr.it/LCx5B](https://dlvr.it/LCx5B)

 8 DAYS  
AGO



Austin ISD

@AustinISD

Getting ready for our Twitter town hall meeting at 3 PM. Use [#AISDFuture](#) to join the discussion re: facilities planning, bond proposals, etc.

 8 DAYS  
AGO



Office of  
Facilities

@facilitiesAISD

Twitter Town Hall to Discuss [#AISDFuture](#) Today at 3 p.m. Send your questions to [@AustinISD](#)

 8 DAYS  
AGO



Austin ISD

@AustinISD

2 opportunities to get involved in [#AISDFuture](#): join us in about 30 minutes for our Twitter town hall on long-range planning.

 8 DAYS  
AGO



Michael Akin

@DCMichaelA

[#Austin](#) friends - [#Education](#) Twitter Town Hall at 3 PM CT! Tweet us your questions [@AustinISD](#) using [#AISDFuture](#) [twitter.com/AustinISD/stat...](https://twitter.com/AustinISD/stat...)

 8 DAYS  
AGO





**Austin ISD**  
@AustinISD

Ready to talk about [#AISDFuture](#)! Twitter town hall starts in 5 mins. Use [#AISDFuture](#) to join in the discussion by tweeting your questions!

8 DAYS  
AGO



**Team LINK**  
@LINKstrategic

About to start a Twitter Town Hall on [#AISDFuture](#) with [@AustinISD](#). Follow them and tweet your questions! [twitter.com/facilitiesaisd...](https://twitter.com/facilitiesaisd...)

8 DAYS  
AGO



**Austin ISD**  
@AustinISD

Be sure to tweet [@AustinISD](#) your questions with the hashtag [#AISDFuture](#).

8 DAYS  
AGO



**Austin ISD**  
@AustinISD

Q1: What is a Facilities Master Plan? [#AISDFuture](#)

8 DAYS  
AGO



**Austin ISD**  
@AustinISD

A1: It outlines the status & future use of facilities, guides development of capital improvements [#AISDFuture](#) (1/2) [twitter.com/AustinISD/stat...](https://twitter.com/AustinISD/stat...)

8 DAYS  
AGO



**RoxanneE**  
@JeanonEastside

[@AustinISD](#): How can parents influence the academic programs in schools? [#AISDFuture](#).

8 DAYS  
AGO



**Austin ISD**  
@AustinISD

A1: & planning for bond elections. For more information visit: [bit.ly/1SZSIAa](https://bit.ly/1SZSIAa). #AISDFuture (2/2) [twitter.com/AustinISD/stat...](https://twitter.com/AustinISD/stat...)

8 DAYS  
AGO



**Austin ISD**  
@AustinISD

A2: Great question! From a facilities standpoint the FMP will consider how buildings support #AISDFuture (1/2) [twitter.com/JeanonEastside...](https://twitter.com/JeanonEastside...)

8 DAYS  
AGO



**Austin ISD**  
@AustinISD

A2: academic programming. Our engagement series includes visioning linking academics to facilities #AISDFuture (2/2) [twitter.com/JeanonEastside...](https://twitter.com/JeanonEastside...)

8 DAYS  
AGO



**C Castellow**  
@c\_castellow

@AustinISD is there a timeline for the Mueller campus decision? #AISDFuture

8 DAYS  
AGO



**Austin ISD**  
@AustinISD

A3: Thanks for the question! We're working on how to best integrate the community's input through #AISDFuture (1/2) [twitter.com/c\\_castellow/st...](https://twitter.com/c_castellow/st...)

8 DAYS  
AGO



**Austin ISD**  
@AustinISD

A3: Imagine Northeast Austin into the overall FMP process. We will keep you updated.  
[#AISDFuture](#) (2/2) [twitter.com/c\\_castellow/st...](#)

8 DAYS  
AGO



**Austin ISD**  
@AustinISD

Q4: Will students be involved in the FMP process? [#AISDFuture](#)

8 DAYS  
AGO



**Austin ISD**  
@AustinISD

A4: Yes! The 1st opportunity is this Sat (5/7) at our Student Innovation Summit: [bit.ly/1UwlaCh](#)  
[#AISDFuture](#) [twitter.com/AustinISD/stat...](#)

8 DAYS  
AGO



**RoxanneE**  
@JeanonEastside

[@AustinISD](#) : Are there opportunities to partner with the City of Austin on facilities needs?[#AISDFuture](#)

8 DAYS  
AGO



**Austin ISD**  
@AustinISD

A5: Great question! Yes, AISD currently partners w/ [@austintexasgov](#) at a number of our facilities.  
[#AISDFuture](#) (1/2) [twitter.com/JeanonEastside...](#)

8 DAYS  
AGO



**Austin ISD**  
@AustinISD

A5: We also partner on issues like education & affordable housing. Visit: [bit.ly/1Tk2Gkc](https://bit.ly/1Tk2Gkc)  
[#AISDFuture](#) (2/2) [twitter.com/JeanonEastside...](https://twitter.com/JeanonEastside...)

8 DAYS  
AGO



**Austin ISD**  
@AustinISD

Q6: How can the community be involved in the FMP process? [#AISDFuture](#)

8 DAYS  
AGO



**Austin ISD**  
@AustinISD

A6: There are many ways to get involved! Start w/ survey & attending a meeting: [bit.ly/24oaSvi](https://bit.ly/24oaSvi)  
[#AISDFuture](#) [twitter.com/AustinISD/stat...](https://twitter.com/AustinISD/stat...)

8 DAYS  
AGO



**Patricia  
Garza**  
@pgarza80

Are you closing schools? [#aisdFuture](#) [@AustinISD](#)

8 DAYS  
AGO



**Austin ISD**  
@AustinISD

Q7: What if I can't make it to an FMP process meeting? [#AISDFuture](#)

8 DAYS  
AGO



**Austin ISD**  
@AustinISD

A7: There will be a number of digital opportunities - like this one - to get involved [#AISDFuture](#)  
(1/2) [twitter.com/AustinISD/stat...](https://twitter.com/AustinISD/stat...)

8 DAYS  
AGO



Patricia  
Garza  
@pgarza80

@AustinISD Are you closing schools?! #AISDFuture

8 DAYS  
AGO



Austin ISD  
@AustinISD

A7: Including live-streamed meetings on @periscopeco & @austinisdv. #AISDFuture (2/2)  
[twitter.com/AustinISD/stat...](https://twitter.com/AustinISD/stat...)

8 DAYS  
AGO



Austin ISD  
@AustinISD

Q8: How are you reaching out to non-English speaking communities? #AISDFuture

8 DAYS  
AGO



Austin ISD  
@AustinISD

A8: Survey available in different languages; translation for meetings & materials and...  
#AISDFuture (1/2) [twitter.com/AustinISD/stat...](https://twitter.com/AustinISD/stat...)

8 DAYS  
AGO



Austin ISD  
@AustinISD

A8: doing roadshow meetings by going out to the communities where they are. #AISDFuture (2/2)  
[twitter.com/AustinISD/stat...](https://twitter.com/AustinISD/stat...)

8 DAYS  
AGO



Austin ISD  
@AustinISD

Q9: What is the FABPAC? What is their role in the FMP process? #AISDFuture

8 DAYS  
AGO



Austin ISD  
@AustinISD

A9: The FABPAC is a group of dedicated community members selected by the Board to help the FMP process [#AISDFuture](#) [twitter.com/AustinISD/stat...](#)

8 DAYS  
AGO



Austin ISD  
@AustinISD

Q10: Is this FMP work being done to plan for the next bond or is there more to it? [#AISDFuture](#)

8 DAYS  
AGO



Austin ISD  
@AustinISD

A10: FMP is a long range plan (approx. 15-25 yr) for facilities. Bond planning is a part of this. [#AISDFuture](#) [twitter.com/AustinISD/stat...](#)

8 DAYS  
AGO



Austin ISD  
@AustinISD

A11: Significant community engagement will occur before any decision like that is made. [#AISDFuture](#) (1/3) [twitter.com/pgarza80/statu...](#)

8 DAYS  
AGO



Austin ISD  
@AustinISD

A11: The goal is to allocate [#AISD](#) resources to help students learn and serve the needs of the community. [#AISDFuture](#) (2/3)

8 DAYS  
AGO



**Austin ISD**  
@AustinISD

A11: Decisions will ultimately be made by the [#AISDBoard](#) based on facility condition and community input. So stay engaged! [#AISDFuture](#) (3/3)

8 DAYS  
AGO



**Austin ISD**  
@AustinISD

Q12: How can this FMP process help our community think creatively about our facilities rather than just fixing what is broken? [#AISDFuture](#)

8 DAYS  
AGO



**Austin ISD**  
@AustinISD

A12: This FMP process intentionally looks beyond 'just' fixing buildings. [#AISDFuture](#) (1/3)  
[twitter.com/AustinISD/stat...](https://twitter.com/AustinISD/stat...)

8 DAYS  
AGO



**Austin ISD**  
@AustinISD

A12: A significant portion of the community meetings involves envisioning ... [#AISDFuture](#) (2/3)  
[twitter.com/AustinISD/stat...](https://twitter.com/AustinISD/stat...)

8 DAYS  
AGO



**Austin ISD**  
@AustinISD

A12: what our educational system can and should be. [#AISDFuture](#) (3/3)  
[twitter.com/AustinISD/stat...](https://twitter.com/AustinISD/stat...)

8 DAYS  
AGO



Austin ISD

@AustinISD

Page 91

That's a wrap on our [#AISDFuture](#) town hall! Thanks for the great questions! Be sure to join us tonight at Akins HS and/or Wed. at Lanier HS.



8 DAYS

AGO



**AISD Facility Master Plan  
Engagement Series #2 Memo and Key Themes  
Updated: October 25, 2016**

During Engagement Series #2, AISD staff and project team members introduced and solicited feedback on the planning strategies, modernization concept, planning clusters, utilization, and districtwide assessments of educational suitability and facility conditions. The series included six “gallery walk” format meetings held across the district from October 11-15. Hundreds of comments were collected from parents, community members, students, and AISD staff and input into the engagement tracker for consideration. Key themes and questions consistently heard and noted during the outreach effort are explored below.

**Communications and Engagement:**

- **Increase online engagement opportunities.** Many participants requested more opportunities to provide feedback online. Examples included posting the maps displayed at the meetings with specific questions for feedback or providing a brief (three question) feedback form (similar to the palm cards used at roadshow meetings) to gather additional campus-specific feedback for the process.
- **Increase roadshow and supplementary engagement efforts.** Participants suggested roadshow opportunities where the AISD Future team can continue engagement efforts (e.g., Fall festivals and football tailgates). Additionally, requests were made for sending monthly FABPAC meeting minutes and/or FMP process updates to staff and community members on the FMP listserv.

**Modernization Concept and Long-Term FMP:**

- **Expand “community space” definition.** The majority of community members, parents, and teachers who participated in Engagement Series #2 were in favor of providing school buildings that reflect the needs of surrounding neighborhoods. Many suggestions expanded on the idea of community space and offered critical considerations, including:
  - Ensuring student safety.
  - Avoiding the displacement students and ensuring that community requests are balanced against learning opportunities for students.
  - Developing community space as “additive” for the school and students and not a “trade” or “negative.”
  - Developing “green space” and outdoor learning environments that can both attract the community after school hours and offer new opportunities for student learning.
  - Collaborating with community groups to offer more wrap-around services to students and families in under-enrolled schools, which may generate revenue for the district (e.g., concept of recreating the Allan facility in other areas).

- **Flexible learning space must match academic curriculum.** Many participants inquired about how curricula will align with the modern approach of flexible learning spaces, and emphasized the importance of facilities matching the instructional vision of the district. Portables were often cited as inhibitors of flexible learning space and some participants called for the removal of portables across the district.
- **Improve core/shared spaces in schools.** Many school facilities were identified as having critical needs in their shared spaces (e.g., administration, cafeteria, media centers). Some participants suggested that modernizing these areas can improve the overall student experience and address safety and access issues many schools currently face.

### Assessment Information

- **Results were largely as one would have anticipated knowing the district's history.** A few common exceptions were that high school FCA results seemed better than expected with no schools in the orange or red categories. Clarification was also requested on why some of the newest schools in the district were not in the two 'best' rating categories for FCA. Participants also inquired about context for how AISD's results compare to other similar school districts.
- **Defining the value of "critical."** As participants surveyed the assessment maps and the utilization map, questions were raised about how the FMP team and FABPAC determine what are the most critical needs for the district, and how their determination impacts the sequencing of projects and future bond packages.

# #AISDFuture Facility Master Plan Twitter Chat October 6, 2016



**Austin ISD**  
@AustinISD

Twitter chat tonight from 6-7! Help us plan programs and facilities for the next several decades!  
Use [#AISDFuture](#) [#AISDChat](#) to join in!

 18 DAYS  
AGO



**AHS College  
Center**  
@AHSCollege

Maroon Parents Provide ideas & feedback on AISD facilities & our future Twitter Chat Today @  
6p-7p [#AISDFuture](#) [#Chat](#) [austinisd.org/announcements/...](http://austinisd.org/announcements/)

 18 DAYS  
AGO



**Austin ISD**  
@AustinISD

You've heard about the [#AISDFuture](#) Facility Master Plan - learn more w/this video:  
[ow.ly/ZxJv304VDhr](http://ow.ly/ZxJv304VDhr) Questions? Join [#AISDChat](#) at 6PM

 18 DAYS  
AGO



**Meghan  
Buchanan**  
@mbuchanan25

"How can we help those schools that need the most help" - [@RevDrJayme](#)  
[#eastsidecandidateforum](#) [#eastsideproud](#) [#AISDProud](#) [#AISDFuture](#)

 18 DAYS  
AGO



**RoxanneE**  
@JeanonEastside

Join the Twitter Town Hall at 6. p.m. today to share your vision of the schools of the future.  
[#AISDFuture](#).

 18 DAYS  
AGO



**Austin ISD**  
@AustinISD

Twitter chat starts in an hour! Help us plan programs and facilities for the next several decades!  
Use [#AISDFuture](#) [#AISDChat](#) to join in!

 18 DAYS  
AGO



**RoxanneE**  
@JeanonEastside

Help us reinvent urban education! Let us hear from you! [#AISDFUTURE](#)

 18 DAYS  
AGO



**Dr. Paul Cruz**  
@AISDSupt

Join the [@AustinISD](#) [#AISDFuture](#) [#AISDChat](#) at 6 p.m. and share your ideas!

 18 DAYS  
AGO



**Marc Thrall**  
@IT\_Thrall

Flexible learning spaces, 24/7/365 virtual learning environment [#aisdfuture](#)

 18 DAYS  
AGO



**AISD Tech  
Design**  
@aisdit

RT [@AISDSupt](#) "Join the [@AustinISD](#) [#AISDFuture](#) [#AISDChat](#) at 6 p.m. and share your ideas!"

 18 DAYS  
AGO



**Austin ISD**  
@AustinISD

Page 96

At 6 p.m. we're hosting the [#AISDFuture](#) twitter chat from this account- stay tuned for a great convo w/our [#AISDProud](#) community! [#AISDChat](#)

 18 DAYS  
AGO



**Austin ISD**  
@AustinISD

Ready for our Twitter chat to talk about modernizing our schools! Give us your input on the best way to do that! Use [#AISDFuture](#) [#AISDChat](#)

 18 DAYS  
AGO



**Sammi Alexander**  
@SammiSaysIt

Hey [#ATXgov](#) tweeters - during live music and procs join the [#AISDFuture](#) Twitter chat. Future of AISD- we know you've got input! [#AISDChat](#)

 18 DAYS  
AGO



**Austin ISD**  
@AustinISD

[#Drumrolllllllll](#) please....and we're live! Welcome to [#AISDFuture](#) Twitter chat. Follow w/[#AISDFuture](#) and [#AISDChat](#). First question coming up

 18 DAYS  
AGO

# #AISDFuture #AISDChat

**Q1:** Welcome to the #AISDFuture #AISDChat! Let's start w/ questions for YOU: What program does your child have access to today that they love?



Let's start with a fun one - Q1: What program do #AISDProud students have access to today that they love? #AISDChat #AISDFuture [pic.twitter.com/o92WqtrFNJ](https://pic.twitter.com/o92WqtrFNJ)

 AUSTIN ISD @AUSTINISD · 18 DAYS AGO



**Adam Holman**  
@AGHolman

A1: Hi #AISDFuture! I'm Adam Holman, assistant principal at Murchison MS. My kid is only 2, but I'm so glad he'll have robotics! #AISDchat

 18 DAYS AGO



**Austin ISD**  
@AustinISD

.@AGHolman Can you imagine what robotics will look like in 10-15 years? #AISDChat #AISDFuture

 18 DAYS AGO



**Sammi Alexander**  
@SammiSaysIt

I'm with @AGHolman, though I don't have kids (yet) I can only imagine the future of robotics in our classrooms! #AISDFuture #AISDChat

 18 DAYS  
AGO



**Murchison Library**  
@MatadorLibrary

A1: #AISDFuture I'm with @AGHolman, my Freshman is all about the AusTINcans robotics! Can't wait to see how the STEM labs advance. #AIsDchat

 18 DAYS  
AGO



**Cari Collins**  
@clcollin

@AGHolman the advancements in biomedical technology and helping injured humans move. #aisdfuture #aisdchat

 18 DAYS  
AGO



**Nichole Aguirre**  
@nicholecaguirre

A1: Clubhouse Cadets! #AISDChat #AISDFuture

 18 DAYS  
AGO



**Austin ISD**  
@AustinISD

.@nicholecaguirre Nice! Could you tell our followers on #AISDFuture more about clubhouse cadets-great program!

 18 DAYS  
AGO



**RoxanneE**  
@JeanonEastside

Back in the day, the AISD programs that excited my guys were sports, band, and arts. Yours?  
[#AISDFuture](#). [#AISDCHAT](#).

 18 DAYS  
AGO



**Austin ISD**  
@AustinISD

Sports, band and arts -- they must have been some pretty talented kids! [#AISDFuture](#) [#AISDChat](#)  
[@JeanonEastside](#)

 18 DAYS  
AGO



**TriciaSpencerPotyka**  
@PatriciaPotyka

[#AISDFuture](#) [#AISDChat](#) US DOE says blended learning produces better results than F2F non-hybrid equivalents [ln.is/www.dreambox.c...](https://ln.is/www.dreambox.c...)

 18 DAYS  
AGO



**Leticia Caballero**  
@LeticiaCab3

A1: Fine Arts! Theatre, Band, Orchestra [#AISDFuture](#)

 18 DAYS  
AGO



**Office of  
Facilities**  
@facilitiesAISD

[@LeticiaCab3](#) Now that is [#music](#) to our ears! [#AISDFuture](#)

 18 DAYS  
AGO





**Adam Holman**  
@AGHolman

Ha! No. I can't. I truly truly can't. But I'm okay with that! :) #AISDFuture #AISDchat  
[twitter.com/AustinISD/stat...](https://twitter.com/AustinISD/stat...)

 18 DAYS  
AGO



**Marc Thrall**  
@IT\_Thrall

#aisdfuture My son is a proud Anderson graduate. He greatly valued video production and drama. Made him excited to be in school.

 18 DAYS  
AGO



**Office of  
Facilities**  
@facilitiesAISD

@IT\_Thrall Yes! Let's build an #AISDFuture where all kids are excited to be in school!

 18 DAYS  
AGO



**Tricia Spencer Potyka**  
@PatriciaPotyka

@AustinISD My 6 yo daughter at Dawson just spent 2 weeks swimming at the MCA for FREE :)  
#AISDFuture #AISDChat It's a brand new partnership

 18 DAYS  
AGO



**Office of  
Facilities**  
@facilitiesAISD

@PatriciaPotyka Blending learning incorporated into @AustinISD Facilities!!!!!! #AISDFuture

 18 DAYS  
AGO



**Lauren Fox**  
@TechCoachFox

Page 101

A1: Creative Learning Initiative is a favorite! [#aisdchat](#) [#aisdfuture](#)

 18 DAYS  
AGO



**RoxanneE**  
@JeanonEastside

I hear that the Fire cadet program at LBJ is one of many good programs in East Austin.  
[#AISDFuture](#). [#AISDCHAT](#).

 18 DAYS  
AGO



**Chara Harris**  
@charaharris79

A1: Coding is a current favorite [#AISDChat](#) [#aisdfuture](#)

 18 DAYS  
AGO

# #AISDFuture #AISDChat

**Q2:** As we look ahead to the #AISDFuture of our schools, what programs do you hope we're offering in 2026 and why?  
#AISDChat



Great to hear what they enjoy today, but how about in 10 years? Q2: What do you hope we offer in 2026 and why? #AISDChat #AISDFuture [pic.twitter.com/jRPLYc9UmB](https://pic.twitter.com/jRPLYc9UmB)

 AUSTIN ISD @AUSTINISD · 18 DAYS AGO



**J. E. Johnson**  
@newgottland

.@IT\_Thrall Theater is great for ALL students. There are opportunities for everyone on stage and back stage. #AISDFuture

 18 DAYS AGO



**Chara Harris**  
@charaharris79

A2: In 2026 I hope we offer courses designed and facilitated by students #aisdchat #aisdfuture

 18 DAYS AGO



Office of  
Facilities

@facilitiesAISD

[@charaharris79](#) Yes! And we want to be sure students have a direct voice in designing their #AISDFuture!

 18 DAYS  
AGO



Office of  
Facilities

@facilitiesAISD

[@charaharris79](#) While interacting with students all over the world through new technology #AISDFuture

 18 DAYS  
AGO



RoxanneE

@JeanonEastside

Open, light and airy spaces make for great collaborative space for multi-disiplinary projects. #AISDFuture. #AISDCHAT

 18 DAYS  
AGO



J. E. Johnson

@newgottland

Q2: Makerspace with full time support staff. #AISDFuture

 18 DAYS  
AGO



Office of  
Facilities

@facilitiesAISD

[@newgottland](#) [@IT\\_Thrall](#) Lights! Camera! Action!!!! #AISDFuture

 18 DAYS  
AGO



**AISD\_BDB**  
@AISD\_BDB

Page 104

Technology for every student? That's what I'm talking about! [#AISDFuture](#)

18 DAYS  
AGO



**RoxanneE**  
@JeanonEastside

Early College High School is way futuristic! [#AISDFuture](#). [#AISDCHAT](#).

18 DAYS  
AGO



**Principal Jackson**  
@PEASEproudAISD

Flexible learning spaces, authentic relationship between learner and learning [#AISDFuture](#)

18 DAYS  
AGO



**Office of  
Facilities**  
@facilitiesAISD

[@PEASEproudAISD](#) [#Authentic](#) relationships are key! How can we best ensure facilities support that? [#AISDFuture](#)

18 DAYS  
AGO



**Adam Holman**  
@AGHolman

A2: I hope to still see a type of makerspace, coding for young kids, and conceptual focus in math & science classes [#AISDFuture](#) [#AISDchat](#)

18 DAYS  
AGO



**Murchison Library**  
@MatadorLibrary

[#AISDFuture](#) In 202, I hope we offer hands-on, innovative classes that allow discovery and real life application of learning. [#AISDchat](#)

18 DAYS  
AGO



Office of  
Facilities

@facilitiesAISD

@MatadorLibrary @AGHolman #AISDFuture is about creating more STEM lab facilities

18 DAYS  
AGO



Nichole Aguirre

@nicholecaguirre

A2: I am hoping we provide a model that allows Sts 2 select their topic of choice and are allowed complete immersion. #AISDFuture #AISDChat

18 DAYS  
AGO



TriciaSpencerPotyka

@PatriciaPotyka

Courses in Leadership like Leadership Austin & Global Engagement 4-day school week NO PAPER :) #AISDChat #AISDFuture [community.tes.com/threads/school...](https://community.tes.com/threads/school...)

18 DAYS  
AGO



Cari  
Collins

@clcollin

Students more ready for colleague with passion and awareness of their choice field of study. #AISDFuture

18 DAYS  
AGO



RoxanneE

@JeanonEastside

How about a Public Affairs program? Eastside students candidates forum today showed they are ready for the future! #AISDFuture. #AISDCHAT.

18 DAYS  
AGO



**Sammi Alexander**  
@SammiSaysIt

A2: By 2026 I know we'll have programs that I as an adult wish I could sign up for! Excited to learn from [#AISDFuture](#) students. [#AISDChat](#)

 18 DAYS  
AGO



**J. E. Johnson**  
@newgottland

Q2: Opportunities to create technology, not just use it. [#AISDFuture](#) [#MakerEd](#)

 18 DAYS  
AGO



**Sandy Chilton**  
@sandychilton

A2: Coding, Makerspaces, Project-based learning and Purposeful Play for young children  
[#AISDChat](#) [#AISDFuture](#)

 18 DAYS  
AGO



**Andrei Lubomudrov**  
@lubomudrov

I would love to see [@AustinISD](#) look into establishing Micro Society programs a la Cunningham Elem on more campuses. [#AISDFuture](#) [#AISDChat](#)

 18 DAYS  
AGO

# #AISDFuture #AISDChat

Q3: What does the phrase "school modernization" mean to you?  
#AISDFuture #AISDChat



When we talk about the #AISDFuture we also talk about "modernization." Q3: What does "school modernization" mean to you? #AISDChat [pic.twitter.com/A6rg1YCpMJ](https://pic.twitter.com/A6rg1YCpMJ)

 AUSTIN ISD @AUSTINISD · 18 DAYS  
AGO



**Nichole Aguirre**  
@nicholecaguirre

A3: It means that times are changing & we have to change too! What has worked in the past, may not work for our #AISDFuture #AISDChat

 18 DAYS  
AGO



**Adam Holman**  
@AGHolman

A3: Modernization is moving far away from high-stakes standardized test model that is the antithesis of modernization #AISDFuture #AISDchat

 18 DAYS  
AGO





**Chara Harris**  
@charaharris79

@AGHolman I agree! Student portfolios and action research projects should replace standardized testing! #aisdfuture

18 DAYS  
AGO



**Murchison Library**  
@MatadorLibrary

A3: Modernization for #AISDFuture buildings that anticipate innovations & access to tools/tech that maximizes student creativity. #AISDchat

18 DAYS  
AGO



#STEAM #literacy #AISDFuture @CaseyCrocs pic.twitter.com/cXW2l5luo9

SCOTIA RIVARD @MSSCOTIASCLASS · 18 DAYS  
AGO



**Sammi Alexander**  
@SammiSaysIt

Hey #ATXgov - did you hear that? @PAONCO wants you to join the #AISDFuture Twitter chat!  
#AISDChat

 18 DAYS  
AGO



**Sharon Laidlaw-Almag**  
@teachermentored

A3: Modernization is reinventing teaching and learning to match the expectations students will face beyond college. #AISDFuture #AISDchat

 18 DAYS  
AGO



**Chara Harris**  
@charaharris79

A3: Classrooms with built-in charging stations/closets devices. No more carts! #aisdchat  
#aisdfuture

 18 DAYS  
AGO



**Office of  
Facilities**  
@facilitiesAISD

@charaharris79 Now THAT is a #powerful idea! #AISDFuture

 18 DAYS  
AGO



**RoxanneE**  
@JeanonEastside

Facilities that train mechanics and electricians can be part of the future. #AISDFuture.  
#AISDCHAT.

 18 DAYS  
AGO



**Austin ISD**  
@AustinISD

Page 110

Really good point [@JeanonEastside](#). Have you had a chance to check out new building trades facility down at Crockett? [#AISDChat](#) [#AISDFuture](#)

 18 DAYS  
AGO



**Office of  
Facilities**  
@facilitiesAISD

[@JeanonEastside](#) [@facilitiesAISD](#) would love to create a hiring pipeline straight to [@AustinISD](#) [#AISDFuture](#)

 18 DAYS  
AGO



**Lauren Fox**  
@TechCoachFox

Q3: learning experiences and spaces that emulate the modern world [#AISDchat](#) [#aisdfuture](#)

 18 DAYS  
AGO



**Office of  
Facilities**  
@facilitiesAISD

[@TechCoachFox](#) Thanks for the great reply! Preparing our students for college or career is essential for our [#AISDFuture](#).

 18 DAYS  
AGO



**TriciaSpencerPotyka**  
@PatriciaPotyka

[@AustinISD](#) CONNECTED communities & digital literacy & clean air & tech savvy classrooms --> [#AISDChat](#) [#AISDFuture](#) ...[modernizationinitiative.wordpress.com](#)

 18 DAYS  
AGO



**Marc Thrall**  
@IT\_Thrall

A3 - Moderization is a system that encourages flexible application over standardized performance.  
[#aisdfuture](#)

 18 DAYS  
AGO



**Office of  
Facilities**  
@facilitiesAISD

[@IT\\_Thrall](#) really great point! It's important to be able to meet all of our students where they are.  
[#AISDFuture](#)

 18 DAYS  
AGO



**phonocentric**  
@phonocentric

[#AISDFuture](#) full of inclusivity in particular for students with learning differences on both sides of the bell curve

 18 DAYS  
AGO



**Office of  
Facilities**  
@facilitiesAISD

[@phonocentric](#) great answer! Inclusivity and equitable access to our academic programs is integral to our [#AISDFuture](#).

 18 DAYS  
AGO



**TriciaSpencerPotyka**  
@PatriciaPotyka

#AISDChat #AISDFuture --> Put ALL parent materials online & let them opt IN or OUT. Alerts will notify parents of special school happenings

 18 DAYS  
AGO



**Office of  
Facilities**  
@facilitiesAISD

@PatriciaPotyka Great idea! Consider this idea collected for our #AISDFuture.

 18 DAYS  
AGO



**Emily\_Tipps**  
@teachingtipps

Yes! #AISDFuture [twitter.com/peaseproudaisd...](https://twitter.com/peaseproudaisd...)

 18 DAYS  
AGO



**RoxanneE**  
@JeanonEastside

Modernization is forward thinking. Preparing future leaders for world of the future. AISD gets it.  
[#AISDCHAT](#). [#AISDFuture](#).

 18 DAYS  
AGO



**RoxanneE**  
@JeanonEastside

Page 113

Modernized athletic facilities create opportunities for current athletes and future coaches.  
[#AISDFuture](#). [#AISDCHAT](#).

 18 DAYS  
AGO



**Office of  
Facilities**  
@facilitiesAISD

[@JeanonEastside](#) support our student-athletes with new facilities that inspire communities to play sports!!!! [#AISDFuture](#)

 18 DAYS  
AGO

# #AISDFuture #AISDChat

**Q4:** What community spaces and services do you think your neighborhood school should offer you? #AISDChat #AISDFuture



Our partners are a big part of the #AISDFuture. Q4: What community spaces/services should our schools have in the future? #AISDChat [pic.twitter.com/nprPgQ1Ojt](https://pic.twitter.com/nprPgQ1Ojt)

 AUSTIN ISD @AUSTINISD · 18 DAYS  
AGO



**phonocentric**  
@phonocentric

#AISDFuture modernity steeped in western empirical epistemology must be problematized to provide culturally relevant instruction

 18 DAYS  
AGO



**RoxanneE**  
@JeanonEastside

Community spaces in schools can support youth groups, neighborhood associations, child care. No limits! #AISDFuture. #AISDCHAT.

 18 DAYS  
AGO



**phonocentric**  
@phonocentric

Page 115

A4. Access to high quality local organic produce for families on SNAP preferably grown on site  
[#AISDFuture](#)

 18 DAYS  
AGO



**Office of  
Facilities**  
@facilitiesAISD

[@phonocentric](#) [@AustinISDFood](#) is starting the foundation to build on your idea! [#AISDFuture](#)

 18 DAYS  
AGO



**Office of  
Facilities**  
@facilitiesAISD

[@phonocentric](#) Awesome thought! This could also become a great learning opportunity provided to our students! [#AISDFuture](#)

 18 DAYS  
AGO



**Sharon Laidlaw-Almag**  
@teachermentored

A4: Schools should offer communities flexible places to drop in, learn, create, and connect.  
[#AISDFuture](#) [#AISDchat](#)

 18 DAYS  
AGO



**Nichole Aguirre**  
@nicholecaguirre

A4: Spaces for families to connect and get to know one another! [#AISDChat](#) [#AISDFuture](#)

 18 DAYS  
AGO





Office of  
Facilities

@facilitiesAISD

[@nicholecaguirre](#) Yes, to community-building! Together, we can create a brighter [#AISDFuture](#).

18 DAYS  
AGO



Adam Holman

@AGHolman

A4: Mixing adults in a place where kids spend so much time is tough, but schools great places for athletic & fine arts events. [#AISDFuture](#)

18 DAYS  
AGO



Office of  
Facilities

@facilitiesAISD

[@AGHolman](#) Thanks Adam! Are their any maker spaces that you have seen that would be good for us to draw inspiration from? [#AISDFuture](#)

18 DAYS  
AGO



Office of  
Facilities

@facilitiesAISD

[@AGHolman](#) Thank you so much for your engagement, inside and outside the classroom! You are helping to build our [#AISDFuture](#)

18 DAYS  
AGO



TriciaSpencerPotyka

@PatriciaPotyka

[@AustinISD](#) [#AISDChat](#) [#AISDFuture](#) Meeting / board rooms available to non-profits, civic, state agencies, cultural groups for a fee.

18 DAYS  
AGO



Office of  
Facilities

@facilitiesAISD

@PatriciaPotyka @AustinISD That's a great idea! We value all of our community partnerships & are always looking for more! #AISDFuture

18 DAYS  
AGO



Marc Thrall

@IT\_Thrall

A4: Coordinate with local providers to make health services easily accessible for our stakeholders. Healthy student learn. #aisdfuture

18 DAYS  
AGO



Office of  
Facilities

@facilitiesAISD

@IT\_Thrall Great idea, Marc! Do you know any local providers who could help us make this a reality for our #AISDFuture?

18 DAYS  
AGO



Sammi Alexander

@SammiSaysIt

A4: grew up w/my elementary school as community hub-it's where we gathered for almost everything. Love the community building. #AISDFuture

18 DAYS  
AGO



Office of  
Facilities

@facilitiesAISD

@SammiSaysIt Yes! #LifeLongLearners #AISDFuture

18 DAYS  
AGO



**Sandy Chilton**

@sandychilton

A4:tech meeting spaces so families can develop tech skills 4 the workforce & attend innovative edu programs [#AISDChat](#) [#AISDFuture](#)

 18 DAYS  
AGO



**Office of Facilities**

@facilitiesAISD

[@sandychilton](#) Fantastic idea! Learning about [#tech](#) and [#innovation](#) extending outside of the classroom! Opportunities for all! [#AISDFuture](#)

 18 DAYS  
AGO



**Jennifer Easter**

@LonghornPT

[#AISDFuture](#) We still need 2 pools. One North and one South.

 18 DAYS  
AGO



**Office of Facilities**

@facilitiesAISD

[@LonghornPT](#) Thanks for your feedback! Consider this collected! [#AISDFuture](#)

 18 DAYS  
AGO



**Murchison Library**

@MatadorLibrary


A4: [#AISDFuture](#) libraries-flexible learning spaces w/new tech, maker-spaces, access for innovation, student centered learning. [#AISDChat](#)

 18 DAYS  
AGO




[#AISDFuture](#) This is a school district owned pool. They are making money.  
[pic.twitter.com/otsPi4e0U0](https://pic.twitter.com/otsPi4e0U0)

 JENNIFER EASTER @LONGHORNPT · 18 DAYS AGO

 Austin ISD  
@AustinISD

Only 15 min. left on [#AISDFuture](#) twitter chat. Keep convo going w/online toolkit to talk to ur neighbors. [AISDFuture.com](https://AISDFuture.com) [#AISDchat](#)

 18 DAYS AGO

 RoxanneE  
@JeanonEastside

Community spaces could offer immunization clinics, maybe. [#AISDFuture](#) [#AISDCHAT](#).

 18 DAYS AGO

 Adam Holman  
@AGHolman

My favorite non-AISD district is led by [@pammoran](#) & [@irasocol](#). Take a look at the amazing things their kids produce! [#AISDFuture](#) [#AISDchat](#)

 18 DAYS AGO



Austin ISD  
@AustinISD

@LonghornPT Certainly an ongoing convo- maybe there's potential for a future partnership w/entity that also needs pool access? #AISDFuture

18 DAYS  
AGO



Office of  
Facilities  
@facilitiesAISD

@MatadorLibrary @AGHolman Thx! Glad your Freshman is so engaged! Any specific lab improvements your student would suggest? #AISDFuture

18 DAYS  
AGO

## #AISDFuture #AISDChat

**Q5:** Why do you think we need a Facility Master Plan update?  
(You guessed it - this question is a plant so we can explain why!)  
#AISDChat



FACILITY MASTER PLAN

Last & final question ladies and gents! Q5: Why do u think we need a Facility Master Plan?  
#AISDFuture #AISDChat Do u know what the FMP is? [pic.twitter.com/H2eJBPT9qs](https://pic.twitter.com/H2eJBPT9qs)

AUSTIN ISD @AUSTINISD · 18 DAYS  
AGO



**Austin ISD**  
@AustinISD

What's that u ask? The FMP outlines current & future use of facilities. Guides capital improvements & bond planning. #AISDFuture #AISDChat

 18 DAYS  
AGO



**phonocentric**  
@phonocentric

A5 Austin is different today than it was yesterday much less the last time the fmp was updated #AISDFuture

 18 DAYS  
AGO



**Office of  
Facilities**  
@facilitiesAISD

@phonocentric Now that is a fresh idea! #AISDFuture

 18 DAYS  
AGO



**RoxanneE**  
@JeanonEastside

FMP can be the community's road map to the future. #AISDFuture. #AISDCHAT.

 18 DAYS  
AGO



**Office of  
Facilities**  
@facilitiesAISD

@JeanonEastside "Roads? Where we are going, there are no roads!!!" - Doc Brown @AustinISD #AISDFuture

 18 DAYS  
AGO



**Celso Baez,  
III**  
@cbaez3

What say you, @SetonFund, @uwatx, @austintexasgov, @TravisCountyTX, @CentralHealthTX?  
#AISDFuture #AISDChat twitter.com/AustinISD/stat...

 18 DAYS  
AGO



**Sharon Laidlaw-Almag**  
@teachermentored

A5: We can't host students, teachers, parents, or community in the future if we don't think ahead to what they will need = FMP! #AISDFuture

 18 DAYS  
AGO



**Office of  
Facilities**  
@facilitiesAISD

@teachermentored You're right! Our FMP is going to help us plan not just for the next 5 years, but also the next 10 & 15! #AISDFuture

 18 DAYS  
AGO



**Chara Harris**  
@charaharris79

A5: FMP has to change, evolve, and grow along with the community it serves #asidchat  
#aisdfuture

 18 DAYS  
AGO



**Office of  
Facilities**  
@facilitiesAISD

@charaharris79 great insight! You sound like you'd be a great teacher ;-) #AISDFuture

 18 DAYS  
AGO



**Austin ISD**  
@AustinISD

Page 123

@charaharris79 We couldn't put it better ourselves- thank you again for your time tonight!  
[#AISDFuture](#) [#AISDChat](#)

 18 DAYS  
AGO



**Marc Thrall**  
@IT\_Thrall

A5: Flexible learning requires flexible spaces. We no longer serve our students best with traditional "face front" rooms. [#aisdfuture](#)

 18 DAYS  
AGO



**Murchison Library**  
@MatadorLibrary

A5: FMP is crucial for [#AISDFuture](#)-to insure access for all our students/families and for upgrading/maintaining our investments.

 18 DAYS  
AGO



**Office of  
Facilities**  
@facilitiesAISD

@MatadorLibrary Got it! Thanks! If he has any other ideas, let us know. [#Student](#) input is key!  
[#AISDFuture](#)

 18 DAYS  
AGO



**RoxanneE**  
@JeanonEastside

The Weather Channel could use new meteorologists. [#AISDFuture](#).

 18 DAYS  
AGO





Office of  
Facilities

@facilitiesAISD

[@JeanonEastside](#) Let's make it rain!!!! [#AISDFuture](#)

18 DAYS  
AGO



Jack Drummond

@jedrummond9

Our district has too much volatility to not look ahead, if we want a [#AISDFuture](#) like we are describing here [#AISDChat](#)

18 DAYS  
AGO



Austin ISD

@AustinISD

[@jedrummond9](#) Exactly right! Thank you for you time tonight- great ideas and input. [#AISDFuture](#) [#AISDChat](#)

18 DAYS  
AGO



Tricia Spencer Potyka

@PatriciaPotyka

[#AISDChat](#) [#AISDFuture](#) Vision for the future development of a campus Ensures the vision serves the NEEDS of school clients & community [#Map](#)

18 DAYS  
AGO



Austin ISD

@AustinISD

[@PatriciaPotyka](#) Thank you for participating in the [#AISDFuture](#) [#AISDChat](#)! Great ideas and appreciate your time.

18 DAYS  
AGO



**Austin ISD**  
@AustinISD

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Thank you @AGHolman @nicholecaguirre @MatadorLibrary for joining us. You all are great!  
#AISDChat #AISDFuture

 18 DAYS  
AGO



**Nichole Aguirre**  
@nicholecaguirre

A5: Updates encourage assessment to determine what is and isn't working, to ensure that we can constantly work towards a better #AISDFuture

 18 DAYS  
AGO



**J. E. Johnson**  
@newgottland

A5: Flexible facilities are futureproof. #AISDFuture

 18 DAYS  
AGO



**Office of  
Facilities**  
@facilitiesAISD

@newgottland And Fun! #AISDFuture

 18 DAYS  
AGO



First STEAM Night is a success! Problem Based Learning is engaging for students!#AISDFuture #AISDProud @AISDSupt pic.twitter.com/yVJv1jBLPX

 CASEY ELEMENTARY @CASEYCROCS · 18 DAYS AGO



Austin ISD  
@AustinISD

Ya'll, it's 7PM and this #AISDFuture #AISDchat has been real. YOU make our district great & make us #AISDProud.

 18 DAYS AGO



Good night from the [#AISDChat](#) team, we're building an [#AISDFuture](#) together. Thanks again!

[pic.twitter.com/3BmRWjqMbi](https://pic.twitter.com/3BmRWjqMbi)

 AUSTIN ISD @AUSTINISD · 18 DAYS  
AGO

**Austin Independent School District  
Facility Master Plan Engagement Update  
Community Collaboration Series #3 (1/24/17, 1/25/17, 1/26/17, 1/31/17, 2/1/17, 2/2/17)  
Updated: February 3, 2017**

The following memo highlights comments, questions, concerns, and issues shared during the six regional meetings held during Community Collaboration Series #3 (January 24, 2017 – February 2, 2017) that have direct relation to the FABPAC preliminary recommendations. In addition to this report, **every single comment** from Community Collaboration Series #3 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 table talks, and thematic findings shared from consultants, AISD staff, and FABPAC members present at the Community Collaboration Series #3 meetings. This report is specifically arranged by a vertical team to mirror the format of Community Collaboration Series #3. 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.

**Thematic Findings Unattributed to Specific Vertical Teams**

- Community engagement is highly valued and exercised in Austin and attendees felt like AISD recognized and created an opportunity for authentic feedback
- There is support for the process and good understanding for how recommendations were derived. There are a few “grey” options that need more clarification
- Most people still had trouble understanding these were not bond recommendations
- Those schools that are slated in the 1-6 year time frame are curious about sequencing. The buildings they are in are falling apart and they want to know if “health & safety” issues will be addressed (i.e. leaking roofs, etc.) before they are modernized
- Strong acceptance of the process and great appreciation by all attendees of the opportunity for input
- Interestingly, some participants questioned whether it should be a “given” that modernization in itself should be a goal – they read this as meaning largely *technology* and emphasized that there are so many other aspects of learning embedded in public education
- Austin is so diverse that there should be a mix of larger and smaller schools. Many parents and families like the fact that schools like Joslin and Covington are “small.” The formula for capacity should be examined because, depending on the capacity, that’s how a school is sometimes determined “underused” or “underutilized”
- There was a fair amount of conversation about how academics and teaching tied into the modernization concept. People raised questions and concerns about whether there was going to be a Professional Development Plan for teachers and staff so they could learn to use the new flexible spaces as effectively as possible. They felt it was such a large

investment into facilities that academics need to follow suit, in order to maximize the facility investment and truly get the learning benefits from it

- Some concepts such as “world languages” were not clear to attendees. They expressed concern about how such a program/school would work
- There was a concern that there is too much focus on “technology” as the solution. Technology needs to contribute to a supportive learning environment that builds community, but not be “put into” schools just for the sake of having it
- Community members were concerned about stopgap measures to address immediate facility needs (e.g., leaking roofs, etc.) while new facilities are designed/constructed
- There was a lot of confusion between “flexible space” and open concept. Need to better explain flexible space
- Many questions about what “modernization” really is and who is defining it. People are picturing space age looking buildings with no lockers and all glass. Need to explain much of modernization is about how a building works – flexible space, maker spaces, technology, community access, natural light, efficient HVAC, right sizing communal space for student body, etc. Also, might mention that there is a current update to the ed specs occurring. If you have a picture of a remodeled school that has flexible space and technology, but still the old brick, this might be a more realistic vision
- Concern about short-term. Many people have little complaints about their schools and wondering what the solution is until modernization. Also, what will happen if the bond doesn’t pass?
- A lot of people wanted to see multiple options. That kept coming up
- Communities near shuttered schools (e.g. Joslin) worried about nearby homeless population and what an empty school could invite; plans to re-purpose or sell should be coincident with students vacating school property. They feel they get good police safety now with a school in the neighborhood and are worried about the future without a school in it
- City council representatives are excited about the opportunity to work with us to assure that the district facility planning aligns with city zoning and transportation planning. FABPAC meetings with them might happen as early as next week. This effort is directly tied to feedback received previously from the Joslin and Dawson communities
- Parents of students who are differently abled appreciate the recommendation to expand or move the programs to bigger plots, but only if the upgrade is extremely significant. In many cases, welcoming communities with which the students have built relationships and a high comfort level now surround these schools. As such, causing discomfort and change to these students is only worthwhile if the improvement is significant. Parents of Rosedale students, for example, mentioned that the recommendations they saw were not worth the discomfort of change
- Overall concern over whether these facility updates will be sustainable: there was a tone of uncertainty in the long-lasting impacts of these plans, with parents wanting to make sure none of the planning included “Band-Aid solutions” as seen in the past
- Multiple people referenced Imagine Austin and The South Austin Combined Neighborhood Plan, which was adopted in November 2014 and should be considered.
- There are many families that walk/bike/rely on public transportation. Transit maps and transportation studies must be done/provided to make sure that students 1) have

- (equitable) access, and 2) not add to traffic
- Under-enrolled schools are as such because the district has failed to invest or intervene with marketing and academic programming
  - Comments on gerrymandering and AISD forcing/implementing gentrification with these consolidations were raised by multiple people
  - Consolidation of schools could have an effect on long-term city changes, construction and real estate – questioning why families would move to an area that doesn't have a walkable school yet
  - When asked, "What do you consider a neighborhood or community school?" answers included: hospitality, friendliness, community center/anchor, parks, welcoming schools/community school/partnership initiatives, <20 minute walk or 1.5 mile radius which was stated as a safe routes to schools ordinance, though that number has also been seen as 1.5 miles and 2 miles
  - Has anyone in FABPAC or this process engaged with GAVA (Go Austin, Vamos Austin)? They have been working on their community master plan in 78744/45, focusing on schools as their centers. Desire to see empty space used for community access. Examples: voting, community gardens, evening classes/programs
  - Majority of students attending Pre-K are low-income; this should be considered a priority in this FMP plan
  - Focus on greenspaces and school gardens as a part of “modernization”
  - Boundary changes should be considered when the live-in population is less than capacity; we will be under-enrolled regardless
  - What happens to afterschool programs for schools up for consolidation?
  - Equity should be taken into account: Consider that West side schools have more parent involvement and it manifests in school facility/social quality. How will the other schools compensate and still offer the same facility/academics/family-social-structure
  - I think the Facility Master Plan Committee has a tough job. I think tough decisions will have to be made. I think redrawing boundaries should be considered especially with regards to overcrowded South Austin high schools. I support tough that tough decisions will have to be made, especially between Travis, Akins, Crockett, and Bowie
  - Concern about maintaining and increasing quality Pre-K. Although PK centers have some drawbacks, data show that children from Pre-K centers perform better on kindergarten readiness than do children from pre-K in elementary schools
  - Parent gets frustrated that some EL vertical schools do not work out after years of EL commitment (eg: to McCallum). Blackshear students eventually go to East Side even though they are in the McCallum VT
  - Would like to see LASA-like program at each Austin (city) High School rather than having one magnet
  - Can future bonds be structured differently than in the past? In the past, it seems that you put things together that don't work. For instance, an unpopular item with a needed item. Structure it so that needed, necessary funds have a better chance of passing
  - Many schools do not have a way for the front office to view who is trying to enter the building – SAFETY first
  - AISD needs to look at Community School Models in all its Title I schools to provide services to all members of the community surrounding a school. Providing services only

during the school to only, students ignores the fact that often go home to homes that lack the basics to nurture those students total well-being



**McCallum Vertical Team****Kealing MS**

- All new facilities and all renovation facilities need media lighting so kids can read when the overhead lights are off. Its ridiculous for teachers to light their rooms from lamps we've bought at garage sales, grateful to have a place like LASA/Kealing where my kids can feel comfortable doing what they love, learning! Love the idea of bringing in the community services
- Improve facilities for fine arts classes and performances, cafeteria, Kealing improve library, cafeteria, media and technology
- Several baseball fields near by –city property – City Park –three or 4 within walking distance – Kealing Theatre is near by – Oak Springs has fields in the area for Soccer
- We can't share a theatre with Kealing – that's ridiculous

**Blackshear ES**

- It is the first African American school building in this part of Texas - really want to preserve the history and feel while updating

**Brentwood ES:**

- DL classroom but not whole school. Brentwood is neighborhood school – center of community – able to walk, ride bikes to school. SEL, the arts. Moving it to a fine arts academy is in the works. Strong staff. Older facility – adds to the charm. Worried about any possibility of relocation to other facility – disrupt cohesion of neighborhood
- Brentwood – overcrowded with many portables. Plans to reconfigure for more space – what does this mean? Would like more specifics. Do not want more portables. Agree with the size of the schools – do not want students to attend larger schools, especially in ES
- We have mold and flooding in the basement. Evaluation of crawl space needed
- No flexible space at all. It would be nice to have two spaces for athletics - currently athletics are outside or in part of a portable
- Hands-on and tech based learning, decrease student to teacher ratio, improve and increase academic/extracurricular facilities
- The fear is capacity getting so high that we will have to cut into arts spaces. Need space for the arts. Outdoor learning facilities would be fantastic (science centers, outdoor classrooms, etc.)
- Having a large number of students in portables is problematic. Health issues are also to be attended to in use of portables, as they must go through two locked doors to get to the nurse. There are basic safety and maintenance issues that need to be addressed, and building needs to be upgraded to handle capacity. The school is at a very central space for community, so adding facilities like library will be beneficial to all
- Over capacity and continuing to grow, but we don't have any space at which the entire campus can meet. Only half enrollment can fit in café or gym. We need larger café so some students aren't having lunch at 10:30 am

**Campbell ES**

- Neighborhood school that has improved greatly and offers programs such as Creative Action. Campbell offers programs after school that parents could not afford if not offered at Campbell. It is important to have a community school in east Austin in the Campbell area. Many parents have transferred students to Maplewood and to other schools. Campbell is under enrolled and parent concerned it will close. Feels that Campbell is a central part of the neighborhood community and Campbell has made many positive changes in the last couple of year. Many programs that support students – Creative Action, drama, SEL
- Flexibility means we may not have a contiguous space – we may have different compartments that require going outdoors to move between things
- Will Campbell lose Title 1 funding b/c of the split-level campus?
- The two schools (Maplewood and Campbell) have very different cultures - how will this be addressed?
- We need a dual school community meeting w/ Campbell and Maplewood
- Why not allocate Title 1 on student need basis and not on a school-by-school basis. Would make the option more palatable
- Big concern about the role that mixing young and older kids plays in the development of the students
- Redrawing boundaries might be a better solution. Allocate title one funding by student not by percentage. Have funding follow the student. This is the only way to make a shared/split student campus work. The only works if the 3-5 school is not test-focused. Making Campbell dual language or a fine arts academy could attract Campbell parents to carpool. Call a community meeting for Maplewood and maybe a movie night @ Campbell or with Oak Spring and Blackshear
- Academics - elective dual-language track to Campbell from Maplewood.
- Facilities - sequence Campbell for modernization first then give choice between both and merge boundaries. Make portables at Maplewood permanent spaces - larger expand campus
- Split campus solution w/Campbell seems fraught with problems, consists of moving kids at vulnerable 2-3 grade transition, challenge of integrating and managing two schools is cohesive, difficulty creating, fostering community across 2 campuses especially since parent participation drops off significantly after 2nd or 3rd grade

### Lee ES

- Traditional instruction at Lee – would like to have DL and more innovative programs. Teachers have been there for 25 years and parents would like to see some innovative teaching/practices. Need upgraded technology as well. Lee also has a sixth grade which is a plus
- Lee is a historical landmark so can add or make renovations. How does that work? Can any additions happen?
- We face all the challenges that come with a school that is 77 years old. The numbers are wrong in terms of enrollment - we are just shy of being at 100% capacity, and we are in a flood zone, so we cannot add portables. We are one of the 6 campuses in AISD that has a 6th grade program - which is really important to us and to our community. I think the FABPAC modernization recommendation and timeframe is great. But class spaces are

small - we'd love to include flexible classrooms as part of this change. The classroom space is going to continue to be a challenge. We are at about 25% transfer-in. We have a lot of students coming back from private and charter schools

- 76-year-old school has outgrown the building. One K classroom is not inviting because it was converted from some other “copy” room – students are packed in. Nice to see examples of larger K rooms in other schools. Community-based school but the facility does not work out well for community events. Not enough room for parents to fit in the cafeteria or the gym. Limited because of size for common space
- Traditional instruction at Lee – would like to have DL and more innovative programs. Teachers have been there for 25 years and parents would like to see some innovative teaching/practices. Need upgraded technology as well. Lee also has a sixth grade which is a plus

### Maplewood ES

- We would be going to Maplewood if Ridgetop wasn't a bilingual school - you can't turn it into a program and pretend it will be the same thing. It cannot just be duplicated at another school
- A grade level split between Maplewood and Campbell creates several problems. Firstly, neither campus would receive Title I funding because a grade split would create approx. 60% free/reduced lunch students. This is problematic in trying to support academic needs! Lots of questions re: rezoning attendance vs. partnering campuses
- Do NOT agree w/ split campus w/ Campbell. Would lose culture of Maple and w/ older kids interacting w/ younger kids, also a big jump transitioning from 2nd-3rd w/ STAAR testing & new responsibilities, not developmentally appropriate, also would lose 6th grade at Maplewood
- Maplewood goes to 6th grade – why is there no mention of 6th in the plan?
- The two schools (Maplewood and Campbell) have very different cultures - how will this be addressed?
- We need a dual school community meeting w/ Campbell and Maplewood
- Why can't Maplewood be expanded to allow the growth?
- As to the split with Campbell - I am open to it. It would be good to learn about any other programs across the country that may have done something similar
- Why not allocate Title 1 on student need basis, and not on a school-by-school basis? Would make the option more palatable
- Big concern about the role of mixing young and older kids plays into the development of the students
- Redrawing boundaries might be a better solution. Allocate title one funding by student, not by percentage. Have funding follow the student. This is the only way to make a shared/split student campus work. This only works if the 3-5 school is not test focused Making Campbell dual language or a fine arts academy could attract Campbell parents to carpool. Call a community meeting for Maplewood and maybe a movie night @ Campbell or with Oak Spring and Blackshear
- Academics - elective dual-language track to Campbell from Maplewood

- Facilities - sequence Campbell for modernization first then give choice between both and merge boundaries. Make portables @ Maplewood permanent spaces – larger, expanded campus
- Split campus solution w/Campbell seems fraught with problems, consists of being and moving kids at vulnerable 2-3 grade transition, challenge of integrating and managing two schools is cohesive, difficulty creating, fostering community across 2 campus esp., since parent participation drops off significantly 2nd or 3rd grade
- Consider a split-level campus at Maplewood?
- Expand dual language program and too little outdoor space.

### **Oak Springs ES**

**No direct comments received/transcribed as of 2/3/17**

### **Lamar MS**

- At Lamar MS - Fine Arts academy needs to be updated to match the vertical programs at McCallum, theatre space, etc. But, McCallum needs updating first because many students are moving into colleges or other programs to continue their fine arts education and they need updated, modern facilities
- Lamar MS is the center of the community – and pedestrian access is not that great. It is hard to find places to park. This is also an issue at Brentwood ES
- Improvements to flexible schedule and access to transportation would benefit after-school programs
- Community Spaces – they'd like healthcare & library as a community meeting space if security is taken care of. If secure, it could be open over weekend or at nights
- Love Lamar/McCallum mixing of both academy and general population students
- Lamar is school densely populated by regular-non academy kids, all of the LMS students need adequate science labs, I'm concerned about their ability to do hands on learning in the antiquated labs, consider making restrooms a targeted project at Lamar not just a fine arts project, core spaces at these feeder schools should be addressed/enlarged in order to encourage more community involvement and usage/ingress/egress, and pedestrian access should also be improved

### **Gullett ES**

- Why are we suggesting closing Ridgetop but not Gullett when Ridgetop has higher ESA/FCA scores? Is it all about money?

### **Highland Park ES**

**No direct comments received/transcribed as of 2/3/17**

### **Reilly ES**

- Ridgetop has lost many of the native Spanish speakers at Ridgetop. Great concern about doubling the size (combine with Reilly) – will lose the sense of community
- World languages – Reilly has Mandarin program but that is not part of the model at Ridgetop. This would not be compatible with the Ridgetop program. Two-way DL is an

additive program – bi cultural as well. DL has drawn in the community with core values that unite the school

- Would like more community feedback before decision is made to consolidate RT and Reilly
- Equity is a big issue. Community will unite. This could be done with Reilly community but need purposeful engagement with AISD and a commitment to the DL program. Ridgetop is successful! DL is the fabric of the school – that is the social equity piece. If combining schools gets more ELLs in – great. Must be a pre-requisite that the DL is fully taken into consideration
- Moving Ridgetop to Reilly wouldn't work because we wouldn't be wall-to-wall dual language and couldn't grow, and there are TA Brown students there right now.
- ADA compliance and adequate bilingual resources

### **Ridgetop ES**

- Arguments in favor of keeping Ridgetop open (ranging from contesting our enrollment projections, to asserting that small schools are good)
- Ridgetop parents really like their dual-language programming and intimate school size. They are opposed to moving the program to Reilly, specifically because they like the small school size and are worried that by consolidating schools, the program could lose its identity. They are also opposed to taking on Reilly at Ridgetop, if the site could accommodate. However, they do want to increase Ridgetop's size to accommodate the current population (over-utilized), the waitlist population (about 60-70 students), and future growth of the neighborhood (as observed by them)
- Some parents questioned the idea of "modernization," specifically the focus on technology. They expressed that we should focus on the learner as a whole, rather than prioritize the 522 model or assume technology is the goal. They value technology, but it should not be the central aspect. They pointed out that our video in the introduction implies that technology is the goal, but updating our school facilities should accommodate all learners. Additionally, they want a more fleshed out vision of modernization and 21st century learning facilities, including more facility examples from around the world
- Several parents expressed concern over the demographic projections in many neighborhoods. They explained that growth is coming due to an influx of young couples, increasing density measures in nearby neighborhoods, and new developments coming online that they believe aren't captured in demographic projections
- Ridgetop has lost many of the native Spanish speakers at Ridgetop; there is great concern about how doubling the size (combine with Reilly) – will lose the sense of community.
- Equity is a big issue. Community will unite. This could be done with Reilly community but need purposeful engagement with AISD and a commitment to the DL program. Ridgetop is successful! DL is the fabric of the school – that is the social equity piece. If combining schools gets more ELLS in – great. Must be a pre-requisite that the DL is fully taken into consideration
- Moving Ridgetop to Reilly wouldn't work because we wouldn't be wall-to-wall dual language and couldn't grow and there are TA Brown students there right now

- Enhance Ridgetop facilities so you don't need to shut it down and lose what everyone loves about the school due to poor facilities
- Why is Ridgetop being repurposed versus being rebuilt? Why is such a high demand school being closed?
- Other parents sought out Ridgetop for dual language and diversity. Like the fact that it is a small school and the size is important; the community knows each other. No other school in AISD has this community feel
- When talking about consolidating, concern about the staffing and being able to continue DL. If Ridgetop is opened to other languages (world languages), loses some impact. The idea of being bi-cultural and bi-literate is important at Ridgetop
- Academics and community is primary concern. Prior to consolidation, want guarantee that students will attend a school with these similar core values and would have a strong community on board. Must talk about the program – not world languages and not the facilities
- Worried that the district feels that the DL program at Ridgetop can be moved to another school. Maybe DL is doing well because of the small size
- Ridgetop is landlocked, but can it be built UP? Parent who is architect drew up a plan that would increase size to include three classrooms per grade level; all on one level
- Are you guaranteeing that curriculums are going to match up once all these schools merge and change? Concern that students will be taking steps back
- Not interested in mega-campuses. No one wants to go to a 5A elementary school. These ideas of what is good in 21st century learning don't feel backed up, beneficial, etc. It just feels like we're losing the quality and personalization of our smaller schools
- Ridgetop is the only two-way dual language school in the district where everyone is in dual language. I don't see ELLs being isolated or integrated in this program. They are all one community. My experience in ESL was awful and I struggled and had to find my own way and it was especially painful
- Ridgetop is choice school and wall-to-wall dual language is important. So maybe looking at Ridgetop as an academy so that neighborhood people could have priority to the school and others can also apply to be in the program
- Moving Ridgetop to Reilly wouldn't work because we wouldn't be wall-to-wall dual language and couldn't grow and there are TA Brown students there right now
- Felt their wall-to-wall 2-way dual language program should be the model for the district and potentially an academy model within elementary schools strategically distributed around the district
- Important to stay contained as well as grow their ELL student counts. So were ok with consolidation if that was the means to provide the space to get those numbers larger, or else the program would be challenging to operate for all SLL students. Discussed having the building design support the feel of a small school model if at 522 (and felt that may even be too small for a combined program)
- Felt it could be a good option for older ELL elementary students entering the AISD system (i.e. grade 3 to 5) as opposed to schools who only have one strand (i.e. support from central office to encourage?) – would help ensure enough ELL students in comparison to SLL

- Academics - dual language programs vs. entire schools that are dual language. PK --> 5th grade and its importance and emphasis (Spanish & English)
- Ridgetop is a highly successful and desirable school with high levels of community engagement. It should not be closed
- Merging dual language into a world languages program dilutes the purpose of a 2-way Spanish/English program
- Academics - not only was the school-wide dual language program a key element in choosing Ridgetop, but it also had a small school feel and great administrators and staff. Concerned with maintaining these elements in a consolidation with Reilly
- Not ideal, but Ridgetop could expand on site. Maintaining dual-language campus most important. Current plan would have Reilly be overcrowded already and not allow for Ridgetop or Reilly to expand dual language program
- The only clear problem I've seen stated for Ridgetop is to address that its enrollment exceeds its physical capacity. Given that its constrained capacity creates most of its chief successes, and that its financially sustainable, I would argue that the solution not be to spoil its primary asset, but to implement policy to maintain its size – to operate long-term as an approx. 230-student and 100% dual language school
- False assumptions made that parents interested in dual language would also be interested in a world language program – the uniqueness of Ridgetop's DL program would be diluted if it was moved or changed
- Looking at the 3 criteria for consolidation, Ridgetop does not meet any of those. Reilly meets at least 2, plus has a lower rating. Why are they not considered?
- Make Ridgetop an academy without boundaries
- Maybe consider placing a limit on the number of enrollments for our school. The school itself is still in good condition
- Parents think Ridgetop's success is due to the small environment with 1-1 attention and personable staff. They know all the students. She thinks this would be lost by taking students out of RT to Reilly. Parent is from generations who have attended RT
- Continued to hear that World Languages would dilute their Dual Language Program.
- Prefer the small environment and had concerns about what a full consolidation into Reilly would mean

### **McCallum HS**

- There is a challenge for South students getting to McCallum or from elementary feeder schools to McCallum
- The challenges of traffic in the city are also an important reason for neighborhood schools. It can be very challenging getting to some schools for students because of traffic challenges. But it was also mentioned that this can fragment overall community. Ties into the discussion about magnets – these are still important so students everywhere have a choice
- Kids from all over AISD come to McCallum; the new dance facility will benefit the entire district in that more students will want to attend this campus
- Other campuses can offer robotics - at McCallum, this can only be offered as an afterschool program

- Is building-up an option at McCallum? Facilities need to be updated in order to continue to attract students
- Can McCallum offer more AP classes in math and science? Students will sometimes choose LASA for more rigorous academics
- AP and pre-AP classes do not represent the diversity of McCallum's population - we need to get more students to take these classes
- We want a dual language program, and I fear that is not an emphasis in this planning. There is a huge difference between a dual language program and a dual language school - where they are immersed in a bilingual environment and get the added benefit of linguistic integration. There will be a lot lost if we turn bilingual schools into bilingual programs. There is a reason twice the population transfers in
- Many students shared the importance of the McCallum Dance program (numerous letters were received from the students) and the facility to support it (also cited: water fountain, floor, and ice machine as potential targeted efforts)

#### **Thematic Findings Unattributed to Specific School Within McCallum Vertical Team**

- Community members seemed to really appreciate the process of having targeted renewal projects (at Lamar MS) to bolster strong academic programs, and came to understand and appreciate the process that schools in worst conditions go first and there could be smaller projects in the bond to address failing building systems at schools further out in the FMP
- Site / pedestrian accessibility and safety were key concerns related to community use. The community felt it was important to look into city partnerships to help make schools more accessible, and also stressed the importance of neighborhood schools so students don't have such long commutes in an increasingly traffic heavy city
- In discussions related to how the school can best serve the community, flexible scheduling came up and was valued by community members. They discussed how the school was such a large investment, and should be something that benefits the community in order to get the most out of it, but only being open specific hours limited community access. They also felt at middle schools flexible scheduling could help students and families that have difficult commutes
- Community members feel very strongly about having the district facilities support the programs that they offer. They believe the HS (McCallum) has a great Fine Arts Academy but the facility doesn't support it, and therefore the program and the students do not get the benefit of having a top quality experience – it falls way short b/c they make do and it puts an extreme amount of pressure on the instructors. The vertical team should also support preparing the students for the HS experience. So if McCallum is the fine arts academy, then the K-8 facilities should begin to introduce the students to that type of educational experience in preparation for the HS
- Some community members are concerned about the size of the HS. They believe the high school should not be bigger than 1800 students, (1500 to 1800 is ideal). The district should also pay attention to the student to teacher ratios, making sure students stay connected
- Community members wanted to know the district vision for education. How are the students and teachers going to become more active in their learning experience and “go from setting and getting to learning and doing



**Special Campuses Vertical Team****LASA**

- There was a bit of frustration from the community because of the many "dominoes" (Metz/Sanchez/ALC) that must occur in order for LASA to be relocated to the ALC facility. Part of the frustration was due to:
  - The inability to get a response regarding the timeline for this to happen
  - The inability to get a response regarding what is to happen with LASA in the interim
  - The inability to get today's issues resolved (no toilet paper, broken chairs, 47 students in a math class, etc.)
- Many community members sought answers regarding what Plan B or Plan C would be in the event that the "domino situation" did not occur
- Community members articulated the need for extensive PR to bring about community awareness regarding what defines a magnet school. They felt that the media as a "magnet school" carries with it a negative connotation singling out LASA
- Want a campus that can support the extensive programming they have and both parents and students are very enthusiastic about diversifying and making LASA more accessible to others. If it were more central they would be happy. Not looking to displace any other students and are open to partnering with the city and community if that could help with resources/facilities
- Would be happy with ALC if the programming and culture of LASA did not break. It is extremely important to the students and parents that the culture of LASA remains. There is concern that football, robotics, band etc. would not come with them and they emphasized this was a huge part of their culture
- LASA is bursting at the seams. They are violating fire codes, chairs are breaking, they sit on the floor during lunch and they ran out of toilet paper last spring. What are Plan B and C if the bond does not go through? What can they do in the meantime to help?
- REALLY IMPORTANT - to have sports, band and comprehensive curriculum with all of this included
- Students are appreciative of opportunities to mix with LBJ community - but not all that much right now
- Student body supports the idea of moving to ALC to central campuses. They are working together to improve LASA and LBJ relationships. LASA continues to grow
- Definitely a lot of enthusiasm about being able to expand LASA - expand diversity and access to student body
- Concern about moving and not having robotics, football etc. If LASA does not have full complement, it is no longer LASA - does not support a plan that does not incorporate elements
- A major community event is football. LASA isn't a huge part of football team. Marching band is huge part of LASA culture. Look into community partnerships to expand community
- Think there is a lot of sentiment that having more space for bigger LASA is a good thing - also a sense that there are some advantages to smallness and intimacy. As LASA grows

- a goal that should be clearer stated and worked for is how to create the advantages of intimacy in a smaller school within a larger school
- If LASA can't have all that curriculum then we will move – if unfeasible to have a band hall, theater, academic, journalism – then moving is a deal breaker for me – have all extra curriculars or build on LBJ site
- New facility must be fully comprehensive with all extra-curriculars
- Unfair for students that come from South – bus time is so much. Being at Eastside will bring us closer to the south. May take the pressure off having to build a South LASA site
- If ALC was not feasible and co-location with another high school was the only other option, they'd prefer to remain at LBJ and a modernized campus plan that better situates the two programs (more so two schools with some shared spaces vs. co-located within one). They would also not want to displace a school where the preliminary recommendation was not already to consolidate (i.e. Eastside)
- Like the accessibility that ALC provides and the location, but I had concerns about the campus design providing the full set of co-curricular spaces and stressed that a comprehensive high school experience was very important to them, and missing key spaces could be a deal breaker
- Felt it was very important to expand student enrollment to promote diversity as soon as possible and raised concerns about the timeframe of the project to be able to do so, as well as expressed concerns about current overcrowding at LBJ if project work occurs several years out
- Needs to stay as current - plus growth – must accommodate a comprehensive High School, and this should be guaranteed up front
- Keep the comprehensive programing and add space – don't want to share space with another school – Long-term leases and partnerships in ALC area – What happens if bond fails?
- All other programs are essential to student experience for ALL students. LASA community knows it may not be all on-site, and flexibility may be required. We'll be creative and resourceful
- LASA community doesn't want to cause any issues for anyone else. We want to be a proactive part of the solution
- Some liking for a possible option to build on LBJ/LASA site
- Why not combine Eastside and LBJ? Build on ALC; move LASA, Eastside or LBJ
- Parent doesn't think the ALC community would support LASA. Parent wonders if LBJ could move instead and not LASA. Parent suggested combining East Side Memorial and LBJ
- Parents don't want to combine LASA with another school because it will continue the “bad” politics
- Parent doesn't think building more space would solve the problem. She wants to know what the LBJ community thinks if LASA moves—would their enrollment drop?
- Continued concerns about location selection and the political nature of the decision
- Emphasized relocation is about program expansion
- Discussed how growing the program is important for allowing for students into the program than staying small for the sake of a small school community

- Open to discussions on co-curricular, feel very important to be comprehensive but can come to the table to talk about creative uses of spaces and fields to make it work if there is not the perfect location that offers all
- Raised questions on why Eastside and LBJ consolidation had not advanced due to numbers and raised concerns about the size of LBJ's enrollment without LASA and what it may mean for the student opportunities that come from having more students on a campus
- Comprehensive high school or remain at LBJ
- When considerations are being made as to where to move LASA it is extremely important to provide UIL activities to LASA students as part of the overall high school experience
- If staying in same campus with LBJ, we need additional academic space and expansion of gym and other shared spaces
- Strongly against moving LASA o ALC. Be more beneficial to invest in the LBJ/LASA relationship. If LASA is moved out, both schools will lose out on valuable community building opportunities and moving LASA out would leave a lot of empty space in LBJ

#### **Ann Richards School for Young Women Leaders**

- As a fine arts academy, we'd like to look at permanent capacity enrollment. We'd like the seven classrooms that are being used for fine arts to be preserved as capacity issues are addressed
- Maintain and approve what the school has by way of fine arts. Definitely need some technological upgrades (iPads in classrooms, perhaps)
- We're at 50% transfers coming in, but can't lose our fine arts space.
- It's people that make the difference, not the program. Let's factor human sentiment in more to these decisions
- In pathetic shape and in serious need of renovations
- No theatre (separate of cafeteria)
- The track is in terrible shape and too small
- If the school was open seven days a week, there's a population of girls who want to be there seven days a week because it is safer than where they live. We have some girls living in cars. If the facility stayed open all the time, maybe 15% of the girls would stay on campus. Something to think about
- Consider targeted project to fix issues like the gymnasium
- Ann Richards is a MS/HS in a MS building; the facility does not meet the needs of the HS programs; needs more meeting space and accommodations done for core/shared spaces
- This school rocks academically – need total building makeover

#### **Rosedale**

- Rosedale - The school has been accepted within our community, and moving would mean more time to make the school feel welcome. I feel good about the current relationship the school has with surrounding areas. Rather build up (more floors) than move to a larger plot
- The 1930's facility is terrible and in no way meets the needs of the students

- Rosedale - Make sure that the educational specifications are as unique as the student population

**Alternative Learning Center**

- I don't think anyone has a big idea on what they want. They just want a campus that can support the programming they want to do - if it is more central they would be happy. Not looking to displace. ALC they would be happy with. What is feasible and doable where the program can go?
- ALC slope may be a perfect space for the theatre
- Is the ALC neighborhood open to having a school there? Traffic patterns, etc.

**Akins Vertical Team****Paredes MS****No direct comments received/transcribed as of 2/3/17****Blazier ES**

- Blazier Langford, Palm, Perez - Outreach seems to be difficult at these particular campuses and suggestions include sharing information with vertical teams
- Langford/Palm/Perez – Concern about competition with Blazier
- Collaborative designated space / flexible rooms, courtyard, current track is too small, losing space because of adding portables
- Take walls down, top of the line technology, Blazier is not an AVID school but the culture is there
- MS Site to serve 4-8 design build
- Original recommendation was 3-6 so the grade preference would be: Pre-k-3 Primary and 4-8 Intermediary
- Pathways to connect to Akins, will make a smooth transition, relationships are already built
- Blazier Option 2, strong employees will stay, inclusion settings are going well
- The principle says they are experiencing extreme overcrowding; she says they are at 129% now. At the Akins Vertical team meeting, both she and (Blazier Principle) agreed that if the new proposed SE Elementary was closer to 35, either on the west or east side, that that may work for both. That could serve both of them and their overcrowding. But the main issue is the proposed 6 to 12-year time frame
- Offer spaces that reach all student learning – open learning space – flexible furniture

**Casey ES****No direct comments received/transcribed as of 2/3/17****Kocurek ES**

- Need smaller space for alternate community uses (instead of joint cafeteria)
- What are the requirements or availability for advanced education (GT)?
- Need a better track/upgrade playground and feature better drainage for athletic facilities

**Langford ES**

- Langford/Palm/Perez – Concern about competition with Blazier
- Building needs to be a sophisticated school, technology, Langford is losing kids to KIPP
- Blazier Langford, Palm, Perez - Outreach seems to be difficult at these particular campuses and suggestions include sharing information with vertical teams

**Menchaca ES**

- Menchaca is concerned about the projected 6 to 12-year time frame for a new faculty Currently at 129% capacity. Community is okay with staying on their current site
- Menchaca community: They seemed to think that the opportunity to rebuild on the current site is completely off the table. So there was a little confusion with that

- In relation to the future SE Elementary, both principles from Blazier ES and Menchaca ES would be in favor of that elementary being located closer to I-35. This would enable both schools to have relief and in turn may save money by preventing an entire new build for Menchaca
- Group did not want to see the following programs go away: Dual Language, GT and PPDC Scores program
- The group indicated that the location of the school was very important. They propose a rebuild at the same location
- Major concern about the building centered on repairs that have been made to address safety and health concerns for those that use the building. At this point, the group stated that the repairs still did not address the constant need to take care of electrical, plumbing and safety concerns
- Facility needs/improvements: doors, windows, walls, water, electrical, bathrooms, roof, mold, ants, roaches, smells, parking, noise, leaks, mice
- Dual language, computer lab, PPCD program, complete rebuild, no running water or immediate bathroom access. We need a complete rebuild of our facility. We sit on 20 acres of land and would be the perfect opportunity for the district to rebuild
- Need a new re-build, not a full-modernization
- Why isn't the 20 acres that Menchaca sits on being used for a replacement facility?
- Lack of walls in classrooms makes student concentration a challenge; kindergarten classrooms do not have sinks or bathrooms; and playgrounds and walkways flood when it rains
- 47% of the students are in classrooms with no doors or walls. 12% of the students are in classrooms with no running water. 31% of the students do not have immediate bathroom access, and 22% do not have windows in their classrooms
- 6-12 years is too long to wait for improvements to be made to the Menchaca campus in consideration of safety/health and learning environment
- 6-12 year timeframes is not acceptable due to open concept plan poses security risks. Stated that 47% of students don't have walls/doors. The lockdown recommendation for these students is to exit the building
- Multi-purpose/flex space room flooded and is now being used as a classroom
- Air quality is a major concern. Staff has felt sick. Building smells due to roof leaks.
- Safety concerns due to road
- Why are we spending money on under-enrolled schools?
- Why was re-build taken off the table? Parents and staff want a re-build

### **Palm ES**

- Langford/Palm/Perez – Concern about competition with Blazier
- Blazier Langford, Palm, Perez - Outreach seems to be difficult at these particular campuses and suggestions include sharing information with vertical teams

### **Perez ES**

- Langford/Palm/Perez – Concern about competition with Blazier
- Blazier Langford, Palm, Perez - Outreach seems to be difficult at these particular campuses and suggestions include sharing information with vertical teams

**Akins HS**

- Akins community wants magnet or IB programming to address need for higher academic rigor to offer the southern part of the district a stronger academic/magnet programming, like that offered north at McCallum, Anderson and LASA
- Concerned with overcrowding at Bowie and Akins. Hoping children can attend LASA or LASA like program in South Austin. Long bus ride if students go to LASA or McCallum Fine Arts or Anderson IB. Feels South Austin has been overlooked with both magnet and/or new school. Has been waiting for magnet for several years. Hoping children will continue to be challenged at Akins. Feels it's an equity issue. Children interested in science, math, and fine arts
- LASA-like program within a comprehensive school helps develop well-rounded students with school spirit
- Vertical teams with Academies – the earlier the better with academies, desire to create them in earlier grades for early exposure to Akins Academies

**Crockett Vertical Team****Bedichek ES****No direct comments received/transcribed as of 2/3/17****Odom ES****No direct comments received/transcribed as of 2/3/17****Pleasant Hill****No direct comments received/transcribed as of 2/3/17****St. Elmo**

- Parking - With St. Elmo PUD and possible consolidation into St. Elmo, someone commented that parking and transit challenges may increase in the future based on "if this ends up as a mini-Mueller." South Austin neighborhoods that have had complexes and multi-use commercial/PUD's quickly experience street parking challenges and have the option to petition the city for no on-street parking

**Williams****No direct comments received/transcribed as of 2/3/17****Covington MS**

- Covington is interested in more significant district support, especially around marketing their Fine Arts Academy designation. Individuals seemed to be excited about arts partnership opportunities
- Stressed the importance of the earlier targeted project for Fine Arts Academy and the role it would be play in attracting more students. That their ability to market themselves is hampered by the lack of supporting spaces, as well as challenges with operational budgets, to supply their teachers with proper teaching materials. They also mentioned their robotics program is important to them and that they prefer to focus at being great at those two
- If AISD is to support looking at other uses on that site for excess capacity that it be with fine arts-based partners and consider how it could help augment operations and their struggle to get teachers more up-to-date materials
- They were critical of AISD's current marketing campaign (cited the billboards of skinny jeans) that do not focus on their programming and would really like to talk to the District about how a marketing campaign can be developed for them to let their immediate community know about their fine arts programming
- Double-check and explain the school capacity numbers. As a fine arts school, their square footage needs per student are greater given the space needed for dance studios, music rooms, etc. They also said that a few years ago when the numbers were still lower than the capacity number on the fact sheet, they still needed to put students in trailers
- Lots of great discussion around how community partnerships could enhance both the school and the larger community. It's an arts academy, but they don't do much with the larger Austin arts scene. Very good discussions about how a modernized facility could



support that

- They feel that they are “the best kept secret” in Austin, and that with the right marketing effort their numbers would go up significantly
- Targeted project: upgrade spaces (1-6 years), helping the school support the fine arts programs currently in place at Covington MS
- Individual who came from a charter school to access FA Academy; kids are looking for something they can relate to. Able to access computers, technology. Different options are available at Covington. This prelim rec is fixing a problem that isn't there. Student is able to interact with different people, including teachers and students; wants to grow to school and feels comfortable and happy there. Academic issues or problems are addressed (strong culture). Teacher knows students (not too big, especially compared to charter schools)
- Could incorporate dual language or other world languages to lend to college readiness
- 6-12 reaction: Student in SCORES with auditory sensitivity – able to enjoy and thrive in school through small classes and individual attention; doing better in middle school than elementary
- 6-12 reaction: Incorporating middle school with high school – boys preying on girls
- 6-12: socially not ready for incorporation
- 6-12: extracurricular support – will kids be able to access fields, equipment, activities? Unsure if that is possible
- 6-12; age gap is an issue; dislike putting MS and HS together as HS has adult age
- Facility investment would need to be immediate and that would shift enrollment numbers. If investment happened later, we would not see the growth. We are competing with shiny new schools in our area, need help with that
- Covington is the only fine arts school in the south area and one of the better ones. Covington doesn't have the partners to support a HS and also doesn't really have the space. Also, would you want to bus children to other schools? What about the reasons to live in the area and wanting kids to go to a specific school?
- Should stay as a middle school – stop transferring kids to other schools
- Technology needs – new maker space
- Move forward ASAP with the FABPAC recommendations for all updates at the Dyslexia Center; Covington is the only Fine Arts opportunity in South Austin

### **Boone ES**

**No direct comments received/transcribed as of 2/3/17**

### **Cunningham ES**

- If Covington grows, Cunningham can feed into Covington. Peas Farm can feed into Covington's greenhouse
- Cunningham very involved and hosted lots of meetings - AISD didn't listen in 2012. They have been crying out for a long time. This area of Austin has been neglected
- Modernization projects for Cunningham and Covington need to begin ASAP! Keep families here and active in their school by showing support and improvement
- Parent upset that PreK moved from the building to a portable due to the relocation of Admin staff. PreK portables do not have bathrooms

- The district states students are the priority, and moving Prek into portables to relocate Admin staff into the building does not signify "students first"

### **Galindo ES**

- Make sure after-school activities and supports will be in place after consolidating a school and in turn doubling the size of another - namely Extend-a-Care not having enough space and there being very limited options at schools currently being consolidated into. Galindo doesn't have on-site "Extend-a-Care" and they're bussed (parents don't like this), options at schools currently are lacking so they want to see what they'll have available to them to know that this school may even be an option due to work and life schedules

### **Joslin MS**

- The boundary history of Joslin was questioned. It was the feeling that the boundary area has never been drawn in a way that allows Joslin to grow. Examples were shared of specific neighborhoods that had been divided down the middle in the 70's and never changed
- Why is a school with a successful academic program being considered for consolidation? Other schools are in worse condition (poor FCAs) with worse academic performance that was not being considered just because they were in an affluent neighborhood. There was an understanding that consolidation is possibly necessary in the district but they felt the choice of their school was poor planning
- The location of Joslin being on a major bus route in combination with it's small; intimate setting makes it an ideal school to keep open. The district's definition of an elementary school being around 900 was entirely too large and that there was research to back up the definition of the ideal size of an elementary school at around 400
- Would not support a bond if Joslin were slated for consolidation.
- Joslin was recognized by TEA as being 1 of 9 schools in Texas that offered high performance for lower income schools
- They mentioned nearby schools have overcrowding issues (Barton Hills without portables and Zilker) and it could be a more effective solution to investigate boundary changes to relieve their overcrowding and send more kids to Joslin which has room
- There is a new Park and Ride coming to the area that they believed would make the area more accessible, and therefore more able to draw transfer students. It was discussed how the school was a desirable school to transfer into, and how many of the students now are transfers
- Parents also strongly felt the demographer numbers will change, and believe they are seeing a big influx of young families into the area
- Demography is in question because there are many kids in the school neighborhood. If Joslin were modernized, would it bring them back? Attendance boundaries are also in question
- There is no desirable alternative school that is not causing parents angst about the commute and traversing the city streets
- By looking at facilities as facilities, we're removing the community aspect and the neighborhoods and Austin culture. The city's history is largely centered around education

and schools should be at the core of every neighborhood. By closing Joslin, there will no longer be a walkable public school for their neighborhood, and additionally add to traffic congestion. Eden Park Academy Charter school is walkable

- This part of town has a growing number of Charters and Montessori/Alternative schooling programs as well as many homeschoolers - there is concern that closing Joslin will quickly push people to move and/or seek alternative schooling options for their children rather than re-locate or accept a boundary change
- Culture - families have chosen Joslin because it is welcoming and diverse. Parents are allowed on campus and concerns are listened to and acted upon. They do not believe they will have the same experience at other schools
- Hope that the FABPAC and/or the School Board will choose to make material enhancements, if not full modernization to exceptional elementary schools, like Joslin. Schools, like Joslin, that are serving low-income families and families that have benefited from not having to send their child to a larger elementary school, are already "reinventing the urban school experience"
- With Joslin split, Covington would lose Joslin students who move to Galindo and St. Elmo. Joslin is a strong part of the Covington community. Boundary adjustment/expansion is desired
- If you are going to consolidate to St. Elmo, you HAVE to clean house. It is not about technology
- Sunrise community church is directly across the street from Joslin and there is also an Extencicare program right on Joslin's campus; really good afterschool care, kids play outside, get a snack from food bank - great partnerships; there is no church that does that or hosts that at St Elmo - pretty sure they have to cross First street and go into apartment complex; everyone at Sunrise has background checks
- Parents felt that telling a community that your school (Joslin) will close so far in advance effectively kills the school early. They worry that being on the chopping block for so many years impacts the school community negatively, but understood that schools must be modernized first. They think the plan makes sense, but have noticed the Joslin community "taking swipes" at the Sunset Valley community to prevent their closure from happening
- Joslin is doing really well. Why would you want to divide that between three different schools? Expand the boundaries. Younger families are moving into the area, new condos are being built, and all of Western Trails should be in Joslyn's area
- Keep Joslin open. Redraw boundary lines for Joslin. Allow families the option of sending their children to Joslin in lieu of Sunset Valley, which is dual language
- Study boundary lines – please do not consolidate us into a bigger school
- Joslin's facility has a higher rating than the 2 schools our neighborhood would be forced to zone to
- Please redraw the boundary for Western Trails Neighborhood – the demographic has changed
- Southwest Austin must have a non-DL option elementary school
- An empty building attracts attention. We have issues near Joslin with a community of panhandlers. If the building is shuttered it is a security risk. Before a building is abandoned by the ISD, it needs to have a new tenant already identified

**Sunset Valley**

- Ability to opt-out of dual language program is very important; many families that attend Joslin are zoned to Sunset Valley, but Sunset Valley does not have an opt-out option from dual-language. Dual-language can be challenging for children with learning disabilities, dyslexia, or reading challenges
- Older facilities could use updating but overall satisfied with this approach

**Crockett HS**

- Everything in the facility needs a complete overhaul
- We're often saying that we're under-populated but the school right next to us is at 140 percent capacity. When will the boundaries change so that we can get the population? Our live-in population is 1600 and our capacity is 2100
- I'd love to get the feeder schools in here
- When you've got Bowie and Akins so overcrowded, but we're here and have the capacity!
- What about boundary changes, why can't some of those be put into Travis, Crockett and Austin High?
- We're hearing a lot about renovation. We're fine arts. We just want to make sure... our building was rated really low. We just want to know if something is going to be done. This past beginning of the school year when everyone was getting new desks, etc., I guess we're just feeling left out. There's so much great technology out there for fine arts, too. There are so many great programs out there for kids, keeps all these kids interested in school. We're so much more than marching band. We have so many small little groups. Building needs some lipstick. We need these rooms acoustically treated
- Glad to see 6-12 program for Crockett/Covington is no longer an option. Many were not aware the option had changed
- An early college HS at Crockett HS

**Thematic Findings Unattributed to Specific School Within Vertical Team**

- Redo the boundaries so that the live-in population matches more closely the school's capacity. It was believed that the without this, under enrollment was likely to continue
- Desire to see programming at every school within the Crockett Vertical Team, especially at the elementary levels where many schools lack unique offerings. They also want to see Dual Language offered at Crockett so students can access that programming through all levels
- Strongly believe that AISD has unique offerings that aren't highlighted enough. Modernizing schools is critical to keeping students in public schools and drawing students back. Simply keeping the grass mowed can do a lot to show off a public school since charter parents often provide those services as volunteers to charter schools

### **Reagan Vertical Team**

#### **Dobie MS**

- At Reagan we had 8th grade added to our school and those kids had a smooth transition once moving into 9th grade. The issues that Webb and Dobie have that we do not have a true vertical team. It splits into everywhere. If we truly have the same feeder pattern and feed into the same HS that would be the best. It would strengthen everything. Half of Dobie's and Webb's go to Lanier and Half go to Reagan. It doesn't make sense. It probably has been around for a long time and needs to be revisited. We have 5 charter schools in our radius because we do not have Pre-K so they take their kids elsewhere. Kids from Andrews cross 290 then IH 35. These kids have to cross these roads and since there isn't bussing they choose charter schools
- The fear that you get from PK you want to shelter them from the bigger kids in MS. How is it going to be organized for kids not to get run over. The plan that they are going to have their kids dispersed and moved to other schools
- The transition becomes difficult, if it stays together – Dobie PK – instead of transferring kids it would be better
- Webb and Dobie Middle School would both like to have a K-8 school model with the DL program offered from top to bottom.
- Webb and Dobie Middle School would both like to feed only into the Reagan HS Vertical Team. They'd also like to have a “cleaner” vertical team – with less gerrymandering of the vertical team

#### **Graham ES**

**No direct comments received/transcribed as of 2/3/17**

#### **Hart ES**

- Hart is my school - am I waiting 12-25 years to see the improvements?
- Concerns about portables and conditions, charters were perceived to have better buildings

#### **Walnut Creek ES**

**No direct comments received/transcribed as of 2/3/17**

#### **Dobie Pre-K**

- There are many doubts about the cost-effectiveness of the decentralization of Dobie Pre-K and Lucy Read. Even if sending these children back to their home campuses were deemed less costly, they argue that ECE intervention costs upfront pay off big long-term in terms of transition to elementary and future standardized test scores (for these arguments attendees point to AISD's internal study of these programs' efficacy)

#### **Webb MS**

- Why would you want to stay in the location that you are at? The parents understand modernization. They want to know the implementation. The parents want to stay. Even if they did stay they want to know the choices. K-8 program that they were going for. If the long-term goal is to stay a K-8 then what specific neighborhood, what will be our

boundaries, we want a stable feeder pattern. They like the idea of the kids staying together. They like the community piece of it

- What are the ideas they have about boundaries? They feel strongly of a true feeder pattern if we have kids from Pickle come to Webb. Primary issue is we have kids from Barrington, Andrews etc. Some go to Lanier others go to Reagan and it causes some confusion
- There were not any reservations about being the first group. They prefer to remain a K-8 school. They liked that we create the facility within Webb. We have refugee families that like that their kids are together
- Vertical alignment, sustainable programs, can be more consistent. I can have a well-implemented program, then I know what is coming up to MS because I have control of the program
- Webb would like to see if they could examine the boundaries around their school to make it so that kids don't have to cross 35. They'd like to have everyone flow up from a "neighborhood" local level so that it does not have the dangers and transportation impact of crossing main roads (e.g., 35)
- Webb and Dobie Middle School would both like to have a K-8 school model with the DL program offered from top to bottom
- Webb and Dobie Middle School would both like to feed only into the Reagan HS Vertical Team. They'd also like to have a "cleaner" vertical team – with less gerrymandering of the vertical team

### **Barrington ES**

**No direct comments received/transcribed as of 2/3/17**

### **Brown ES**

- The longer the process takes, the more chance kids may leave. Can there be a boundary shift between Brentwood and Brown? So more kids go to Brown?
- Build school immediately, keep community and school collaboration and grow the arts and science programs
- Location: more parking! And safer drop-off zones. Larger entrances. They want the same location as original TA Brown. Face the entrances away from 183. Have safer crosswalks
- FINE ARTS! POD school pullout concepts for space. Could incorporate robotics teams that are fluid. Creates a safer environment with a POD. Each class has a central core. It teaches collaboration. Brings students with different abilities and teachers together. Fine arts, science and world cultures like Webb
- Pre-K 8 school for the future? Brown would be in a new modern facility. Want to increase enrollment. Webb is in portables. Webb could feed into TA Brown. Thoughts? They want family and students to stay together and they are open to it. Would prefer PK-8th grade. Webb would be a similar family to TA Brown. Both have similar issues, including cultural. Barrington students would feed into the schools
- Have a "green area" and open areas like a home. A place to support social workers and other supports. Indoor/outdoor environments. Places for parents. Flexible workspaces that can alternate and rotate for dentists, haircuts, etc. They referred to pickle. Flexible conference rooms. Quiet spaces for dental care and clinic areas

- Happy there are plans to rebuild on its former site, although I hope this project takes priority. Since the school's recommendation, the school was split among two campuses - disorienting students and separating siblings. Great idea for sharing space with Webb Primary
- ADA compliance and adequate bilingual resources
- Would like to see a fine arts themes in the new school and a connected community of services
- Would like to be a part of the Lanier vertical team since Lanier offers many programs they would like. Many students go to Lanier

### **Pickle MS**

**No direct comments received/transcribed as of 2/3/17**

### **Webb Primary**

- When Webb Primary and Brown are combined what happens to the jobs of the staff and faculty?
- Do not send Webb Primary students to Brown. Webb Primary students are apart of Webb MS and should remain there and be involved in the K-8 model proposed by many
- Are there some concerns regarding the children crossing IH 35. Bus routes, work for the MS students and primary. Majority of students have to walk
- Strong support and preference to have Webb Primary students (in portables) stay with Webb Middle School students in a K-8 model
- Need to create more space; building would be better than the portables. Right now it looks small and each portable is crowded with only one bathroom for both boys and girls, and small gym space

### **Winn ES**

- Fully support, great information related to renovation. Largest pieces, Montessori project, support that initiative. Believe the discovery model supports the districts urban experience
- Supportive of Montessori method, important for future, info becoming more free. Intrinsic motivation and being self-directed. Spoken to hundreds of family supportive of Montessori, would come back if Montessori school
- Backing away from support from Montessori program, have questions, 6-12 year plan, would Montessori be put out to six-year mark. Facilities don't drive program, question on rollout of Montessori. Program?
- Ideas: if not Montessori, what other program. STEM. Thinker, partnership, around corner, complimentary program
- We need a little bit of upgrades, older facility, build in 79, doors don't have windows, most other buildings have windows you can look through, hardware doors. More access, new elevator for one wing, but leaves other wing with two floors, no ADA compliance.
- Warranted to know Winn has long history, having to overcome history that developed, in good place, good things going on, but history has a lot to do with community. Not what we have done, but what has happened

- Spanish and English classes, partnering up with a library, in community and create afterschool program for parents, community and kids. Make available new conference room for community if need meetings. Trying to mix stronger afterschool programs, get vendors, more attractive for our students. More solid programs. Some programs ok but need more, critical thinking
- Community schools model, beneficial, community is important around school, teacher focusing on increasing parent engagement and readdressing. Parent outreach community and redefine what looks like. We see in classrooms every day that they have to gain from parents being involved. Recreate culture. Difficult because parents don't do traditional flyers, etc. difficult for meaningful outreach, at state of one on one level. We as teachers trying to do that and teach. Programming, PK3 program, children mental health program, counseling, and ESL classes for adults
- Parent resource center. Take kids and do activities and homework with them, while parents learn how to read and how to do vocab, etc. A new playscape structure, to engage new families. A health clinic, on campus for parents to get services. English and Spanish classes for parents
- Consider Winn as 2-school and 1-house facility
- Check for asbestos in the wall

### **Reagan HS**

- Every school in Reagan Vertical should follow the community-school model. Include mentorships, social worker, Family Resource Center, ESL, and Love & Logic
- Current programs at Reagan are working fine



**LBJ Vertical Team****Sadler Means YWLA**

- 6-12 model is more effective but requires separation of MS/HS
- If grade's expansion happens must happen at both campuses
- Continue to provide attractive programming at both campuses to ensure students continue to select schools
- Continue with the option and provide resources so a Mueller campus won't drain enrollment
- Poor infrastructure, which should be fixed in renovations in the coming years. Need to strengthen STEM spaces to complement new science lab

**Andrews ES**

- Think outside the box for Andrews ES; we are a very poor and underserved community that could use a different approach and ideas to bring parents, teachers, and community members together. More food giveaways, transportation, and one-on-one engagement

**Blanton ES**

- More homes in Mueller should be zoned for Blanton to provide greater equity for that school

**Harris ES**

- Can improve Harris' challenges with a multi-lingual population
- Lack of parking at Harris

**Pecan Springs ES**

- Why did 1-12 change to 6-12? Based on FCA of 36, why are they in years 6-12? They thought they were the 4th worst FCA school? Do they not agree with sequencing?
- Want open, green, flexible learning spaces, and access for shared parent spaces
- Lack of parking at Harris

**Garcia YMLA**

- Concerns around grade expansion K-8 not an effective model
- 6-12 model is more effective but requires separation of MS/HS
- Additional programs to reflect programming from the initial year of opening
- If grade expansion happens, it must happen at both campuses
- Continue to provide attractive programming at both campuses to ensure students continue to select schools
- Use GGYMLA site to have both boys and girls within the one campus, but separate.
- Two large facilities, can they accommodate additional grades within the building? (under-enrolled)
- Sinking of the grounds at Garcia
- Continue with the option and provide resources so a Mueller campus won't drain enrollment
- Sinking facility structure

**Jordan ES****No direct comments received/transcribed as of 2/3/17****Overton ES****No direct comments received/transcribed as of 2/3/17****Sims ES**

- Sims is smaller and smaller site
- Sims FCA is lower than Normans
- Sims traffic will be dangerous on small neighborhood streets if all kids consolidated there
- Where will Sims kids go during construction? Probably to Norman
- They do not perceive FedEx Facility as issue because it is “far away”, and kids are arriving by car
- They do not perceive Sims location as preferable over Norman location as discussed in FABPAC meetings
- Questioning 12-25 year timeframe? Do demographics and population trends align with that forecast?
- Montessori program at Sims (Administration invested in planning/training and program was not implemented)
- Need for more guidance counselors and support staff when Norman and Sims merge

**Norman ES**

- Sims location is not perceived as preferable over Norman location
- Sims FCA is lower than Norman’s
- Concerned with the class size when combining schools. Would teachers from Norman transfer to Sims? Would additional support staff be added? An AISD staff stated that an increase in the student population provides the opportunities for more special programs. Will they cut program such as 504?
- Concerned with the class size when combining schools? Would teachers from Norman transfer to Sims? Would additional support staff be added? An AISD staff stated that an increase in the student population provides the opportunities for more special programs. Will they cut program such as 504?
- Need for more guidance counselors and support staff when Norman and Sims merge

**(Proposed) Mueller MS**

- Large contingent of my table [Sadler Means, Gus Garcia parents, and Blanton parents] want a middle school at the Mueller site. They believe there is data out there to support and provide anecdotal evidence of charter principals bragging about recruiting kids from AISD. They want AISD to explore the numbers more closely and survey the neighborhood
- Parents [Sadler Means, Gus Garcia parents, and Blanton parents] want a middle school in the Mueller area, no matter where it's built and even if their kids will never get to attend based on timing of construction. They believe the land is a good opportunity, but are not tied to a MS on that site. Parents are forced to drive their children to multiple schools that

are not nearby, which also makes it difficult to be an active parent at the school. Additionally, rather than keeping the neighborhood together, it forces families to choose "what's best for me" and be in competition with other families rather than working together in a neighborhood middle school

- Ardent support for a middle school at Mueller. Community members want a coed middle school option in the neighborhood. They will not select single-gender schools, and they do not know anyone at Blanton who has gone to the YWLA or the YMLA. Want kids at Blanton to be able to continue on to a middle school as a community. They want their kids to stay with the same group for elementary, middle, and high school
- Strong support and desire for co-ed middle school in this part of town
- Please consider a natatorium. The tract at Mueller is too small for a modern middle school. Also, it avoids the problems of Garcia and Sadler Means under-enrollment and does not make sense fiscally

### **LBJ/LASA**

- Parents believe that LASA at ALC would take too long to accomplish. LASA needs a site more quickly and identified Bedichek MS and Crockett HS as options. He doesn't like LASA at LBJ
- Parent interested in seeing a magnet program at the middle school level in South Austin. Considers Fulmore Central Austin
- Parent would like to see a specialized program for hearing impaired individuals, especially at the 9 months to 3 years stage. Having access to American Sign Language is essential to the foundation of life and should be incorporated into schools at every level within AISD
- Need to create one magnet program. Desegregate the school. Assess what the kids think. CHANGE THE PROGRAM...ONE PROGRAM...ONE SCHOOL
- LASA to move to ALC. NO! Make the program encompass the entire school body.
- Concerned about the school year 15-16, not showing the enrollment of two schools. Not showing 48%, but rather 110%
- Information that was presented was identical, but it would say inadequate for LASA and adequate for LBJ. One thing that they are missing is the combined assessment. Lack of meeting space, lack of community planning space, lack of collaborative space, very strained for space, classrooms inadequate, space up against the wall. Why aren't we in the expedited field? Change is not going to come in six years. What are we supposed to do within that time? Gym was adequate for LBJ and inadequate for LASA - need to combine the data. 6-12 is insulting
- Cannot get our neighborhood kids comfortable because we are bringing other kids in. Don't want neighborhood kids put at a disadvantage because there is no room in classrooms
- Don't share extracurriculars - share some of sports. We can always do sports, but we don't get the journalism/other experiences - LBJ
- Need to look at Eastside Memorial, it would be option for it to be LASA
- Deal with the diversity, equity, social/emotional aspects of campus and how they operate with segregation in the 21st century

- New buildings on LBJ campus - discontent because they are not dealing with the social/emotional aspects. Disconnect between cultural things of school, band choir, sports etc.
- Regarding keeping both schools on the campus, the current trend of separating classes needs to be reversed at the administration level
- To think of desecrating the old Anderson HS building is affront to the African American community!
- Strongly opposed to separating LASA from a comprehensive campus. Austin would be much better served to find ways to have the highest quality education in community-based comprehensive campuses that represent the diversity of the neighborhood and the city

**Travis Vertical Team****Travis HS**

- LASA cannot come in
- Travis should not be a magnet
- We want to keep specialized programs: Advance Academics
- Need to have a partnership that would yield having a clinic that would serve the school and outside community
- Need for upgrades now not in 6 years as proposed
- Need to have a separate entrance to GPA
- Many specific targeted needs were offered by the community aligned with modernization and flexible learning spaces (e.g., upgraded library, gallery space, accessibility features)

**Fulmore MS**

- Need for better technology
- Need for social justice classes
- Need to address parking concerns
- Elementary schools with poor FCA and unsatisfactory ESA; need to be prioritized 1-6 year timeframe

**Becker ES**

- Demographic projections – reality is far more dynamic, ever-changing. Closure is permanent. Fill schools with transfers with programs – Becker was once slated to close and now has a waitlist

**Dawson ES**

- There is a concern that the transfer students will not follow zoned students that would be moved as part of the consolidation, which is about 175 students. Some of this is related to the specific location of Dawson and ease of access for parents dropping students off and picking them up to/from work
- There was a concern for traffic congestion and access of walkers to Galindo if consolidation occurs
- The SPED students and the variety of specialized associated programming reduces the recorded efficiency of the building when comparing square foot/student. There are a number of SPED students that are integrated into the program at Dawson and the scale and location of the school are a benefit to those students
- The District does not support the efforts of individual schools to brand themselves and, as a result, increase student population and enrollment. The community group and parents believe that Dawson should be the model school for AISD with its strong sense of community and its holistic program integration for ALL learners
- Concern about Special Ed students and how actually use the facility in relation to how capacity is calculated since they have a smaller student to teacher ratio and they feel the Special Ed programs administered at this site are part of their school culture and community

- Feel their school culture is very strong, with a diverse student body, innovative programs, and hitting performance objectives and that together they embody AISD's reinvented urban school definition
- Stressed the location of Dawson – ideal for drop off and pick up to downtown on 1<sup>st</sup> street and location is proximate to urban core and goals of City of Austin and Mayor to protect these areas for affordable family housing (felt that Galindo would be challenging for drop off and pick up)
- Desire for metrics over the next 6 years for reaching adequate enrollment numbers and support from AISD to help with that
- Multiple individuals questioned why utilization is the main factor in determining a consolidation. They are only slightly under the ideal utilization ("We're one family short of 75%."). They believe the student/square foot calculation doesn't account for the high number of SPED students that reduces their utilization. They also questioned the demographic projections, indicating that they see a lot of young adults in the neighborhood who will have kids soon. "What happened at Becker 5 years ago is happening to us"
- There is the sentiment that they are exactly what the District is looking for - an urban school that is performing well and inclusive of diverse individuals. They believe academic performance should be taken into account for consolidation criteria and a school shouldn't be consolidated into a school that records lower performance ratings.
- The point was made that disadvantaged children - those with special needs or low income - do not thrive in a larger school nor do they thrive during transitions
- Current traffic in Galindo cannot handle a consolidation. Would not feel comfortable having their children walk across South First Street
- Multiple stories and data points about Dawson being a special place with real meaning to the community. It's very clearly a tight-knit school that students, teachers, parents, and administrators love, which they do not believe can be capture with data points or notes.
- Limited/chaotic parking (Galindo) and concerns about how consolidation may impact traffic
- Concerns that consolidating schools along w/ a growing community may create large numbers of students in each classroom
- We want to be able to send our kids to Fulmore and Travis - Dawson is best potential; these ES will strengthen the Travis VT

### **Linder ES**

- Brooke/Linder/Zavala feel there will be sub-communities if there is a consolidation, and the school will not be cohesive
- Brooke/Linder/Zavala They call themselves "the triangle" schools - based on their location and good relationship and apparently do a lot of resource sharing and have families that overlap schools based on grade levels
- Distance from Linder and Uphaus is too far for consolidation to work for families and walkability/transportation
- SE Austin is where most of the affordable housing is left in the city and where the most rapid growth is "right now." By not doing anything at these schools in the immediate future, it comes across as the District is not addressing immediate needs and that we're

systemically continuing to let buildings deteriorate rather than address a holistic plan for all the buildings needs NOW. They questioned if FMP/FABPAC/Facilities will lay out a plan as part of our work to make sure that we address cyclical maintenance and simple aesthetic improvements on the short term - fresh paints, gates, landscaping for a more "welcoming and prideful feel"

- There is a new Oracle campus under development in this area, and they expect additional tech and commercial growth, which will bring more families
- There is a lot of competition in this area from charters

### **Travis Heights ES**

**No direct comments received/transcribed as of 2/3/17**

### **Uphaus ECC**

- Uphaus, Widen, Houston wanted to investigate splitting grade levels into 3 categories beginning with early childhood. The community felt it would work in their area because the campuses are so close
- Uphaus wants to continue to support early childhood
- Widen thinks a stronger academic alignment with Mendez would strengthen both schools
- Distance from Linder and Uphaus is too far for consolidation to work for families and walkability/transportation
- SE Austin is where most of the affordable housing is left in the city and where the most rapid growth is "right now." By not doing anything at these schools in the immediate future, it comes across as the District is not addressing immediate needs and that we're systemically continuing to let buildings deteriorate rather than address a holistic plan for all the buildings needs NOW. They questioned if FMP/FABPAC/Facilities will lay out a plan as part of our work to make sure that we address cyclical maintenance and simple aesthetic improvements on the short term - fresh paints, gates, landscaping for a more "welcoming and prideful feel"
- There is a new Oracle campus under development in this area, and they expect additional tech and commercial growth, which will bring more families
- There is a lot of competition in this area from charters
- Uphaus was built for early child students—facilities, professional development for the teachers, Child Inc., "Headstart" program, parenting classes. There is a desire to continue to use this school for that use

### **Mendez MS**

- Widen thinks a stronger academic alignment with Mendez would strengthen both schools

### **Houston ES**

- Uphaus, Widen, Houston wanted to investigate splitting grade levels into 3 categories beginning with early childhood. The community felt it would work in their area because the campuses are so close
- Community wishes updates would happen sooner
- They have some wraparound services, but want more community services on site and involved with their schools

**Rodriguez ES**

**No direct comments received/transcribed as of 2/3/17**

**Widen ES**

- Uphaus, Widen, Houston wanted to investigate splitting grade levels into 3 categories beginning with early childhood. The community felt it would work in their area because the campuses are so close
- Feel like there is a lack of attention to aesthetics or preservation to the building as well as lack of consideration to planning this when considering improvements and concern that previous work and current perception of schools do not align
- "Welcoming/Community/Neighborhood School ideals" - ex: mismatched floor tiles, ceiling tiles, paint colors. "There is a long history of just patching things up and no pride or quality to the work"
- 6-12 years feels like a long time for implementation—the facility needs are urgent
- Widen funnels Mendez, Akins, and Travis



### **Eastside Memorial Vertical Team**

#### **Eastside Memorial**

- Both Martin and Eastside believe that the 1-6 year timeline is more appropriate. Students and teachers from both campuses discussed problems with rats, rooms that could not be used because they were unsuitable, holes in walls, and other maintenance issues
- Can't wait 6-12 years, if only due to systemic enrollment issues, which they believe holistic attention from the district, will bring positive impact on not just the schools themselves, but community at-large
- Eastside Memorial has applied to be early college program. Is this due to Eastside Memorial being deemed to have "underutilized space - unacceptable"?
- Highest test score 2 years ESMH. Health science program united w/ acc. Automotive classes available early development while in HS
- Eastside memorial commitment to coordinate with Martin to welcome the students to join. Healthcare programs at ESMH proactive to make community giveback
- Innovation academy/focus on grades as well as interaction with community service hours. Push for academics with high teacher and parent engagement
- Eastside Memorial has dramatically changed in the last few years and student growth is evident through meeting accountability. We have a blooming Health Science Program that is certifying students and gives them skills necessary to find a job (also have good automotive program and graphic design internship program)
- EMHS and IHS share buildings and the age of the buildings shows. The campus is in great need of updates

#### **Martin MS**

- Martin is much more than a school, but a community institution. They are a place that provides support for both students and families. Legal services are provided and use Martin as their meeting place, community services that provide counseling, mentoring, and after school support (lacrosse, bike club, etc.) for students. As of now, all the programs are functioning, but they are making do with limited space
- The Martin neighborhood is changing. One gentleman explaining that his grandmother is a realtor and that the area is one that is up and coming. Advocates believe that Martin needs to "keep up" with the modernization of the neighborhood, and if it does not, they are concerned that the school will lose those families to other campuses more up to date
- Can't wait 6-12 years, if only due to systemic enrollment issues, which they believe holistic attention from the district, will bring positive impact on not just the schools themselves, but community at-large
- The location alone attracts the families and the school and community partners has done everything right to turn themselves around. Now it's time for the district to complete its reinvention with attention to our appearance and take advantage of our spotlight.
- Concerns about having to move students if remodeling occurs
- Martin affects feeder school to East Side Memorial as well as elementary schools. 1-6 year range benefits Martin feeder schools. Make or break East Side Vertical team
- The Breakthrough Program has proven successful in the community. It has pushed kids to attend college while supporting the journey

- The Innovation Academy is very successful and all enjoy being a part of it and are committed to it
- Modernize Martin now! Not in 6-12 years. This school needs to be updated to keep up with the gentrification that is occurring
- Would like to see more culturally responsive pedagogy and curriculum at Martin. The school should be modernized in years 1-5 between the rats and the AC we may not last long
- I'd like to see the inclusive model Martin historically employs expanded to schools with tracking like Fulmore

**Allison ES**

- Concerns about having to move students if remodeling occurs
- Concerns about safety at Allison; heavy traffic, a bus stop in front, traffic not respecting crossing guard. The group discussed writing up the issue and requesting someone from the city to come look at it (put a stop light at Vargas and Ponca and have someone else directing traffic behind the school?)
- School bus service wanted, but is not available to families living closer
- Eastside vertical team schools have been overlooked and losing a lot of kids to charter schools. Allison hasn't lost a lot of kids because parents have been patient. They want to be considered in the first round. Consider charter schools around them

**Brooke ES**

- 75-year-old AISD graduate reiterated the importance of doing what's right for kids even if that means making hard decisions. Nobody wants their school to close, but if that's what it takes to get modernized facilities with high-tech learning then it's worth it. (these kinds of voices need to be heard)
- Concerns around traffic and safety with Zavala neighborhood streets. Plan renovation to include traffic plan for increased enrollment
- Brooke doesn't want to consolidate due to unique community that has been developed over time
- Brooke has worked hard to come close to a green flag and create a very sustainable environment with outdoor learning at the core of academics. There is concern this would not carry over with a consolidation
- Brooke/Linder/Zavala feel there will be sub-communities if there is a consolidation, and the school will not be cohesive
- Brooke/Linder/Zavala They call themselves "the triangle" schools - based on their location and good relationship and apparently do a lot of resource sharing and have families that overlap schools based on grade levels
- Did not like or agree with the designation of being "industrial"

**Govalle ES**

- Concerns about being pushed down on the list - that the surrounding neighborhood has been rapidly gentrifying and seeing improvements and the school looks abandoned/old/un-maintained - "The school district is not keeping up with gentrification"

and aesthetic improvements and people consider the appearance of a school in deciding how welcoming we are"

- Noted rats and having to chase them and children or staff possibly being bit
- Complaints of rats, bugs, and windows and lights in need of repair
- Concerns about why older schools are not being remodeled/repaired/updated w/ new technology before newer schools or whether it's even cost efficient to make so many repairs
- Request to create more programs (such as classes for adults)/ more of a community space
- Pre-K-3 at Govalle
- Will our school still be standing in 12-25 years? We need support to move forward in getting it up to standards
- Would like to see committed two way dual language program and teachers trained
- Govalle would benefit from the Community in Schools program. Only 1 counselor but more are needed

### **Metz ES**

- Metz is a congested site when it comes to parking/traffic flow. With the merge of the two schools this will have to be addressed to improve safety
- Metz and Sanchez are willing to come together and form one family but attention must be paid to their cultures, history and the traditions each one has established on their own and help them blend. Student identities and relationships are important. Ensuring the feel of a small size school will be important to keeping those connections
- Academic programming at the younger age levels for the "fundamentals" are very important to them, and wanted reassurances the district would work with them on providing this. Pre-K programs were very valued by both Sanchez and Metz
- When merging both campuses, remember the history and be culturally competent and respectful of both campuses. The group believed the consolidation will work, but it must be done in a thoughtful and collaborative way
- "Not a shotgun wedding" - Merging the campuses starts with parents and teachers. The new campus should still "feel" like a small neighborhood school; there need to be efforts such as a forming a Co-PTA, staff development and community events before moving anyone. The school communities drive the process
- History of Sanchez and Metz: First statewide bilingual/dual language programs established at these schools, strong active political base, Cesar Chavez visited Metz, Cultural competency/proficiency
- Co-locate social services at schools. Small non-profits serve to provide various counseling services, etc. and support students and their families
- Rumors of turning into big central office - No!

### **Ortega ES**

- Ortega has distinguished itself as a beacon of academic achievement. Its teachers and staff have shown its commitment in closing the gap in education. It is also a center of community
- Safety and health should always come before "extra" modernization efforts.

- Ortega has deep roots in the community. Thank you for moving us from consolidated to modernize.
- Pre-K and Kindergarten bilingual programs should be separated, not combined

**Zavala ES**

- Brooke/Linder/Zavala feel there will be sub-communities if there is a consolidation, and the school will not be cohesive.
- Brooke/Linder/Zavala They call themselves "the triangle" schools - based on their location and good relationship and apparently do a lot of resource sharing and have families that overlap schools based on grade levels.
- How can we really begin to modernize in the 6-12 year timeframe?

### **Anderson Vertical Team**

#### **Anderson HS**

- Would prefer 2 smaller MS in the Anderson VT as compared to one large MS. A 1700 student MS would be a very large school for young teens/pre-teens
- Concerned about 17-25 year out because didn't get last stuff in the bond.
- We need lots of spaces to fit all students in one space, such as gym.

#### **Murchison MS**

- Split Murchison into 2 schools and build a new NW middle school. Davis and Summitt could easily split off – it's a pain to get down to Murchison from those area
- Ideal would be 2 smaller MS; but if 1 large MS had to be the answer then staff (other than teachers) needs to be increased
- Support the idea of a “6th Grade Community” as part of the plan for the large 1 MS proposed model
- If build-out is done at Murchison then it would be ideal to have that be a 6th grade mini-campus, staffed accordingly
- Really need to re-examine the 2025 population projection for Murchison because neighborhoods feeding Murchison are mostly built-out
- Build separate 6th grade campus – buildings currently are satisfactory, but should be modernized
- Murchison 6<sup>th</sup> grade merged with 5<sup>th</sup> grade from Doss and Hill and put in new facility instead of a brand new K-5 facility
- What about modernizing Murchison first, then Doss and Hill? Because Doss and Hill need class space before modernization
- Would be more comfortable, but would be most comfortable with two schools at 900 students
- The reality that exists at Murchison is that we're already a really large middle school that people might be concerned about. But, I'm confident that with the right systems, staff, and plan, it can work
- Questions raised about the 1,500 number versus 1,700 population
- Very Interested in world language immersion program at middle school within their Vertical Team - opposed to attending programming outside their vertical team
- Hesitant to accept a 1,500 capacity middle school for a few reasons:
  - The model does not currently exist and they feel the district won't provide the support staff they need (librarians, clerks, counselors, principals, etc.). Want a guarantee that staffing models will reflect their needs
  - They feel that 6th graders would get lost in the shuffle. Would like a 6th grade center including commons spaces for them to help with transition
  - Building 2 middle schools was discussed. While they really liked this option (due to size), want relief now and understand finding land/building new would take time. They asked about creative solutions (leasing warehouse space, renovating office space, etc.)
- Feel 1,500 isn't enough Murchison seats. They don't trust projections (see a lot of turnover in the neighborhood - folks WANT to get kids into Murchison) and believe

1,500 capacity won't hold all the in-boundary students plus transfers. They indicated that the District continues to allow students to transfer to their school despite overcrowding

- Concerns about Anderson timing. Want to make sure gym and common spaces at Anderson are right-sized before their modernization project
- That large of a middle school diminishes activities for kids. Kids are affected by it—two bands. Deprives students of all those things
- SEL: Seems unhealthy to go from 1:1 (middle to high school). One strength is 1 middle feeding into one high school is that multiple elementary schools feeding into those makes us a small town within a town. So many of our schools split from elementary and middle and high and that makes it harder for parents to know who their friends are. One of our strengths is we have a little small town

### **Doss ES**

- The overcrowding at Doss and Hill needs to be relieved immediately, but parents are concerned about the disruption to their children's education if they have to be bussed to another facility during renovation
- These same parents are just as concerned about Murchison's modernization and feel that Murchison should be modernized before the elementary schools
- The parents and the trustee believe that the strength and community of the vertical team should be taken into consideration for any decision that will impact them.
- Current facilities and conditions are not safe and present health concerns (due to overcrowding). Priority should be addresses to these soon
- Community will be resistant to boundary changes – a new area elementary school would be beneficial
- Create STEM magnet-type track and improve the community's ability to use the Doss "Park" by modernizing spaces like these also
- What about creating a 5th-6th grade center? Or adding 5th into middle school
- Supportive of new ES – either provide DL immersion language program to track (2 classes per grade level) to incite interest in the new elementary school being proposed
- The Mandarin Immersion parents at Doss would be comfortable moving to a new school – if a second tract was added
- Doss-Has there been consideration about a new Magnet middle school?
- Doss-We are all crowded, our kids have no room to place. Need bond to be realistic so that the kids can have relief. Sense of urgency is important, assume bond passes, will it be 1 year or 6. Has there been discussion of a 5<sup>th</sup> and 6<sup>th</sup> center instead of a new school?
- Parents will not support a boundary change to relieve overcrowding unless there is specialized programming in a middle school because they don't want to break up the vertical team. IB (Globalization) is the thread that ties the vertical team together
- Major emphasis on the use outdoor space. Outdoor space for community recreation and physical activity
- Strong sense of urgency for elementary relief as soon as possible. Current portables at location are not conducive to collaborative learning and collaborative team teaching

- Additional language immersion tracks world language immersion program at middle school
- Doss and Hill have some major / major needs – strong feelings that those needs cannot wait to be addressed. They also felt the schools are so bad that on-site replacements should be considered especially if their projects were going to be at the end of the 6 year period after the new elementary comes online. They felt building new would be more efficient than trying to work with what they have. They felt the spaces are so undersized there is no feasible way a full modernization or renovation could fix their issues
- Reduction of portables was the top priority, and is considered to be at an unsafe level. They were pleased with the plan to do so, though they anticipated growth could be even more than expected and wonder if the sizing of the schools didn't allow for enough flexibility to expand even more if needed

### **Proposed New ES**

- Location should be outside 360 loop to avoid traffic. Will the facilities allow for potential population influx that is higher than what is expected? What about building up if that happens versus out?
- Quality of academics must be really high. (i.e. language immersion.) Public may be more attracted to going to the new elementary school of there was a Mandarin immersion program. More people would be able to get their kids into an immersion program. Possibly, even a 2nd or 3rd immersion track other than just Mandarin.
- When new school is built what happens with Hill and Doss students? Will they have the opportunity to choose where to go?
- Move Chinese immersion to New school and add more sections of it, because parents would be willing to send their kids but within the vertical team.
- Major emphasis on the request for outdoor space. Outdoor space for community recreation and physical activity
- Strong interest in making new school a Chinese immersion school and the addition of other language tracks
- Boundaries are a major concern. This table felt strongly the district should have a response for this and a plan as to how these might work when the new school comes online
- As a result of the new school coming online, this group wanted to know if their vertical team was going to change. Strong opinion was with all the growth and the addition of schools and the need to relieve pressure at Murchison MS something was going to have to change and if so how and when will that occur?
- The table had a strong and lively discussion doing a 5-6 attendance center in lieu of elementary school. This would alleviate the need to change boundaries and split up friends / relationships. They were not concerned with additional transitions or the cost of this and felt that alleviating the stress over boundaries was a stronger positive. They were still in support of the elementary school but felt that option should be strongly considered
- Doss and Hill are very valued schools in their communities so academic programming at the New Elementary School will be important to attract people to the school. A language immersion program was suggested

### **Davis ES**

- ESA score is not representative of the school. There are no multipurpose/flexible spaces. The building is bare bones, with only classrooms and hallways.
- Flooring issue is scheduled to be addressed in 6-12 years but needs to be taken care of now
- Support for a community garden as a dedicated community space
- Flooring issues at Davis need immediate attention
- All schools want flexible learning spaces
- All three schools want a second gym for bad weather days (no rec space when gym is being used)

### **Hill ES**

- Community support for boundary changes will increase if Hill/Doss/New ES are assured they will end up at Murchison together. I know boundary changes are not up for discussion now but the possibility is in the mind of the community as they consider a future bond
- Concerned about the likelihood of finding a site for the new Elementary School in this part of town. What is plan B if a reasonable site cannot be found?
- Many of the flex spaces have been forced to be converted into classrooms
- Urgent need for a permanent, free-standing gymnasium
- A 2-story 5th grade commons/building – currently have a 1-story 5th grade building
- Support a new school in NW Austin
- Major emphasis on the use outdoor space. Outdoor space for community recreation and physical activity
- Strong sense of urgency for elementary relief as soon as possible. Current portables at location are not conducive to collaborative learning and collaborative team teaching
- Additional language immersion tracks world language immersion program at middle school
- Doss and Hill have some major / major needs – strong feelings that those needs cannot wait to be addressed. They also felt the schools are so bad that on-site replacements should be considered especially if their projects were going to be at the end of the 6 year period after the new elementary comes online. They felt building new would be more efficient than trying to work with what they have. They felt the spaces are so undersized there is no feasible way a full modernization or renovation could fix their issues
- Reduction of portables was the top priority, and is considered to be at an unsafe level. They were pleased with the plan to do so, though they anticipated growth could be even more than expected and wonder if the sizing of the schools didn't allow for enough flexibility to expand even more if needed
- Felt strongly that the sequencing of all the projects to add capacity needs to be well coordinated and happen somewhat simultaneously, so that Hill students don't feel pressure to leave the school to attend a new and improved Doss or vice versa. Hill ES has just as strong of a need as Doss to have capacity relief. Were surprised to see this in years 6-12, and suggested this needed to happen early or some form of targeted projects were needed to address unsafe conditions

### **Summitt ES**



- Concerned the facilities including technology will outpace the staffing
- Sustainable energy and resource (grey water capture/collection) could save financial resources
- Traffic flow currently unsafe
- All schools want flexible learning spaces
- All three schools want a second gym for bad weather days (no rec space when gym is being used)

**Pillow ES**

- Instead of buying new property to relieve population at Hill and Doss, and to feed into updating Pillow I would suggest that Pillow be redone into a 2-story building. AISD owns the property so instead of paying for property and building construction you only have to pay for construction
- To relieve the population we should redistrict so that the population near Parmer and Metric to attend nearby Padron thereby reducing our population and accommodating the influx of Doss and Hill
- Pillow needs to track to Murchison instead of Burnet to keep it a true feeder pattern
- Summitt land is AISD-owned. A new appropriate track would support student recess as well as community needs
- All schools want flexible learning spaces
- All three schools want a second gym for bad weather days (no rec space when gym is being used)
- Pillow students should be considered to be fully integrated into the Anderson Vertical team (feeder pattern included)

**Lanier Vertical Team****Lanier HS**

- Bathrooms in Lanier are in very poor condition

**Burnet MS**

- Call for a number of targeted projects (parking for teachers, electrical requests, walkway covers for portables)
- Need more/larger meeting space for community use
- Teacher at Burnet MS sees that Dual Lang. has permeated into Middle Schools. Ridgetop is a model of DL and compliments idea of growing DL across the district

**Cook ES**

- Place for collaborative thinktank space to interact with the content through a variety of modalities. Mindfulness – open space for emotional social learning
- Parents not opposed to receiving children back
- I agree that a learning center for PK is very important
- Keep Pre-K in their Early Learning Centers. In fact, K should/could be incorporated into their model. Space dedicated to primary so that testing doesn't affect our learning schedules and ability to move on campus

**Guerrero-Thompson ES**

**No direct comments received/transcribed as of 2/3/17**

**McBee ES**

- Parents not opposed to receiving children back

**Padron ES**

**No direct comments received/transcribed as of 2/3/17**

**Lucy Read PK**

- Why rebuild a replica of Lucy Read on another campus w/o all of the amenities, when you could move towards the future and rebuild Lucy Read on its current space
- We sit on 10 acres – rebuild on our current space
- PK is the foundation – data shows that early childhood education is fundamental in how a child grows. Sending children back to their home campus where the focus is not on PK/early childhood could have a negative impact
- Strong support to keep a pre-K center and even expand it to include younger students and Kindergarten students and add more parent and community resources. Several members cited research showing the effectiveness of pre-K centers. The need for classrooms of 20 eligible students in order to utilize Head Start resources was another strong argument for keeping pre-K students centralized
- Does it need to be all or nothing? Could there be preK center and preKs on campuses?
- PreK centers are not a pilot program. It has been proven to be successful. Building Uphaus shows that AISD believes it works

- How many preK classrooms would you have on each campus if students return to their campuses? Will there be enough teachers to allow for team collaborations
- What worries me is if they close Lucy Read, when they move the kids to the other schools, the quality of the programs will be lost. For example, the principals at Lucy Read focus only on the young children, so the pre-k students receive programming appropriate. I'm worried about that being lost if they were to go to a school with older students
- I know that what I'm seeing here is an investment about the school. I think all of us know what it's like to have older students in our schools. I would prefer for my small students to be able to learn in an environment for young children, and so that they're prepared to be with older children
- Great concern about "getting rid of" Pre-K Centers. Many families prefer the protected nature of the 4-year-old only campus. No attachment to the building itself. All attachment to program, teachers, and sense of community
- Has district considered birth to 3 campuses? Research shows huge opportunity to close achievement gap here
- Provide parents options-some Pre-K on Elementary campuses, some in centers.
- Read teachers are able to receive and access focused professional learning regarding early childhood. Because of this, Read's teachers can implement high quality strategies that fuse the child's developmental ability and the content. Individuals were concerned that integrating PK on elementary campuses would remove the focus on PK and the teachers and students would get lost in the mix
- The culture and climate of the campus regarding professional learning and early childhood, the campus is implementing a number of partnerships, two-generation supports, and innovative initiatives to support students and families. This includes partnerships like Headstart (which provides additional staff and supports for families) and the YMCA (which provides one week of free swim classes for students) and innovative like a tricycle trail and community gardens
- PK centers enable the district to better partner with entities such as Headstart that require a certain number of eligible students to implement the program. The mass of PK students in a centralized location give our district the ability to provide and potentially expand partnership programs like Headstart
- Academics - Lucy Read provides the highest level with special areas and academics specifically targeting young children. Facilities - AISD built Uphaus because we were committed to early childhood. Closing EC Centers would be a major step back, no matter the condition or cost. Serving parents specifically with best practices, behavior and academic support for early childhood. AISD future should be committed to early childhood campuses and students
- Read PreK site as relief school for Hill/Doss
- Rebuild Lucy Read Pre-K
- There are many doubts about the cost-effectiveness of the decentralization of Dobie Pre-K and Lucy Read. Even if sending these children back to their home campuses were deemed less costly, they argue that ECE intervention costs upfront pay off big long-term in terms of transition to elementary and future standardized test scores (for these arguments attendees point to AISD's internal study of these programs' efficacy)

**Wooldridge ES**

- Parents not opposed to receiving children back

**Wooten ES**

- Larger class square foot (technology, PBL, collaboration)

**Austin Vertical Team****Austin HS**

- Need to make sure short-term needs are part of the bigger plan, not a Band-Aid in the next bond package
- Need to make sure our academics are supported going forward. Keep all current programs and add AP classes
- Very poor condition for athletic fields – unsafe as is
- Life skills space needs natural light outdoor area track needs repair. Fine arts expansion. Add wellness center so we can expand STEM/CTE wing
- Need to have a tech audit to determine what is needed for modernization
- Needs money dedicated to Austin HS in the first bond to begin work on the modernization of the school
- Like to see expansion of dual language program; targeted project for academics; we are an urban school and would like to continue community partnerships and see more expanded
- Layout is antiquated, needs modernization. Areas are fragmented and needs a redesign. Parent community has presented a vision for the 4-academy model, which outlines how the space needs to be redesigned
- Wellness center to use current building space and athletics to be reconfigured, without the creation of a new footprint. These steps will benefit the entire community, not just the campus
- Must continue to work with stakeholders to benefit the citizens within Austin. School community feels encroached upon. How do we continue to create a stronger sense of community and partner with clubs and organizations utilizing the school community? It is important to support Austin High Alliance and stakeholders work to build these positive and strong relationships. AISD must support the work of stakeholders to support Austin High. This will allow for continued community development and partnership
- 12-25 years feel too long for facilities development at the campus
- Expand the library to include a central, flexible learning space to support individualized learning for all students will allow for diversity of programming for all students

**O. Henry MS**

- Align more closely with Austin High School offerings to better prepare students for the new academics. Would desire outdoor learning area, which can be great for the community better fields. Multi-purpose space for project-based learning major technology upgrade
- OHMS also serves the community as a church meeting place on Sundays. Would like to modernize while being mindful of the 50+ year old history of the school
- All students participate in sports – need 3rd gym/multi-use area. Creative multi-use outdoor spaces would make us of OHMS acreage. Create LASA-like academy programs at every high school, not one location
- Technology updated/modernized throughout school in order to stay up to speed with our society
- More cross discipline collaboration and learning similar to global students at Austin

- Please modernize, do more for CTE/STEM and fix drainage/flooding issues
- Zilker and O. Henry are historic and modernization needs to respect the character of school
- The Fine Arts facilities are so small and inefficient that they are almost unusable. Larger auditorium/theatre and an additional gym (that could also serve as a multipurpose room) is needed to accommodate all the teams
- Great concern from parents about LIONS Municipal Golf Course across the street. UT owns it and leases it to the City of Austin. Lease is up in 2018 and they fear it will be sold and developed, which will totally change dynamics of O. Henry and other schools in area
- Align middle school curriculum for curriculum readiness for Austin High as well as elementary for middle
- Would like vertical team to align from elementary to middle to high; need for academically strong neighborhood campuses. Traffic will get worse in Austin, programs will be important at all high schools, would like a LASA like program at every high school, so parents/ students don't have to drive across town for LASA, rigorous curriculum. We want an advanced Academic experience at every high school
- Portables are a concern for O. Henry parents, especially 6th grade students
- Should 6th grade be placed at a different school? For the Fine Arts program they need to start at grade 6.

### **Barton Hills ES**

- Need to better understand the BHE impervious cover. Would appreciate specific numbers – where are we now? Do we have any expansion capacity now at all? Are there opportunities to expand the schools impervious cover allocation through negotiations with the city including the Parks Department which shaves land with BHE
- Better space for dedicated space for community functions (e.g., voting poll) other community meetings, school performances
- Flexible spaces for collaboration, eliminate portables, find a way to not have, permeable cover restrictions

### **Bryker Woods ES**

**No direct comments received/transcribed as of 2/3/17**

### **Casis ES**

- Community and school expects and receives a level of academics. But, our facilities need to match that
- It is very important to work to phase the project in such a way that all kids can be kept on the campus during the construction – no child should be displaced
- Need new and updated facilities but wants to maintain the family/community feel of the campus
- Community would prefer a very creative way to get a big project done while remaining at Casis. Plus our growth is not decreasing and needs to be built to reflect growth
- The primary concern was that while they agreed Casis needed to be raised and replaced (with the exception of very new buildings like the art building) they did not want to see

the school closed and the kids relocated during the rebuild. They hoped that it could be done slowly, such as one building at a time. They were willing to endure considerable hardship (changes to the school calendar to accommodate construction, etc.) to make it happen in that way. They said they believed 100s of parents would pull their kids and place them in private schools instead if the building was closed for a year or two, and that many of them would not return to public school later if they left

### **Mathews ES**

- Dual language opportunities would be great
- Needs more space to support a current level of enrollment. There is no teacher break space or work space. This feels like a more pressing need (more pressing than 6-12 years)
- More support for our homeless/special needs populations. Support to keep UT married student housing at Mathews (in our zone) even after the move of that housing
- Flexible learning space and need community space
- Improve and add new buildings spaces are too crowded
- Feel strongly about keeping 6th grade in the school
- “431 students” (numbers incorrect on handouts): crowded/limited space
- Want more flexible space (with furniture, storage that can be adjusted to meet various needs to show that various learning can take place in one space)
- We love the boundaries. We love that they bring such diversity.

### **Pease ES**

- Staying at the same site would be more peaceful for students, allowing them to maintain the same pattern and comfortable environment
- Kids range so much in diversity and needs. If the goal is to replace a school, how do we balance out all those needs throughout the transition and planning in terms of classroom, hygiene, safety, etc. needs
- The school is so centrally located which families’ love, so if it is moved off-site over construction we're going to be unhappy
- My only concern is that I think we are in this position because we didn't spend enough money to maintain our buildings in the first place, so I don't want to just throw money at these projects again just to have to redo this process. Want to make sure all this work is maintained
- Keep 6th grade and make advancements to the science lab
- Green initiatives with cafeteria and campus wide as a set standard working towards – waster
- Pease is historic building – something all Pease parents love – we cannot change much about it or add-on. How can we use space in the best way (maximize what we have?) for special/pull-out programs?
- Desire to keep 6<sup>th</sup> grade in the school
- Make 6<sup>th</sup> grade more of a Middle School experience to facilitate smooth transition
- More support for Special needs (Special Education or Gifted and Talented learners) (e.g.: Reading Specialist only has a small corner in a room to work w/ students which is not conducive for an alternative learner.)

- 6-12 years is too long. The current parents will be gone by then and incoming parents may not be as aware of the issues or as passionate about promoting change
- We have lost a lot of diversity and we want everyone to be welcome to transfer in. “We are Austin’s school. We want more students of color and a more socio-economic diversity.”

### **Sanchez ES**

- Do not sell Sanchez or turn it into district administrative uses. It should be used as a space to benefit the neighborhood, whether as a space for community-focused nonprofits, a business incubator or Hispanic-arts and cultural space. Can be co-located with ALC and nonprofits could provide ALC students mentorship opportunities
- If and when Sanchez is consolidated; these communities do not want the school sold. Desire for the district to use it for other programs so that it supports the community. A lot of discussion centered on the importance of non-profit organizations that need a place to go. Social support and family support are all important. The community seems OK with ALC and understand that the location of this school plays an important role for others to access district programs
- Academic programming at the younger age levels for the “fundamentals” are very important to them, and wanted reassurances the district would work with them on providing this. Pre-K programs were very valued by both Sanchez and Metz
- When merging both campuses, remember the history and be culturally competent and respectful of both campuses. The group believed the consolidation will work, but it must be done in a thoughtful and collaborative way
- “Not a shotgun wedding” - Merging the campuses starts with parents and teachers. The new campus should still “feel” like a small neighborhood school; there need to be efforts such as a forming a Co-PTA, staff development and community events before moving anyone. The school communities drive the process
- Mediation Program & Community Policing were very successful programs at Sanchez in past. It would be helpful for teachers/parents to get mediation services during merger
- History of Sanchez and Metz: First statewide bilingual/dual language programs established at these schools, strong active political base, Cesar Chavez visited Metz, Cultural competency/proficiency
- Co-locate social services at schools. Small non-profits serve to provide various counseling services, etc. and support students and their families

### **Zilker ES**

- Spanish more integrated; outdoor hands-in learning; more technology coding
- Remove portables; get negotiation and regulations with COA fixed first
- Maintain historic features of the school
- Renovate/modernize able being sensitive to aesthetics of school and community
- Project based learning and more outdoor time
- Zilker and O. Henry are historic and modernization needs to respect the character of school



- Student live-in projections seem way off-base projected to go down – will definitely go up as all construction in neighborhood geared towards families with school/age kids and Zilker as an attractive schools for families
- You must re-examine student live-in population projections
- Can after school activities be funded through tuition-based AISD programs instead of third party? Like an AISD Extencicare for after school hours?
- Not enough space to support full community (School Community) to attend at Zilker
- If we can't get ride of portables, can we update to a new portable after 15-20 years?
- Large Kg classes; unsure why the student live-in population projections is decreasing over the next 10 years; older people are moving out of the neighborhood and younger couples with children are moving in for the express purpose of having their children attend Zilker; what was the exact research and methodology used to arrive at these figures
- Federal subsidized housing increasing with approximately 100 families moving in the attendance zone

### **Small MS**

- Programming that is in line along the Vertical Team from elementary – high school
- Continue green tech programming – technology is outdated
- Larger space is needed in music areas, would it be possible to move interior walls to do this. Departments are every isolated
- Band hall needs repair and renovation, need renovations so students want to continue in band, it is affecting students and their desire to remain in band
- Fine Arts teachers don't feel like a part of the school team. Fine Arts are isolated
- Teachers do not see each other, no sense of community, recommendation is tearing down walls

### **Oak Hill ES**

- Not sure why report says the site has limits to expanding capacity since it is 10+ acres. School boundary is landlocked and neighborhoods schools are all full/overcrowded. It is very important to have flexible learning space to accommodate growth

### **Patton ES**

- Portables have been deteriorating at a rapid rate. They are unsafe, infested with rodents, and affect the quality of education to our students
- Campus is not ADA compliant. These same children do not have access to any of our three playgrounds. There is absolutely zero access to the playscapes

**Bowie Vertical Team****Bowie HS**

- The arts wing is severely too small. That building needs to be enlarged. Please explicitly state the fine arts improvements as part of the goal for Bowie
- Confused about the land purchase for a south high school, Trustee Wagner came over and helped clarify and helped relieve angst about future capacity of south high schools
- Want to start master planning site to tackle warm/safe/dry and other immediate needs in a way that would be coordinated with future comprehensive work
- Would like to see STEM/Tech/Robotics and overall building technology plus an emphasis on career and college counseling center to support college recruitment and coaching of students
- Many felt a magnet program was still needed in the south (stand alone or an academy to provide a rigorous alternative option)
- Overall excited about the potential for modernization, but living in the moment where it's hard to dream big when they worry about real problems – overcrowding, HVAC issues, parking, bugs, humidity, lack of water fountains, etc.
- Would like to see fixes to their building even before modernization, but understand not wanting to duplicate efforts
- Lots of ideas over what they want in their facility – important to engage during design process
- Would like to see added programming including more language options, computer science, and STEM
- Concern and distrust of how funds from 2008 for new South high school were never used; questions were raised about if/how the funds could be used now for this cycle?
- Improvement of core and shared spaces (e.g., cafeteria and gym)
- Fine arts is a huge part and anchor of the community of Bowie, involving parents, alumni, and community. It need a major facility overhaul and VT alignment to support the demand
- Question: Struggling we are not offering a new southwest high school. Why is it being said we are built out? Would not mind "splitting" Bowie (a new school and keeping Bowie) - would like kids to go to a new SW school. Went to Bowie himself. Connections between Circle C and Dripping Springs with new development occurring
- Excitement around potential IB program at Bowie
- Traffic flow is an issue
- Not excited about IB at Bowie making up for SW magnet access. Asked why we are focused on advanced education at HS and no attention on El. schools

**Bailey MS**

- Programming needs a magnet
- Vertical Team alignment for programming
- Principal of Bailey said "write down this quote for the FABPAC - GO BIG! BE COURAGEOUS!"

- They like wraparound services and community school ideas and said that should be implemented per vertical team and not to assume that people in non-title one schools don't have needs for what these services might be
- Bailey and Gorzycki have needs for large spaces that can be converted into flexible spaces or transforming. There is not room on the campuses to hold a meeting with the whole school, have parents and a whole grade level in a meeting at one time
- Bailey is older, but it is on the same renovation schedule as older schools. Bailey needs significant maintenance. The campus needs to be retrofitted for technology.
- We like all of the programs that we currently have now (orchestra, band, theater, CTE). We would like to see more technology (robotics), E-zine, magazine design, layout design. Any magnet signature program should be available to all students because this provides a rich learning environment for all students. Currently the electives at the magnets vs. other campuses is apparent. Programs should be made available to all students regardless of academic and socioeconomic status
- There are no safe routes to school for kids at Gorzycki, Bailey, and Baranoff- no sidewalks and no crossing guards so kids can't walk to school even though they live nearby.

#### **Baranoff ES**

- Did not want to have a 2-story building (felt it was not best for ES)
- Do want a new school, but are weary of location and size of school and site
- What fixes will fill the gap between when the new school to help Kiker and Baranoff overcrowding occurs?
- Space to house innovation and technology to support
- There are no safe routes to school for kids at Gorzycki, Bailey, and Baranoff- no sidewalks and no crossing guards so kids can't walk to school even though they live nearby.

#### **Cowan ES**

- I realize that both Cowan and Baranoff are overcrowded. Recently learned that the district may want to relieve Baranoff 's overcrowding by moving children to Cowan. Why would you move students to Cowan why we are also overcrowded? Kocurek is very close to Cowan and much smaller. Let's move some students to Kocurek. They are quite small

#### **Gorzycki MS**

- Entire Vertical Team: for the 2nd time in our vertical team (especially Clayton and Gorzycki) we have been shut-out of building issues – first with Clayton (severe overcrowding) and forcing kindergarteners to transfer and now a high school is built in SE Austin
- Improvement of core and shared spaces (e.g., cafeteria and gym)
- Programming needs a magnet
- Vertical Team alignment for programming
- Questioned how Gorzycki FCA could be so low as the newest Middle School - The fact that schools are so quickly in poor condition, raised doubts in how a 20 year plan would

actually work and happen and how accountability might work over 20 years "The scores seem are extremely disappointing and off-putting due to Gorzycki's age"

- Timeline is too long, though they like that AISD is finally doing a long term plan, but there are much more short term needs - revolving around safety and making schools last to that 12-25 year timeline, that they don't believe will happen unless schools have maintenance and improvements for the interim short term
- Bailey and Gorzycki have needs for large spaces that can be converted into flexible spaces or transforming. There is not room on the campuses to hold a meeting with the whole school, have parents and a whole grade level in a meeting at one time
- 12-25 year plan for Gorzycki makes sense. Lights in building need to be replaced, so how do we fix this?
- Population projections are off. With the amount of building in the SW area, there will be more students than is being shown on these documents. Shady Hollow is set to turn over. Circle C will turn over
- There are no safe routes to school for kids at Gorzycki, Bailey, and Baranoff- no sidewalks and no crossing guards so kids can't walk to school even though they live nearby

#### **Baldwin ES**

- They like wraparound services and community school ideas and said that should be implemented per vertical team and not to assume that people in non-title one schools don't have needs for what these services might be

#### **Clayton ES**

- If extra foreign language or other programs are added they should not be funded with existing funds. Private or development money should be raised
- Language (Spanish) offered at Clayton

#### **Kiker ES**

- Campus needs improved security measures. Relocating playground behind the school and creating a secure front would greatly improve security. Security should be prioritized long before the 12-25 year timeframe
- Need more money spent on high-achieving students; pull-out services for those who received commended or higher
- Desperately need fixes at existing schools rather than bond for new school; fix what you have
- Would like to see portable assessment/inspection scores rolled into the overall campus FCA and ESA reports
- Would like to see more enrichment programs and alternative learning programs
- More storage space our infrastructure and school day have not been able to keep up with our enrollment. Overcrowding affects our ESA

#### **Mills ES**

- I have concerns about the erosion at Mills and the tarp on the roof, but it's a pretty good school overall

- Mills takes over 20% transfers and I see no reason to have another elementary school in SW Austin. Boundaries need to change, which is painful, but I would prefer any new school building money go to Bowie, We should also close or repurpose under-enrolled schools. Offer a maker-space like Anderson High in South Austin

# #AISDFuture Twitter Chat 1.30.17



Austin ISD  
@AustinISD

@TechCoachFox @jedrummond9 Hey #AISDFuture tweeters, gearing up for another #AISDChat 1/30, 6-7PM. Get ready! [AISDFuture.com](http://AISDFuture.com)

 4 DAYS AGO



Austin ISD  
@AustinISD

@JeanonEastside @teachermentored Hey #AISDFuture tweeters, gearing up for another #AISDChat 1/30, 6-7PM. Get ready! [AISDFuture.com](http://AISDFuture.com)

 4 DAYS AGO



Austin ISD  
@AustinISD

@AGHolman Hope u can join 1/30 for another #AISDFuture #AISDChat 1/30 6-7pm. All prelim recs are online [AISDFuture.com](http://AISDFuture.com), please RT!

 4 DAYS AGO



Austin ISD  
@AustinISD

@maestropina @SarahNJohnson1 Hey #AISDFuture tweeters, gearing up for another #AISDChat 1/30, 6-7PM. Get ready! [AISDFuture.com](http://AISDFuture.com)

 4 DAYS AGO



Austin ISD  
@AustinISD

Page 186

@ZacharyAbaie @LINKstrategic @JevinHodge @cbaez3 @nicolekConley We'll see u online for another #AISDChat 1/30, 6-7PM. Get ready! #AISDFuture

4 DAYS AGO



Austin ISD  
@AustinISD

Do you have questions about Facility Master Plan? Ask online 1/30 from 6-7PM during our Twitter chat. Follow us & use #AISDchat #AISDFuture.

4 DAYS AGO



Austin ISD  
@AustinISD

Do some Facility Master Plan homework at [AISDFuture.com](http://AISDFuture.com) this weekend to prep for 1/30 Twitter chat, 6-7PM! #AISDchat #AISDFuture

3 DAYS AGO



Austin ISD  
@AustinISD

@sandychilton @MatadorLibrary Hope you can join another #AISDFuture #AISDChat 1/30, 6-7PM. Prelim recs r online - [AISDFuture.com](http://AISDFuture.com)

3 DAYS AGO



Austin ISD  
@AustinISD

Hey #AISDFuture tweeters, gearing up for another #AISDChat 1/30, 6-7PM. Get ready! [AISDFuture.com](http://AISDFuture.com) @Robaceratops @lubomudrov

3 DAYS AGO



**AustinISD—Facilities**  
@facilitiesAISD

Page 187

Help shape our #AISDFuture. Join community conversations across #ATX Jan. 31-Feb. 2.  
[@AISDSupt](#) [austinisd.org/fmp/meetings](http://austinisd.org/fmp/meetings)

3 DAYS AGO



**TriciaSpencerPotyka**  
@PatriciaPotyka

Come one, Come all to our AISD tweet chat this Monday (insert smile). Byond thrilled to have a seat at the table. #AISDProud #AISDFuture [twitter.com/AustinISD/stat...](https://twitter.com/AustinISD/stat...)

3 DAYS AGO

So proud of our Dolphins! Thanks @TravisRebels for the opportunity to perform! #AISDproud #AISDFuture [pic.twitter.com/i7fKtZyNx6](https://pic.twitter.com/i7fKtZyNx6)

TANIA JEDELE @DAWSONDOLPHINS · 3 DAYS AGO





**Austin ISD**  
@AustinISD

Page 188

Today is the day! Join us tonight 6-7PM for [#AISDChat](#) about Facility Master Plan. Use [#AISDChat](#) and [#AISDFuture](#) to join convo. See you soon!

 A DAY AGO



**Save Ridgetop**  
@saveridgetop

Collecting public testimony about [@RidgetopRattler](#) and [#AISDFuture](#) for [@AustinISD](#) [#saveridgetop](#) [#saveduallanguage](#) [m.facebook.com/saveridgetop/?...](https://m.facebook.com/saveridgetop/?...)

 A DAY AGO



**Dr. Paul Cruz**  
@AISDSupt

Help [@AustinISD](#) shape its [#AISDFuture](#) via [@Twitter](#) this afternoon. Let's reinvent the urban school experience, together--all means ALL! [twitter.com/austinisd/stat...](https://twitter.com/austinisd/stat...)

 20 HOURS AGO

# #AISDFuture #AISDChat

#AISDFuture #AISDChat starts in one hour! Be sure to read the preliminary recommendations at [www.AISDFuture.com](http://www.AISDFuture.com) and send us your questions.



#AISDFuture chat starts in 1 hour! Get ready - read prelim recs at [AISDFuture.com](http://AISDFuture.com) & send questions tonight! #AISDProud #AISDChat [pic.twitter.com/vI3Rj1iayV](https://pic.twitter.com/vI3Rj1iayV)

 AUSTIN ISD @AUSTINISD · 19 HOURS AGO



Michael Akin  
@DCMichaelA

#Austin friends! Join @AustinISD tonight from 6-7 PM CST for a #AISDFuture Twitter Town Hall re the Facility Master Plan! #AISDChat [twitter.com/AustinISD/stat...](https://twitter.com/AustinISD/stat...)

 18 HOURS AGO



Austin ISD  
@AustinISD

Here we go! Starting our #AISDFuture chat in five minutes. First question coming at y'all soon!

 18 HOURS AGO



Austin ISD  
@AustinISD

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Use #AISDChat to join in the #AISDFuture conversation.

18 HOURS AGO

# #AISDFuture #AISDChat

## Welcome to the #AISDFuture #AISDChat!

**Q1:** What do you think a modernized school should be able to do that a current school can't?



Here we go! First question in tonight's #AISDFuture #AISDChat focuses on modernized schools. What do you think? #AISDProud [pic.twitter.com/2uJLA3gNF5](https://pic.twitter.com/2uJLA3gNF5)

AUSTIN ISD @AUSTINISD · 18 HOURS AGO



Adam Holman  
@AGHolman

Hi #AISDChat! A1: I think all schools can be 'modernized' in that so much of being relevant is in our attitudes and flexibility towards kids

17 HOURS AGO



**Adam Holman**  
@AGHolman

Page 191

A1: School should also have kids creating classes, food they want to eat at the cafeteria, & charging stations everywhere #AISDChat

 17 HOURS AGO



**Austin ISD**  
@AustinISD

@AGHolman Voice and choice for students in education is the #AISDFuture!

 17 HOURS AGO



**Adam Holman**  
@AGHolman

A2: By far my favorite examples are from my friends & edu leaders @pammoran & @irasocol in Virginia. Must check them out! #AISDChat

 17 HOURS AGO



**Sammi Alexander**  
@SammiSaysIt

.@AustinISD Modernized school: as much outdoor learning as possible. Community partnerships to learn w/professionals in the field. #AISDChat

 17 HOURS AGO



**Murchison Library**  
@MatadorLibrary

Q1: Mod schools should have a lot more flexibility when defining spaces. Easy to change up and move around based on innovation. #AISDfuture

 17 HOURS AGO

# #AISDFuture #AISDChat

## Welcome to the #AISDFuture #AISDChat!

**Q1:** What do you think a modernized school should be able to do that a current school can't?



[@PatriciaPotyka](#) That's awesome and virtual learning is something we're working to implement in a bunch of scenarios. #AISDChat #AISDFuture [pic.twitter.com/RQn1nB2vqe](http://pic.twitter.com/RQn1nB2vqe)

AUSTIN ISD @AUSTINISD · 17 HOURS AGO



[TriciaSpencerPotyka](#)  
[@PatriciaPotyka](#)

[@AustinISD](#) Here's a stellar example: #AISDFuture #AISDChat [ln.is/wordpress.com/...](http://ln.is/wordpress.com/) PS: Glad to be here :)

17 HOURS AGO



[RoxanneE](#)  
[@JeanonEastside](#)

#AISDChat: How can people share their ideas for what they want to see in their modernized schools?

17 HOURS AGO



**Murchison Library**  
@MatadorLibrary

Page 193

Q1: Mod schools should also be forward thinking and allow for quick changes to meet future needs.  
[#AISDchat twitter.com/MatadorLibrary...](#)

17 HOURS AGO



**AustinISD—Facilities**  
@facilitiesAISD

[@MatadorLibrary](#) Thanks! Have you seen examples at AISD or in other districts that do this particularly well? [#AISDFuture](#) [#AISDchat](#)

17 HOURS AGO



**TriciaSpencerPotyka**  
@PatriciaPotyka

[@AustinISD](#) Facility Quality is tied to better outcomes: [#AISDChat](#) [#AISDFuture](#)  
[ln.is/dadeschools.ne...](http://ln.is/dadeschools.ne...)

17 HOURS AGO



**TriciaSpencerPotyka**  
@PatriciaPotyka

[@PatriciaPotyka](#) [@AustinISD](#) [#AISDChat](#) [#AISDFuture](#) --> Oops forgot to include in my excitement, smile. [ln.is/washingtonpost...](http://ln.is/washingtonpost...)

17 HOURS AGO



**TriciaSpencerPotyka**  
@PatriciaPotyka

[@AustinISD](#) [#AISDChat](#) [#AISDFuture](#) --> [teachthought.com/pedagogy/20-wa...](http://teachthought.com/pedagogy/20-wa...)

17 HOURS AGO



**AustinISD—Facilities**  
@facilitiesAISD

Page 194

. @PatriciaPotyka @AustinISD - Gotta love @Pinterest! Let's get some of our great #AISDFuture schools on one of these boards!

17 HOURS AGO



**SaldañaAISD6**  
@SaldanaAISD6

@PatriciaPotyka @facilitiesAISD Thank U. My best to Nevers, she and all of our AISD students deserve the best modernized schools! #AISDChat

17 HOURS AGO



**Cynthia Soliz**  
@CynSoliz

@AustinISD Thanks for being available on twitter! Have you seen the videos on @saveridgetop Facebook page? #AISDChat #AISDFuture

17 HOURS AGO



**RoxanneE**  
@JeanonEastside

#AISDChat: How could a nonprofit present a proposal to provide on-campus services, maybe at a school with excess space?

17 HOURS AGO



**RoxanneE**  
@JeanonEastside

#AISDChat: if someone missed their vertical team engagement session last week, can they attend one of this week's meetings?

17 HOURS AGO



**AustinISD—Facilities**  
@facilitiesAISD

Page 195

@JeanonEastside Yes! Community is welcome at any of the meetings! #AISDFuture

17 HOURS AGO



**RoxanneE**  
@JeanonEastside

#AISDChat: there a lot of ways to engage online. Is there a phone number people can call to share,their feedback?

17 HOURS AGO



**Austin ISD**  
@AustinISD

512-414-9595 #AISDChat AISDFuture [twitter.com/JeanonEastside...](https://twitter.com/JeanonEastside...)

17 HOURS AGO



**Cynthia Soliz**  
@CynSoliz

@AustinISD overwhelming theme: investment in AISD's highly successful whole-campus, #duallanguage program. Support what works! #AISDFuture

17 HOURS AGO



# #AISDFuture #AISDChat

**Q2:** What do you think of as an example of a modernized school or modern learning space?



Q2: Speaking of modern schools & spaces, can you name some good examples of these?  
#AISDChat #AISDFuture #AISDProud [pic.twitter.com/xbNboLiNWx](http://pic.twitter.com/xbNboLiNWx)

 AUSTIN ISD @AUSTINISD · 17 HOURS AGO



**Linzy Foster**  
@lbrakefield

@AustinISD #AISDChat I think of outdoor classrooms and more quiet spaces for individual project work. Also standing or more ergo desks.

 17 HOURS AGO



**Austin ISD**  
@AustinISD

.@lbrakefield Agreed! Did you see @BEMustangPride Green School Parks pilot grant? Great comments- flexible/accessible space will be key.

 17 HOURS AGO



**SaldañaAISD6**  
@SaldanaAISD6

Page 197

I'm committed to active listening email me directly ur thoughts re:FMP/FABPAC discussions paul.saldana@austinisd.org #AISDChat #AISDFuture

 17 HOURS AGO



**RoxanneE**  
@JeanonEastside

#AISDChat: as CodeNext rolls out, are their joint AISD/City conversations around how schools and neighborhoods co-exist?

 17 HOURS AGO



**Rich DePalma**  
@richdepalma

@AustinISD How will the community feedback last week and this week be used? #AISDChat

 17 HOURS AGO



**AustinISD—Facilities**  
@facilitiesAISD

@richdepalma @AustinISD - Received OVER 1000 #AISDFuture comments last week alone! All being logged, analyzed & shared with FABPAC/Team. 1/2

 17 HOURS AGO



**AustinISD—Facilities**  
@facilitiesAISD

. @richdepalma @AustinISD - FABPAC will use #AISDFuture feedback to update prelim. options, which will then be brought back to community 2/2

 17 HOURS AGO



**Sammi Alexander**  
@SammiSaysIt

Page 198

Modern school & space examples for [@AustinISD](#) -- check out Lytle, TX Elementary School!  
[lytleelementary.net](#) #AISDChat #AISDFuture

17 HOURS AGO



**Linzy Foster**  
@lbrakefield

[@AustinISD](#) #AISDchat a truly diverse student population with inclusion of spec ed kids in the classrm while focusing on indivl student needs

17 HOURS AGO



[@AustinISD](#) Windows and good light ~ something like this :) - found on Pinterest. #AISDChat #AISDFuture [pic.twitter.com/YRVLpsP6jo](#)

TRICIASPENCERPOTYKA @PATRICIAPOTYKA · 17 HOURS AGO

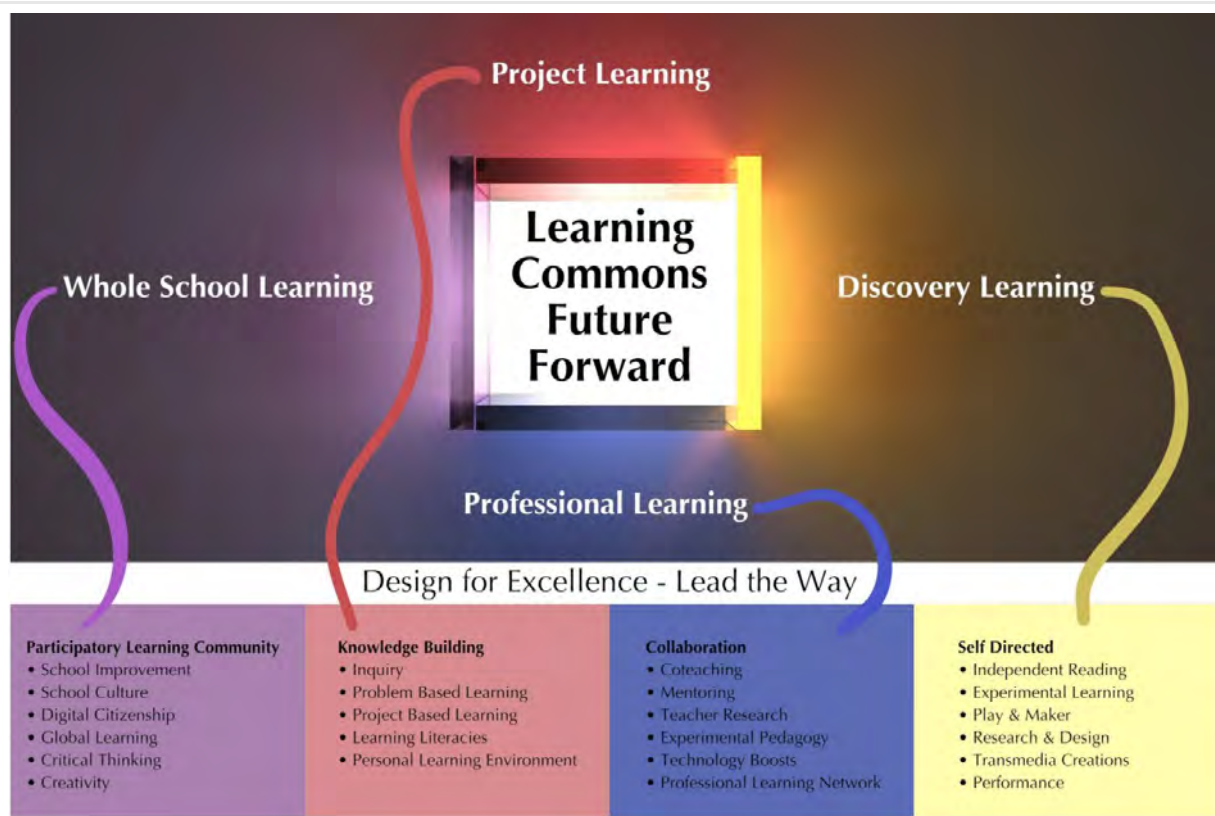


Murchison Library  
@MatadorLibrary

Page 199

Q2: Speaking in terms of libraries and modern learning space, the Learning Commons  
[schoollearningcommons.info](http://schoollearningcommons.info) #AISDchat #AISDFuture

17 HOURS AGO



@MatadorLibrary - Thanks for the link! Really interesting website, we'll be sure to share it with the #AISDFuture team!. [pic.twitter.com/h765PCFG8L](http://pic.twitter.com/h765PCFG8L)

AUSTINISD—FACILITIES @FACILITIESAISD · 17 HOURS AGO

Engagement Mtg last week, this is what was in the FMP *(update in RED)*:

Cluster 16	Original (Nov 29, 2016)				Version 2 (Dec 15, 2016) Version 3 (January 22, 2016)			
	Priority	Driver	Option	Time frame	Priority	Driver	Note	Time frame
Reilly ES	1	Poor FCA	Full modernization with addition to 522 and receive students from Ridgetop	Yrs: 1-6				
Ridgetop ES	2	Avg FCA	Consolidate into Reilly due to site constraints	Yrs: 12-25		Site constraints Site constraints & overpopulation		Yrs: 1-12 Yrs: 6-12
Lee ES	3	Avg FCA	Renovation with reconfiguration to 418	Yrs: 12-25				

(for more detailed info- look at resources below on Austin ISD FABPAC website)

[Observed text](#)

@AustinISD overcrowding added for Ridgetop, why? Thousands leaving AISD. Why not expand a highly successful campus? #AISDFuture #AISDChat pic.twitter.com/KVIlbCMXnQ

 CYNTHIA SOLIZ @CYN SOLIZ · 17 HOURS AGO



Austin ISD  
@AustinISD

@CynSoliz We agree the programming at Ridgetop is excellent, that's why we are looking for facility solutions. What do you think would help?

 17 HOURS AGO



@AustinISD This to start. Ridgetop absolutely can grow, would make an incredible #duallanguage Academy! Invest in what works! #AISDFuture pic.twitter.com/DE9oOsI2l0

CYNTHIA SOLIZ @CYNOLIZ · 17 HOURS AGO



Austin ISD  
@AustinISD

@CynSoliz We believe in #duallanguage & want all AISD students to be cultural proficient. Thank you for the feedback! #AISDChat #AISDFuture

17 HOURS AGO



Murchison Library  
@MatadorLibrary

It's all about celebrating learning, collaboration between students, teachers, and community, and creating spaces to innovate! #AISDchat twitter.com/MatadorLibrary...

17 HOURS AGO



AustinISD—Facilities  
@facilitiesAISD

Page 202

@MatadorLibrary - We need to turn this into an #AISDFuture presentation slide! Very well said!

17 HOURS AGO



@SaldanaAISD6 @facilitiesAISD Awww well she is in LOVE with Dawson and I'm in love with AISD :). Smiling me. #AISDChat #AISDFuture pic.twitter.com/OfzEyQfxrE

TRICIASPENCERPOTYKA @PATRICIAPOTYKA · 17 HOURS AGO

# #AISDFuture #AISDChat

**Q3:** What kind of timeline would you think is best for when work and changes happen in your school?



Q3: Now a school specific question. What do you think about timeline for some of the changes?  
[#AISDChat](#) [#AISDFuture](#) [AISDFuture.com](#) [pic.twitter.com/KLknBQhFFH](#)

AUSTIN ISD @AUSTINISD · 17 HOURS AGO



**Austin ISD**  
@AustinISD

So in plain language, we do school improvements during the Summer Break; what about doing it during the year? [#AISDFuture](#) [#AISDChat](#)

17 HOURS AGO



**TriciaSpencerPotyka**  
@PatriciaPotyka

[@AustinISD](#) School year works well. Kids get to see the improvements. An education awareness campaign to help them understand Bonds? [#AISDChat](#)

17 HOURS AGO





**Rich DePalma**  
@richdepalma

Page 204

@PatriciaPotyka @AustinISD Agreed. Everyone needs to understand the diff btw bond \$, maintenance and operations \$ and recapture.

 17 HOURS AGO



**TriciaSpencerPotyka**  
@PatriciaPotyka

@richdepalma @AustinISD Bingo Plus we educate the kiddo's to become responsible Bond lovers (smile) knowing importance of voting #AISDChat

 17 HOURS AGO



**TriciaSpencerPotyka**  
@PatriciaPotyka

@AustinISD 1-3 year immediate needs LED lighting & wireless classrooms 3 timelines for consideration? Fast, faster, really fast #AISDFuture

 17 HOURS AGO



Got it @PatriciaPotyka! - Like this? #AISDFuture pic.twitter.com/rBle8aGzgA

 AUSTINISD—FACILITIES @FACILITIESAISD · 17 HOURS AGO



**TriciaSpencerPotyka**  
@PatriciaPotyka

@facilitiesAISD Exactly ---> tis great to laugh :) Giggle smile. #AISDChat #AISDFuture

 17 HOURS AGO



**Austin ISD**  
@AustinISD

@PatriciaPotyka Maybe suggest a rabbit as a mascot for any new schools moving forward? #fast #AISDChat

 17 HOURS AGO



**TriciaSpencerPotyka**  
@PatriciaPotyka

@AustinISD Smiling here LOVE IT. Super idea. Yes, our Modern Construction Bunny mascot :) #AISDChat #AISDFuture

 17 HOURS AGO



**SaldañaAISD6**  
@SaldanaAISD6

Page 206

@PatriciaPotyka @facilitiesAISD We are #AISDProud & honored to have Nevers as a SPECTACULAR AISD Ambassador! #AISDChat #AISDFuture

 17 HOURS AGO



**Adam Holman**  
@AGHolman

A3: NOW!! I'm always comfortable with the uncomfortable. One of my few good traits! Some people like baby steps. I don't. #AISDchat [twitter.com/austinisd/stat...](https://twitter.com/austinisd/stat...)

 17 HOURS AGO



**Austin ISD**  
@AustinISD

@AGHolman We think you have many more good traits. #AISDChat #AISDFuture

 17 HOURS AGO



**AustinISD—Facilities**  
@facilitiesAISD

Thanks @AGHolman! Dear Adam's friends @pammoran @irasocol...send us some examples. Always love learning from other #edu leaders! #AISDfuture

 17 HOURS AGO



**Murchison Library**  
@MatadorLibrary

Q3: Summers, evnings, weekends. I'd like to see more oversight of construction and changes that occur on campuses. #AISDchat #AISDfuture

 17 HOURS AGO



**Murchison Library**  
@MatadorLibrary

Page 207

@AustinISD During the year works, as long as student safety is put 1st & accomodations made to make sure learning continues. #AISDchat

 17 HOURS AGO



**Austin ISD**  
@AustinISD

Reminder #AISDProud community: we're half way through tonight's #AISDFuture #AISDChat. You still have time to join!

 17 HOURS AGO



**Linzy Foster**  
@lbrakefield

@AustinISD #AISDchat web-based learning with peers around the world! More webex. More interactive opportunities. &how about an ethics class?

 17 HOURS AGO



**AustinISD—Facilities**  
@facilitiesAISD

@lbrakefield @AustinISD - Thanks! #Diversity is a true strength. How can our facilities best support this? #AISDfuture #AISDchat

 17 HOURS AGO

# #AISDFuture #AISDChat

**Q4:** As FABPAC reviews its options, what is important to consider regarding school consolidations?



Q4: Alright team, a harder question. Pls respond w/specifics - academic, facility & community rationales are helpful. [#AISDChat](#) [#AISDFuture](#) [pic.twitter.com/Bq17khIOIH](http://pic.twitter.com/Bq17khIOIH)

 AUSTIN ISD @AUSTINISD · 17 HOURS AGO



**Murchison Library**  
@MatadorLibrary

Q4: Student choice and voice for selecting what goes into their learning space. Leadership that is education focused. [#AISDchat](#) [#AISDFuture](#)

 16 HOURS AGO



**Murchison Library**  
@MatadorLibrary

[@AustinISD](#) please define what you mean by school consolidations. Is it making it stronger or is it about combining under utilized campuses?

 17 HOURS AGO



**Austin ISD**  
@AustinISD

Page 209

[@MatadorLibrary](#) 1/2 It's about giving students the best learning environment for modern 21st-century learning. #AISDFuture #AISDChat

 17 HOURS AGO



**Marla Keenan**  
@marlainaction

Keep our awesome community schools open! Save Dawson Elementary! #AISDChat

 17 HOURS AGO



**Austin ISD**  
@AustinISD

[@marlainaction](#) Can you expand on that? What is unique to the academics, facility or community that makes [@DawsonDolphins](#) Dawson? #AISDChat

 17 HOURS AGO



**AustinISD—Facilities**  
@facilitiesAISD

Thx [@marlainaction](#)! Would love feedback on what makes your school special (Academics/Facilities/Community) to share w #AISDfuture team.

 17 HOURS AGO



Page 210

[@facilitiesAISD](#) [@AGHolman](#) [#AISDFuture](#) [#AISDChat](#) [pic.twitter.com/7rDNA3L5Nz](http://pic.twitter.com/7rDNA3L5Nz)

IRA SOCOL [@IRASOCOL](#) · 17 HOURS AGO



**AustinISD—Facilities**  
[@facilitiesAISD](#)

[@irasocol](#) [@AGHolman](#) Thanks! These are great photos! What school is this? [#AISDFuture](#)

17 HOURS AGO



**Austin ISD**  
[@AustinISD](#)

[.@irasocol](#) [@facilitiesAISD](#) [@AGHolman](#) These are great examples! Are these from a particular school? Let us know! [#AISDChat](#) [#AISDFuture](#)

17 HOURS AGO



**Austin ISD**  
@AustinISD

Page 211

Great specifics about [@DawsonDolphins](#) [@NebulaAfrodite](#) --thank you! [#AISDFuture](#) [#AISDChat](#)

 17 HOURS AGO



**Rich DePalma**  
@richdepalma

Exactly, great spaces that we need throughout the district. [#21stCenturyLearning](#) [#AISDChat](#)  
[twitter.com/irasocol/statu...](https://twitter.com/irasocol/status...)

 17 HOURS AGO



**TriciaSpencerPotyka**  
@PatriciaPotyka

[@AustinISD](#) Visibility for community - highlight AISD's efforts (free) w Dawson proudly situated in heart of S Austin 4 all to see? [#AISDChat](#)

 17 HOURS AGO



**Cynthia**  
@so1977land

Save Dawson! Dawson is a great community where children are ALWAYS FIRST! [#AISDChat](#)  
[twitter.com/marlainaction/...](https://twitter.com/marlainaction/...)

 17 HOURS AGO



**TriciaSpencerPotyka**  
@PatriciaPotyka

[@AustinISD](#) Here's an excellent, balanced viewpoint read: [ln.is/www.ericdigest...](http://ln.is/www.ericdigest...) [#AISDChat](#)  
[#AISDProud](#)

 17 HOURS AGO





**TriciaSpencerPotyka**  
@PatriciaPotyka

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@AustinISD Here's another read: [ln.is/www.shp.com/1...](http://ln.is/www.shp.com/1...) #AISDFuture #AISDProud

 17 HOURS AGO



**sageb**  
@sageb

#AISDChat... Hope as you plan thre future of AISD that you will take more into account for keeping Dawson elementary open.

 17 HOURS AGO



**Austin ISD**  
@AustinISD

@sageb, can you expand on that? What is unique to the academics, facility or community that makes @DawsonDolphins, Dawson? #AISDChat [twitter.com/sageb/status/8...](https://twitter.com/sageb/status/8...)

 16 HOURS AGO



**Linzy Foster**  
@lbrakefield

@AustinISD #AISDChat 1/student needs being met? 2/is campus successful? 3/location and commuting paths? 4/special ed and lowSES kids cared 4

 17 HOURS AGO



[@facilitiesAISD](#) [@AGHolman](#) [#AISDFuture](#) [#AISDChat](#) [pic.twitter.com/0DQWsyUfc](https://pic.twitter.com/0DQWsyUfc)

 IRA SOCOL [@IRASOCOL](#) · 17 HOURS AGO

# #AISDFuture #AISDChat

**Q5:** If a school received a low FCA score and was recommended for a full replacement with modernization, what would you want to preserve about the old building? What makes it a neighborhood school?



Q5: What do you want to see preserved at some of the older facilities? #AISDFuture #AISDChat [pic.twitter.com/ZAmdv48L7E](https://pic.twitter.com/ZAmdv48L7E)

 AUSTIN ISD @AUSTINISD · 16 HOURS AGO



**Murchison Library**  
@MatadorLibrary

Q5: Neighborhd schls are unique & should meet the needs of their community, not what others think they need. Community input vital. #AISDchat

 16 HOURS AGO



**Cynthia**  
@so1977land

#AisdChat keep Dawson open! I ran into a lady who saw my Dawson 🇺🇸 shirt, and told me that was her elementary school! Fond memories for her!

 16 HOURS AGO



**TriciaSpencerPotyka**  
@PatriciaPotyka

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@AustinISD Another article about school consolidation [ln.is/americanprogre...](http://ln.is/americanprogre...) #AISDFuture #AISDProud Sensitivity to the history of edifice

 16 HOURS AGO



**Austin ISD**  
@AustinISD

Heads up #AISDFuture #AISDChat participants! One more question coming up, probably will run about 15 min. over due to great participation!

 16 HOURS AGO



**Linzy Foster**  
@lbrakefield

@AustinISD #AISDChat during school renos are ok! Make it a learning opportunity for kids!

 16 HOURS AGO



**Murchison Library**  
@MatadorLibrary

Teachers that have > time to teach & < time spent on paperwork. Spaces that can be updated easily to meet tech needs. More action. #AISDchat

 16 HOURS AGO



**RoxanneE**  
@JeanonEastside

#AISDChat: Williams any consideration be given to keeping historic names of consolidated schools as part of new name?

 16 HOURS AGO



**Ira Socol**  
@irasocol

Page 216

[@AustinISD](#) [@facilitiesAISD](#) [@AGHolman](#) our design thinking [docs.google.com/presentation/d/...](https://docs.google.com/presentation/d/...)  
#AISDFuture #AISDChat

 16 HOURS AGO



**TriciaSpencerPotyka**  
@PatriciaPotyka

[@AustinISD](#) Photo pictorial of construction work. Preserving the floors. There's just something about knowing many others walked it #AISDChat

 16 HOURS AGO



**Rich DePalma**  
@richdepalma

I would advocate for that! #AISDChat [twitter.com/JeanonEastside...](https://twitter.com/JeanonEastside...)

 16 HOURS AGO



**Rich DePalma**  
@richdepalma

Nice vision! #AISDChat [twitter.com/irasocol/statu...](https://twitter.com/irasocol/status...)

 16 HOURS AGO



**AustinISD—Facilities**  
@facilitiesAISD

[@irasocol](#) [@AustinISD](#) [@AGHolman](#) Thank you so much for your help! You're doing great work and we look forward to staying in touch! #AISDFuture

 16 HOURS AGO

# #AISDFuture #AISDChat

**Q6:** If a school has been recommended for closure or consolidation, what community needs could the space be repurposed for that would benefit the neighborhood?



Last question! Q6: What community needs could we help address with repurposing some of these spaces? #AISDFuture #AISDChat [pic.twitter.com/URtH7XLkvp](http://pic.twitter.com/URtH7XLkvp)

 AUSTIN ISD @AUSTINISD · 16 HOURS AGO



**Cynthia Soliz**  
@CynSoliz

Thanks again to @AustinISD for opening up this discussion and answering questions from me and us all. @saveridgetop #AISDCHAT #AISDFUTURE

 16 HOURS AGO



**Austin ISD**  
@AustinISD

Thank you for participating @CynSoliz - we r here to listen and appreciate all the feedback. #AISDChat #AISDFuture [twitter.com/CynSoliz/statu...](http://twitter.com/CynSoliz/statu...)

 16 HOURS AGO



**Murchison Library**  
@MatadorLibrary

Page 218

Q5: I would hope current and former students would have input on what to preserve. They learn/live there and know what they like. #AISDchat

16 HOURS AGO



**TriciaSpencerPotyka**  
@PatriciaPotyka

@AustinISD Crucial to make sure schools are/not eligible to receive a historic designation. EX: Laura Bush was librarian at Dawson #AISDChat

16 HOURS AGO



**Austin ISD**  
@AustinISD

@PatriciaPotyka Good point, we are taking historic designations into account as a data point in the process.

16 HOURS AGO



**Rich DePalma**  
@richdepalma

Great idea! Makes me think of the Crockett HS Construction Tech program but also not limited to one school. #STEAMOpportunity #AISDChat [twitter.com/lbrakefield/st...](https://twitter.com/lbrakefield/st...)

16 HOURS AGO



**TriciaSpencerPotyka**  
@PatriciaPotyka

@AustinISD [ln.is/com/Ek8gc](https://ln.is/com/Ek8gc) #AISDChat #AISDFuture

16 HOURS AGO



**Austin ISD**  
@AustinISD

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@PatriciaPotyka Cool article on #DesignThinking!

 16 HOURS AGO



**TriciaSpencerPotyka**  
@PatriciaPotyka

@AustinISD Here's a super model: [fcps.edu/resources/comm...](http://fcps.edu/resources/comm...) #AISDChat #AISDFuture

 16 HOURS AGO



**Jonelle Seitz**  
@jonelleseitz

Q5 #AISDChat Murals + artwork that show history of the school. Ex: @BeckerElem, murals + framed photos from 80s. Roots for new families.

 16 HOURS AGO



**Celso Baez, III**  
@cbaez3

Precisely! #AISDChat #AISDFuture [twitter.com/matadorlibrary...](https://twitter.com/matadorlibrary...)

 16 HOURS AGO



**Murchison Library**  
@MatadorLibrary

Q6: Repurposed schools should host community civic centers: ESL classes, rec sports, after school activities, health care, etc. #AISDchat

 16 HOURS AGO



**Austin ISD**  
@AustinISD

Thanks to all our #AISDFuture #AISDChat participants! All comments will be recorded and used as part of FABPAC's process to update the FMP.

 16 HOURS AGO





Good night from the [#AISDFuture](#) [#AISDChat](#) crew. We're moving so fast even our picture is a blur!  
[#Thanks](#) you make us [#AISDProud](#). [pic.twitter.com/mpaOfrk89P](http://pic.twitter.com/mpaOfrk89P)

 AUSTIN ISD @AUSTINISD · 16 HOURS AGO

**Austin Independent School District  
Facility Master Plan Engagement Update  
Community Collaboration Series #4  
Updated: March 6, 2017**

The following memo highlights comments, questions, concerns, and issues shared during the seven regional meetings held during Community Collaboration Series #4 (February 21, 2017 – March 2, 2017).

In addition to this report, **every single comment** from Community Collaboration Series #4 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, flip-chart notes, 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 #4 meetings. This report is specifically arranged by the defined topic areas for the small group discussions at each meeting along with any specific group discussions that were accommodated for based on public attendance. 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, February 21, 2017 at 6:00pm | LBJ High School**

**Demographics/Boundary Discussion**

- Community sentiment that the focus should be more on providing education/support and services for existing students more than trying to attract new students.
- The perception that some schools are "bad" schools is largely just that, a perception, because all schools have good teachers.
- Why can't more be done with boundary changes to reduce the need for consolidations?
- We want to keep that cultural diversity. With gentrification happening so rapidly, we're trying to come up with a model out there. Have we talked to the city about attracting affordable housing? Is that something our district is doing to promote that? Parents finding pockets. We want to be able to keep our students.

**FMP/Modernization Discussion**

- There is a need for stronger messaging and clarity around possible interim bond projects outside of FMP roadmap. Some school conditions in most places are so bad they can't even consider prospect of modernization – rats, leaky roofs, exposed wiring were referenced.
- There is frustration and mistrust with the district. Specific examples referenced:
  - Reagan High School community (feel they wrote lots of letters about conditions and they were ignored; worried that targeted project only addresses new P-Tech wing but rest of school will still be neglected).

- Overton ES (Though it is a new school – roofing issues need major attention...come look when it's raining)
- Graham ES (new AC? The heating system still not operating correctly).
- Many community members felt that summer visits by engineers didn't capture true facility conditions they experience.
- Isn't this the same old thing AISD has been doing (not doing) for years; same complaints about recapture; east side schools not getting same attention as west side ones; feel like no bond money has been invested in their schools. One person convinced that AISD is only doing something now in order to compete with charter schools; otherwise they wouldn't be doing this at all.
- The Mueller MS option is leaving people with an impression it is just being done for a certain demographic of Mueller folks and not for all. There was a request to demonstrate how this is not the case (example: one-pager to list possible elementary schools impacted by this).
- Concerns were shared about moving LASA out and what happens to LBJ. The Windsor Park neighborhood is disappointed in that option and wants to see LASA stay with original intent. There is concern about elitism of solo LASA.
- While everyone is vying for more attention to facilities, there is strong recognition of tax implications. Northeast Austin is seeing lots of new housing developments with property value increases, which they know will translate later to increasing property taxes and proposed bonds will make that worse.
- Reagan – HVAC, rats, leaking. Why with this happening, is Reagan slated for 12-year plan? Look into Reagan's high score "structural" (64).
- Concern that classrooms are "enlarged" when there are a lot of students. Community member would like to see additional physical educational spaces. Community member would like to see additional PE space that can be used for students to be active not necessarily a ceiling with raised roofs.
- High possibility that Winn will change to Montessori – will pull children out because of gentrification, no other choice but to move. How do we keep these students?

### **Departmental Needs Discussion**

- Additional concerns around adding students to schools where if the change in facilities without adapting the physical educational spaces to reflect the number of students.
- Design for community access - we don't take physical education seriously as an instructional setting (cited obesity/diabetes)

### **Specific Discussions (Anderson and LASA/LBJ)**

- Historical significance of "Old (Original) Anderson" is huge for this community:
  - Make sure the façade stays intact
  - Hope the (new) program within it honors the children and history
  - Alumni really want a place that they can use for events and community gatherings
  - If a new building is constructed, ensure a wing is named for/honors Old Anderson
- What is being done to maintain the historical significance of the school on Thompson Street? I suggest that the building remain and that consideration be given to housing a

viable and needed education program. Allow the original L.C Anderson Alumni to have use and or dedicated space in the building

- Anderson alumnus found it offensive that LASA was considered for relocation to the old ALC Anderson site as LASA has a majority white population and has not made significant efforts to address the lack of diversity. Additionally, ALC/Anderson has significant history regarding forced integration into a white school on the west side of town.
- Some people suggested utilizing ALC in the area and providing "vocational" programming (Career and Technical Education programs) for students who will not go to college.
- Concern about the separation between LASA and LBJ students. Shared examples about how the students are not allowed to take classes together when the two students could support one another.

Wednesday, February 22, 2017 at 6:00pm | McCallum High School

### **Demographics/Boundary Discussion**

- Central/Eastside schools should be modernized now to attract future neighborhood kids, not be consolidated because of currently low enrollment. Rising costs in gentrified areas would eventually force parents to choose public schools (like in San Francisco). There is time for improvements to be made before kids in these areas are of school age.
- Concerns about consolidations resulting in loss of Title I funding for some schools (e.g., Campbell and Maplewood).
- Question about factoring in demographics with regards to public and private charter schools.
- What are the directional trends? In terms of transfers.
- How are we factoring charter schools into AISD demographic reports?
- Question about redistricting/rezoning boundaries within AISD? When was the last time that was done?
- How do portables figure into the demographics conversation?
- Maplewood/Campbell: The boundary redraws, while a better option than a pk-2/3 -5 school split, is troubling. Afraid the boundary redraw will lead to further transfer out of AISD when the two school models are so different. The placement of portables could be removed for permanent structures.
- Concerns are mostly centered around the demographic projections underlying the plans as well as the treatment of transfer students in the process.
- Are specialized programs and specialized needs taken into account when considering capacity?

### **FMP/Modernization Discussion**

- Charter schools taking off is causing AISD to modernize. Competition of Charters is good for AISD.
- If schools are so under-enrolled, why spend money to modernize/make changes to them when that will cost money? Is that a wise way to spend money?
- There is not clarity in how FABPAC, AISD, and Northeast Austin are collaborating specifically on the Northeast Austin plan.
- Identifying priority projects have to depend on difficulty
- AISD need expert help to determine what needs are. What are the latest innovations/technology? Who will tell stakeholders about options that are available?
- I understand that many bond packages are going to be created– ALC, LASA and magnet schools do not want to be grouped together in a package that may not get passed.
- If schools are so under-enrolled, why spend money to modernize/make changes to them when that will cost money? Is that a wise way to spend money?
- The District has become very specialized, academically, with under enrolled schools, what about modifying for the needs of specialized programs?
- Many east side schools are at 40% capacity, why does the plan call for renovating schools that are under enrolled and fewer and fewer students are projected to enroll in the future?
- Interested in the acoustics of the schools. Some students are hard of hearing and also hard to hear students. Has that been observed and taken into consideration?

- New school building concept is "Hotel-y". Get assigned space based on learning needs. Needs fundamental design and moveable space/desks/walls

### **Departmental Needs Discussion**

- Only one physical end-space per campus (elementary). Should be based on the size, space needed by campus to add additional "gym" spaces - not just expand a single space.
- Focus on physical ed as core instructional subject, not ideal to have multiple phys. Ed classes in same space (out/in) as this does not happen in other subjects
- Separate physical ed spaces are an idea, but if partitioned spaces are only available it's something
- Parents need to understand issues to help when voting for bonds
- Rational and explanation should be provided to justify or back up addressing issues - why this issue and not that one?
- Need middle school CTE spaces and programming that prepares students for the "new programs @ HS (p-tech)
- AISD need expert help to determine what needs are. What are the latest innovations/technology? Who will tell stakeholders about options that are available?

### **Consolidation Discussion**

#### **Ridgetop & Reilly**

- Ridgetop should be a model for all district schools. Need more wall-to-wall Dual Language programs.
- The Reilly community members desire a wall-to-wall Dual Language program. The only caveat it seemed was having a designated Mandarin program. Ridgetop members thought this still took away from the "true" wall-to-wall program that has made their program successful.
- Regarding wall-to-wall Dual Language, Reilly's commitment to 2-way DL is not interpreted the same way as wall-to-wall.
- If Ridgetop is closed, then Reilly will not be able to accommodate both Reilly and Ridgetop with future growth. The projections do not include a project called the "Travis County North Campus Plan" – over the 20-year horizon, there will be thousands more residential units.
- The term "consolidation" will turn away potential homebuyers in the Ridgetop neighborhood.
- Both school communities are still willing to talk to district about the possibility of combining the schools into one campus, but they want the "Repurpose/Consolidation" label removed.
- Some Ridgetop community members had done research on the Reilly site, and felt that the site could not be expanded due to a flood plain issue.
- The Ridgetop community was adamant that if the consolidation discussion was on-going and was not going to be formally made until a decision was reached through community engagement, that their school should not be listed as a "repurpose" project, indicating a consolidation. They thought this labeling could hurt property values, community image, and may turn away potential parents and students.

- The Ridgetop community has established partnerships to overcome obstacles such as parking (e.g., church across the street). These are more than partnerships, but community relationships/ecosystem.
- Why can't school be built up? Until they see an ed spec/recommended layout, they feel like land limitations are false.
- They support being boundary-less and being a choice school; however, there is the concern that ELLs may be lost by this.
- Point was also raised that there are now many more SP immersion pre-schools (from infancy), leading to many more bilingual and bicultural kids entering DL at Pre-K and K, which led to follow-up questions/comments:
- How are ELL's determined/tested? That number may go up naturally based on changing primary language.
- Are we following trend/growth in # of immersion pre-schools and planning for rapid growth/interest for DL in the immediate future vs. long term commitment to district-wide DL? Dual Language is where they feel like choice is made most intentionally.
- Ridgetop is one of the district's most successful enrollment turnaround stories and is currently frozen to transfers with a waiting list to enter the school. Dual-Language Programming feeds the school choice. Parents have chosen Ridgetop, and by many indications, chosen AISD, for the well-developed 2-Way Dual Language program there. This choice argument may create an exception for the district to consider.
- Ridgetop parents genuinely fear the loss of the people that make Ridgetop the 'perfect' wall-to-wall 2-Way Dual Language program. This goes deeper than a base 'fear of the other' at Reilly. The small school size is valued, the leadership, the parent's commitment to DL, and everyone's commitment to biculturalism. It's not easy to get all of those ingredients right.
- There was a genuine concern that both campuses will be needed (with likely expansion to one or both) to serve both the continued re-development along Airport Blvd (at Lamar, Highland Mall, Travis County complex, Mueller, etc.). 10,000-12,000 units were suggested (with 1,000+ as affordable housing).
- Would still like to see keeping Ridgetop open in the current FMP and not be listed as repurposed. Concerned with the district limiting a great two-way DL program only at a combined Ridgetop/Reilly campus where they have the opportunity to expand programs at 2 schools. While I appreciate neighborhood schools, I personally value the option of choice into schools.
- The programming is more important than the school itself. While it's great for those that live there to have such a good neighborhood school, the wall to wall commitment to dual language is why parents choose it. The fact that Mandarin Chinese is also at Reilly will take away from that.
- Are they assuming that the 200 (82%) transfer students will just 'go away' to their home schools if Ridgetop merges with Reilly? Or will automatically go to Reilly? Because they'll go to charter schools and leave the district.

## Specific Discussions

### **LASA/LBJ**

- Generally attendees do not want LASA to relocate and displace another school.
- Some attendees are concerned the Allan space will not fit a comprehensive campus (which some of them communicated they will not support a bond program if the school is not comprehensive/does not offer comprehensive elements)
- Attendees want the information printed on all documents to reflect that a centralized option is being considered for LASA (remove ALC mentions if that is off the table/only one of the options)
- LASA, more central. Do you have a sense of the process of find a place like land swaps? Has anything been addressed? What are the AISD pieces of land? When and where is the decision making processes?
- Appreciate efforts in meeting LASA's needs for a comprehensive high school in a centralized location. That will give access to more students and increased diversity. Take ALC off documents as an option, since its one of many being considered and will help with the community. The Old Anderson community has felt oppressed and lack of sensitivity feels worse than some would expect. I also support that the community participate in deciding how to honor that facility.
- Please make sure LASA finds a home that is big enough for all extracurricular sports. LASA is like a college campus and needs an outdoor green for lunch and hanging out. LASA is AISD's gem - please keep this magnet high school intact to give it room to grow
- Support ALC as a standalone, take ALC out of conversation and supports community deciding how to honor ALC facility
- Why is ALC still in the recommendation description for LASA? I have been to many meetings including at Gus Garcia and LBJ. This recommendation for LASA to go to ALC needs to be removed now!
- Students (at LASA and LBJ) have said they don't want separate bell schedules and it seems to have finally gotten ear of adults.
- In the reports the LBJ does not have as much growth. K-8 Montessori has gone in the area and the community is growing. In a few years those kids will be LBJ students. But we need room to grow, and do not think the demographic studies have observed this.



**Thursday, February 23, 2017 at 12:30pm | Millennium Youth Entertainment Complex**

### **Community Comments\***

\*Comments from this midday regional meeting have been grouped together as the discussions held during the engagement opportunity had similar themes.

- Remove ALC from recommendations. There was support for the district doing something to help repair relationship with ALC community, at Old Anderson, to honor the history of that school. Thank you for supporting moving LASA to a centralized location and recognizing the need for it to grow. A central facility w/ room for 1600 student comprehensive high school is essential to increase access and diversity. LBJ also needs room to grow.
- The Joslin community believes there is no current proposal available to neighborhood residents that is fair, which could impact requests to have zoning changes for nearby properties.
- Request to have an explanation about Sanchez that is a bit easier to understand.
- If Sanchez had more transfer students, would they not close it?
- What can we (Joslin community) do now to help change the school so that it will continue to be a strong school? Irrelevant of the fact that it has few students, it's a strong school. We would like to help parents with students that will come here to keep the school going.
- Thank you to the principal, outside of what's happened at AISD, within two blocks there is a change. I think that Sanchez has worked hard, has good programs, and has a good relationship with East Side Memorial. The teachers, the principal, have a good relationship with all. Also at Martin.
- If they were to close Sanchez ES. Would our HS be Eastside? People speak about Austin HS better than Eastside.
- Get assigned space based on learning needs (movable space/design walls)

**Thursday, February 23, 2017 at 6:00pm | Anderson High School**

### **Demographics/Boundary Discussion**

- When you look at boundary changes do you focus more on enrollment or attendance (live-in population) – and district transfer process makes this even more challenging.
- For rezoning of the school (Doss) what is the process for that?
- New Northwest Elementary? Coming from Doss ES and Hill ES. First year 500 maybe 360 corridor? Lakewood Drive to pull students?

### **FMP/Modernization Discussion**

- Do transfers get cut off for the future in schools that are full like Murchison MS? Yes, but we don't cut them off for students already there on transfers. If school is frozen to general transfers is it frozen to priority transfers?
- How big is too big for a Middle School and should it be two schools?
- How are the school board/FABPAC prioritizing projects?
- Murchison MS is overcrowded and coming to Anderson: so why isn't Anderson in the Plan?
- Lanier: what does the "the P Tech" have to do with Lanier? P Tech-aligns to college-to job interviews.
- Murchison MS only large middle school in area. It's hard on students sitting on bus too long especially going south (for sports, band, and events). IB program comes into play also smaller schools lose programs. Murchison MS does not have enough land to expand.
- The FMP needs to talk to parents about what they plan to do before Murchison MS turns into over 1700 students (10-year change).
- Anderson: Don't feel like the rating's right. Does not match needs (gym, science building, theater seats). No way to serve all students in same grade level at the same time. What is it going to be like in 15 years?
- Is there a way to move project up if "supplemental" by parents, grants, companies, schools raise money? Not sure if it can be done: Austin High trying to move toward this.
- Once everything is done and discussed, what happens next when FABPAC presents its bond proposal? One bond? Two bonds?

### **Departmental Needs Discussion**

- AISD's athletic facilities are sub-par.
- Parents are not trusting the process including bond and past bond timelines; too much jargon and feeling uninformed.
- At the Clifton Career Development – all means all – need industry standard facilities and more space to accommodate more students. Already maximizing all space.
- When will the separate departments be a part of the larger FABPAC/modernization conversation?
- Be sure that the non-educational projects are included into campus bond projects.
- Bond Package Targeted plan: it is being talked about but not shown in target plan.
- Private funding should not move project to the top – it does not look equal for other schools.

**Consolidation Discussion**

- What needs to be done to ensure Sanchez ES does not close? You can speak numbers all day. This school is culturally relevant to the neighborhood. UT holds class on campus and Sanchez ES hosts many student teachers.
- Community impact of Sanchez ES – the fact that it is close to IH35 should not deny the neighborhood a school.
- Do not think it is a good decision for Sanchez community. The students really look forward to school. Sanchez addresses each student as a whole child--his or her academic, social, and emotional needs. The campus is amazing: accepting and welcoming. Sanchez ES is special.
- How much does Sanchez ES need to grow in enrollment, and will the 2-way dual language model be taken into consideration for consolidation?
- AISD FABPAC should also take historical snapshots and consider supporting its dual and minority populations with the importance they deserve.
- Consider all the options--look at the ages of school, community involvement, bus routes/ creating new ones.
- Consolidating Sanchez ES with another school is a financial decision more than it is a decision meant to help children.
- In reference to #5 (consolidation criteria), there is belief that the FMP is important and there is support the renovation of our schools, but some community members cannot support the consolidation of Sanchez ES.

**Tuesday, February 28, 2017 at 6:00pm | Austin High School**

### **Demographics/Boundary Discussion**

- Vertical team alignment should be part of the master plan. In Southwest and Southeast Austin kids from the same elementary school split to different middle schools. In general, middle schools need to be aligned better with elementary schools, and parents need better middle school options (e.g., Bowie Vertical Team).
- In central North Austin, near Bryker Woods ES and Gullett ES, there could be a similar surge of kids as in NW Austin at Hill ES and Doss ES. Many homes are flipping to young couples with kids. There were questions raised about the validity of the data shared by the demographer for those schools.

### **FMP/Modernization Discussion**

- Lots of concern about how technology will be implemented in schools. Will there be sufficient infrastructure? Will there be sufficient tech support for students and teachers? The community doesn't want to see teachers losing class time trying to get technology to work for them.
- There is a request for CAC, parents, and community to be included in the design process of schools. Specific concern about maintaining some historic elements of buildings even if buildings are not designated "historic."
- Schools in years 1-6 want to know how quick the process can take place and how they can be ready to go when the bond passes. Menchaca was especially concerned given their mold issues. They also wanted to make sure that "modernization" fixes issues such as, what is causing the mold.
- Menchaca Community shared concerns about some very basic needs that need to be addressed immediately, but want to be sure their school will still be modernized during that process.
- Technology – there was a concern that while we are equipping the classrooms and students with technology, AISD might not do the proper training to ensure the teachers know how to effectively use it.
- Casis ES and all of Austin HS Vertical Team elementary schools want to be sure that all of the schools will be brought up to the same standards with the same programs/equipment available to the students so they enter middle/high schools equally prepared.
- Why is Zilker ES a "renovation" rather than a "full modernization?"
- When do the discussions about "planning" for the FMP recommendations occur?
- Basic needs need to be balanced with modernization.
- Modernization should include better physical surroundings/sustainability, which equal better learning spaces.
- Too many kids in classrooms does not allow for flexibility (e.g., Bowie High Schools' student/teacher ratio).
- Austin HS: People wanted to know that being modernized years down the road does not mean no changes/funding in the interim. Desire to know that there will be projects to meet individual campus needs more immediately and that plans will be reevaluated every two years.

- People wanted to know that “modernization” includes the most basic/structural needs and rightsizing, not just fancy additions (e.g., mold and collapsing walls will be taken care of simultaneously with adding new computers).
- People wanted to know difference between “renovation” and “modernization” and what equity in modernization looks like (helpful way it was said—two schools are going to end up looking the same, but one school may need more work/resources to reach that point, which is where campus-specific projects are decided).
- Campuses need more IT support to make sure tech is working properly and teachers are confident and competent in using it (not wasting class time figuring it out).
- No portables please.

### **Departmental Needs Discussion**

- The district needs to be able to articulate the difference between equity and equality.
- There were concerns shared about how the money (bonds) would be allocated.
- Parents stressed that convincing the Austin community to "pass" the bonds is paramount for the success of the FMP. It is the "cheapest" money available, and it'll stay within the community.
- How will environmental concerns factor into the FMP? Specifically regarding cafeteria, adopting AISD students, Styrofoam trays need to be washable/composted.
- Extra-curricular programs are vital for AISD’s viability.
- How does technology apply to infrastructure?
- How is it decided where the “money” from the bonds goes? How specific will the bond financing be done/planned? How large of a role does equity play in those decisions?
- What are the next steps for the bond process?

### **Consolidation Discussion**

#### **Sanchez ES**

- The community is perplexed about why/how the decisions were made to consolidate four elementary schools spread across East Austin's neighborhoods into two schools just 3.5 blocks apart (Metz ES and Zavala ES).
- Like many other schools targeted for consolidation, the Sanchez ES community foresees a future of increased enrollment. They will begin offering a dual language program next year that will expand in time. They would also like to increase enrollment by being considered the "twin" to Pease elementary, the "boundary-less" school west of downtown. The "we-see-baby-strollers-all-over-our-neighborhood" phenomenon is in evidence here as well, so the demographics shared were deemed untrustworthy.
- There is a deep emotional history here (Sanchez ES community)—respondents cited everything from the 1928 Austin City Council master plan that deliberately segregated the city by removing minority communities to the east side of town, the closure of Palm School in 1980, and the fact that, at its inception in 1976, George Sanchez Elementary was intended as a shining new school symbolizing the district's commitment to the Hispanic neighborhood it serves.
- There was a concern raised about the proximity of the schools that would remain in East Austin after consolidations, and concerns around geographical distribution. With the

consolidation of Sanchez ES into Metz ES, and Brooke ES into Linder ES / Zavala ES, two remaining schools in that vicinity are Zavala and Metz (.3 miles apart from one another). Community members were concerned that the two remaining schools could be looked at in the future for a potential consolidation if the criteria were to stay the same (because these schools would be so approximate to one another). Most felt it made more sense for Metz ES to consolidate into Sanchez ES for this reason.

- Many were concerned with the representation of a minority school in the Austin Vertical Team. It was explained that boundary changes could occur and students still could potentially attend Austin High School, but the concern was more that Austin Vertical Team would no longer have a minority school in its track, and how that impacts the goal to increase diversity among AISD schools.
- The cultural relevance and history at Sanchez ES was mentioned throughout the discussion. The community highly valued having a community asset that preserved so much of their culture. Related to this point, Sanchez ES is in the process of implementing a two-way dual language program that they feel will bolster enrollment into their school through transfers.

### **Specific Discussion**

#### **LASA/LBJ**

- A majority of participants were interested in a comprehensive school for LASA.
- One individual was interested in maintaining the current concept of LASA co-locating on LBJ campus.
- A student suggested FABPAC visit LBJ and LASA to speak to students about their experience and solicit ideas (there are some student concerns about leaving LBJ)
- Would there be an ability for LBJ to access federal grants if LASA leaves?
- There should be real efforts made to recruit students of color to LASA (regardless of location).
- Are there partnerships that could exist to provide field space for LASA?
- If there is a North and South LASA, then the South LASA would need to grow, need students for electives; interested in LASA band (maybe the student body could be separated by proximity)?
- If this is a long-term planning process (15-20 years) then there should be consideration to increase LASA's capacity beyond 1,600.

Wednesday, March 1, 2017 at 6:00pm | Akins High School

### **Demographics/Boundary Discussion**

- How is Akins projected not to grow?
- Housing in the area (nearby Akins HS) is new stock housing
- New families replace old families at an even rate (for example: Goodnight Ranch)
- Concern about boundaries regarding Blazier ES
- There is a struggle to add new programs at Palm ES
- What is currently attracting families to high transfer schools?
- FMP does not address programming (can the bond not fund programming)
- Is the FMP an all or nothing approval process?

### **FMP/Modernization Discussion**

- Some of the Menchaca ES community shared a desire to potentially relocate sites because of their proximity to a highway being built. They expressed it was important that they are able to weigh in on that process.
- There were a number of questions regarding the process to modernize, and what small, targeted projects were. There is a desire to get their most imminent needs taken care of (leaks, heat issues) etc. prior to modernization if possible, if the project was listed as a ways out. Regarding modernization, people were happy to hear that there would be a process during design where the community would have input into some of the specific needs of their community.
- Some had trouble understanding the concept of modernization – they relayed it back to open floor plans of the 70's. They were pleased to hear that it was about having the flexibility for teachers and learner to teach / learn in a variety of ways and having a building and layout that responds to different needs rather than just being open.
- Menchaca ES: A question was raised whether the school location should move. The Principal stated that the building location is not as important as getting a new modernized school.
- LASA: Some attendees believe that LASA/LBJ should stay together, and that LASA should be expanded on site. In the past, the school programs worked together.
- Covington MS principal is concerned of the possibility that the recommendation may change, and that the school would be combined with Crockett HS.
- Williams ES: Needed an understanding of how specialty spaces (504, SCORES, etc.) would be incorporated into a modernized facility

### **Departmental Needs Discussion**

- This is a 30-year plan based on past-present-and future needs?
- Lots of students are coming in near Akins HS and the community wants to be assured that the school remains safe.
- Akins HS: could there be boundary adjustments or construction to address the influx of students?
- Palm ES wants to increase enrollment to keep the necessary employees for education.
- Akins HS: Needs additional spaces for Athletics/PE prior to 12-25 years.

## **Consolidation Discussion**

### **Joslin ES**

- Concerns about demographic reports and neighborhoods changing
- Desire for walkable and bike-able small community schools per recent neighborhood planning with city (mentioned lack of coed middle school for area following Ann Richards YWLA now occupying former middle school).
- Some of the community is requesting a small boundary adjustment with Sunset Valley ES as a means to increase student population (Western Trails neighborhood).
- Raised questions on nearby St. Elmo ES and Galindo ES boundary adjustment and why St. Elmo ES was not a consolidation (versus Joslin ES).
- Potential solution shared from the community: slightly change boundaries by pulling a couple blocks (and about 20 kids) out of Sunset Valley ES, which is enough to put Joslin ES at an acceptable capacity to be removed from consolidation list.
- Joslin ES has a history of having its boundaries altered (or shrunk) and that's why the under enrollment exists, plus the school is desirable and has many transfer-in students.
- Joslin ES is only 1% underenrolled. Have great ESA and FCA scores. Projected growth of 10% (cited a demographer source). Does not make sense to consolidate.
- West Hills Neighborhood Association: Joslin has been in a disadvantage with lack of walkable MS, and boundary changes. Given all we are hearing there are only approx. 3 students to put us into the consolidation category. Is there any way to give this community the benefit of the doubt?



Thursday, March 2, 2017 at 6:00pm | Travis High School

### **Demographics/Boundary Discussion**

- What happens if the demographer is wrong and the younger people who are moving into Austin currently decide to stay and start having kids in the future?
- Dawson ES representatives shared a concern that the FABPAC hasn't taken into account the newborns and toddlers that are in the Dawson region and would feed into the school. It was specifically stated that the birth rate data was based on zip codes from 1990-2010, where these people saw a shift from older, single family homes to younger families. They think the birth rates are based on old data with an older population.
- Dawson parents shared concern that the school is pretty full, though the enrollment data says 75-100%. Concerned that putting the school at capacity would be "like sardines."
- When does the talk about boundaries occur and what is the timeframe?
- What were the options FABPAC members had at their disposal for school solutions when a school community didn't want a boundary change? What were the options?
- Where is AISD with the South HS 2008 bond money?
- What will happen with the facilities if consolidation occurs?
- Is there a way for the district to fix recapture?
- How does the district plan for the open enrollment?
- Is there a timeline for when consolidations would occur?
- Does FABPAC include considerations with academics?

### **FMP/Modernization Discussion**

- The last bond failed. What is AISD doing to make sure this bond passes?
- How are schools being prioritized for modernization? Fulmore MS community recognizes that they are currently on 12-20 year plan but still feel their need is great. How does the community know that their feedback is really going to be integrated into the decision making process?
- Fulmore MS experiences multiple roof leaks – can't understand how it can be deemed acceptable. Doesn't feel like feedback is being heard or acted on because nothing has changed.
- Uphaus ECC – scheduled to go back to Blazier ES. Would like more information about how and when students at Uphaus will go back to (their) home schools. Doesn't seem to be any kind of plan. Uphaus doesn't have an attendance zone and there doesn't seem to be a plan for making sure that the facilities students will go back to will be suitable for their needs.
- The Uphaus facility really needs to be retained as an early childhood center. The building was purpose built to accommodate this age of student.
- LASA – why was the recommendation made not to build on LBJ campus? Some attendees questioned why moving LASA was proposed when they want to offer it to more and a more diverse range of students?
- If LASA moves some of the student body will be forced to travel a long time/distance. The two schools (LBJ and LASA) need to work more closely together and become united again. It's important for heritage reasons to keep LBJ and LASA together and integrate them more like they used to be.

- LASA – if the location changes then it needs to be more equitable. A lot of students at LASA come from SW Austin and it’s prohibitively far from homes.
- Some attendees believed that co-location (of schools) doesn’t work. Even if Crockett HS has space to accept 600 new students they may not want a new advanced magnet co-located there.
- Some participants felt that the population of LASA doesn’t reflect the population of Austin ISD. Often, students aren’t eligible for LASA because their middle school doesn’t offer the courses other middle schools do that give other applicants an edge when applying.
- There are fears in the community that LBJ will be closed if LASA move out.
- It was shared that LASA students generally don’t have a position on staying or leaving, but that if the students stay together it can be made to work. LASA shouldn’t be combined or recombined with any school though. LASA needs more space to accept more students. Siblings of current LASA students are being turned away even though they are definitely more than qualified. The huge demand should inform decisions to expand LASA.
- It seems that the majority of the Austin community is NOT opposed to having multiple advanced academic magnets in Austin. They just want to make sure that another magnet program doesn't mean that LASA can't grow.
- LASA/LBJ alumni have gotten together to support keeping LASA and LBJ together.
- How much consideration has been given to the increased traffic around a consolidated school? Parents will be nervous about kids leaving school in high traffic. Smaller schools with fewer people arriving and leaving are safer.

### **Departmental Needs Discussion**

- It would be helpful to see how departmental needs tie into FMP
- AISD Special Education teacher concerned about accessibility
- Special education – like the idea of multiuse spaces to accommodate changes in needs
- Concern shared about special education students who can get over stimulated, concerned about appropriate spaces. The spacing at Gus Garcia was shared as an example of a space that could work for special education students.
- Multi-use space had a good response from community members.
- Concern about technology needs (schools not built for current needs)

### **Consolidation Discussion**

- The communities will not be satisfied with anything until all the details are inked in concrete about many details that the FABPAC aren't in charge of—which principal becomes principal of the proposed consolidated campus, which special ed teachers are kept, how traffic will be managed nearby, etc.
- All communities believe that they have great potential to grow out of the underenrolled status, but want assurances from district administration that their efforts to do so will be supported.
- There is frustration that schools west of town (that are fully enrolled but with similar FCA scores) are not considered for consolidation. As a consequence, the communities

have the perception that these discussions are driven solely by an effort disenfranchise either a minority community (Sanchez ES) or the special ed community (Dawson ES).

- There was also concern about how a school such as Dawson ES can market themselves while it's already been publicized that they are on the list for possible consolidation.
- There is concern about how the (consolidation) transitions will go in general when/if they do occur; it might benefit the FABPAC to continue to get the information about how a school's capacity is determined.

### **Dawson ES**

- Virtually impossible to market when Statesman says there's a possible closure. Will the district help with marketing?
- Desire to continue dual-language, but what the community hasn't heard about as much as desired is the special education programs.
- Teachers aren't here just to be shuffled like a stack of cards. Where are Dawson's ES special ed students going to go?
- Proposed consolidation has affected Dawson ES. Consolidating the school would be the worst thing the FABPAC could do. Because there are fewer students, teachers can give more individual attention.
- One thing that has been frustrating to the community is the discussion of "it's not about the bricks," but the location does matter. It's not in that bad of shape and its location nearby downtown attracts families.
- What does a potential consolidation of Dawson ES do to Fulmore MS and Travis HS? What size is Austin ISD considering for the elementary schools and is the district planning on packing classrooms with 30 students?

### **Sanchez ES**

- Sanchez ES is trying to market as a dual-language school, but feel parents won't come in with the possible consolidation. The recommendation started as 0-20 years, now the school is listed as 1-6 years.

### **Zavala ES/Metz ES**

- Looking to consolidate. What hope do the communities have that they will still be there for a changing area? Are the teachers going to travel with those schools?

### **Brooke ES**

- For Brooke, have you thought about the construction they are doing there? If consolidation occurs, is there any consideration in rebranding the new school?
- How come St. Elmo is currently proposed to receive some of students from Dawson ES? Why don't these students go to Brooke ES instead? What will happen to the consolidated school properties?

### **Specific Discussion**

#### **Travis HS**

- Confusion as to how Travis is under-enrolled when all spaces are utilized, including closets for classrooms. The community argued that data on capacity is not considering

spaces used to house programs and services specific to Travis. For instance, Travis has family resource center, CTE programs (need extra kitchen for culinary), ACC classes offered that require teachers to share classrooms with professors.

- Issue with transfer policy, open enrollment, and student sharing. Results in enrollment declines in schools like Travis, costs millions in transportation for kids not attending home school.
- Want on-site daycare for teachers. Can draw more teachers in and serve as place for students in Child Development program to do practicum hours.
- Why does Travis HS need a full modernization? Why can't the school just continue to do the small things?
- The fact that the school has portables should knock Travis HS down on ESA right? Why is Travis above average still?
- No covered hallway between hallways and this means that students are forced to enter weather conditions and security are forced to stand in the weather.
- Can Travis HS look at capacity as the number of classrooms needed and stop trying to make the school bigger with empty spaces. The community wants classes with 20 kids rather than 30.

### **Travis Heights ES**

- Student council and PTA funds equipment needs – the district should meet these needs instead.
- Concerned about the academic, instructional needs and how it is tied to facilities
- Wants to know how to explain the connection between facilities and academics to staff
- Travis Heights not ADA complaint
- Programs are being put into schools that are not ready to handle that program

### **Eastside Memorial HS**

- Eastside Memorial HS – athletic department – need new weight room equipment, some safety devices are broken.
- Money out of the students' pockets is being used to pay for meals when athletes travel for sports games. The school needs more money. Some students are forced to sit and watch other students eat because they don't have the money.
- Eastside Memorial HS needs a bigger gym to share with International High School.
- Many issues about the facility were shared by the community (e.g., improved bathrooms, cafeteria, gym space, etc.) that should be addressed during the modernization of the school in the future.
- Recapture is affecting the needs of all departments, such as feeding students for away games.

### **LBJ HS**

- Alumni of LBJ mid-1980's loved, learned from the diversity at LBJ / Science Academy. Concerned about LASA removal.
- Wants to know the history and reasoning behind the decision to move LASA

- Moving LASA to old Anderson is not going to improve transportation
- The community believes that there is plenty of space to build extra buildings on LBJ
- Would like to see the two high schools integrated even more
- Attendees shared that the idea to move LASA comes from a small, but vocal segment of the city.
- Concern for removal of LASA and LBJ “Destroying a family” (said by LBJ Alum)

**Austin Independent School District  
Facility Master Plan Engagement Update  
August 2016 – January 2017  
Updated: January 3, 2017**

The following memo highlights thematic findings voiced by the AISD community throughout the Facility Master Plan process from August – December 2016.

This feedback was collected through a variety of large and small group meetings, online engagement and more. It should be considered a snapshot of opinions of those who provided feedback, not of overall trends and beliefs. Tracking by planning cluster allows us to better contextualize the feedback, and provide guidance on where additional engagement is needed.

**Thematic Findings Unattributed to Specific Planning Clusters**

***Academic Programming***

- Use programs to be competitive to charters
- More classes with emphasis on professional life. Ex) business, engineering
- Have more after school programs at AISD
- More field trip opportunities
- More college preparatory programs
- More visits to colleges and universities
- Build a financial facility inside the schools to teach kids financial literacy
- Real world application academic programming
- Academic vision for use of flexible space is critical
- Need more info about academics of the schools
- FMP needs to match ed specs
- Can we introduce more clubs/opportunities across district? Not just specialty magnets?
- Career driven schools
- When will teachers in AISD receive new curriculum to use flexible space? (E.g. project based learning and use of tech) -- curriculum has to match flexible learning spaces
- When do we see academic strategy into facilities?
- Opportunities to engage or teach outside get the children in the fresh air. Green space classroom or programming that offers
- We need a sign language program
- More computer skills. Tech Labs
- Learning after school for families that need more. Breakfast in the classroom
- More Tutoring
- Robotics. More creative learning options. Electronic versions of school documents
- Open interdisciplinary classes. More math and robotics classes not just clubs

***Cluster Recommendations***

- Input from students

***Engagement/Communication***

- Design- build process begin early (Feb) instead of later
- Need time to build support for broader proposal
- Design-build for highest needs but not everything. Needs decision to be decisive
- Present at faculty meetings or other spaces where attendance is mandatory and email minutes post meeting to ensure all teachers are of how FMP could affect their campus
- Communication barrier/circle of communication needs to close the feedback loop
- Have individual schools be more involved and spread the word
- Draft update that can be easily forwarded to school parents and teachers via email
- Publicizing and advertising meetings should be improved
- More feedback with school involvement directly
- Make boards available digitally
- Need website to be more prominent and easier to follow
- Too many acronyms
- Would like to be able to see "bullet list" of plan and more "comprehensive list"
- Will communities have a chance for input before school closures
- More participation with parents
- Listen to input from kids. Not every kid is the same
- AISD is supposed to be the #1 district - money should be allocated in areas where the facilities really need the repair and update. AISD need to walk the buildings often, monitor the buildings before it happens (in predominately African American school). My kids go to Manor and Bastrop schools so they don't have to go to AISD. More attention is paid to the Hispanic students - it seems. Security - there is ample room for kids to be abducted. More specific needs to be met.

### ***Facility Design***

- Establish a partnership between AISD and ACC in academics and facility use.
- Create more green spaces in school facilities
- Need a community wrap-around facility
- Community space for neighbors makes schools so much stronger
- Great to share library gym, healthcare. What about childcare for students?
- No more portables. Build permanent buildings. Kids want to feel good in the space
- Special Ed - Much more support needed. Cameras in special ed classes for students who cant speak or who have short term memory loss
- More Schools that offer Daycare
- Bathrooms are old and need changes and renovations
- More parking spaces
- AC Bathroom windows
- Better performing arts space w/in schools

### ***FMP Process***

- Next round tell us about buildings that are not just schools
- FABPAC should consider inequity in regards to schools that have technology and resources paid for by local biz and PTAs
- How to tie in new Innovation School of Texas effort into this?
- Be careful not to get wrapped up into all "have-to-do" projects so we can be strategic

- Can you share relocatable (portable) utilization?
- Utilization "objective data" may be misleading. Need to know from people if it actually feels over/under-crowded
- Will the "underprivileged" schools have a priority
- I think the program (FMP) should be in place for longer than the next 15-20 years. Technology is constantly changing and a conscious effort has to be made to ensure children are getting what they need

### ***Long-Term FMP***

- Why add another high school in the south if Crockett is under-enrolled?
- We are losing MS students to Charters in our area due to single gender. Research doesn't support single gender. Wasted spaces
- More technology in the classrooms
- Under-enrolled schools usually have additional needs and thus need services and space for them
- What is Plan B if bond doesn't go through?
- Shutting down small community schools and making mega schools on periphery of city is not the answer.
- There is a relationships between low enrollment of east side schools and facility condition
- Why not build new schools in red/orange zones?
- District should make more of an effort to integrate schools (economically)
- Why are over-enrolled schools right next to under-enrolled schools? Can they just feed into one another?
- Why are their portables where they don't need to be?
- Plan to eliminate portables, which are expensive and energy is inefficient
- We need to make space available from 5pm - 9pm at all schools to additional academic resources
- Equity of facility across the district
- Want a new S/SE/SW high school
- Someone should challenge the vision standards
- SW Austin boundaries don't need to change
- How do you attract kids to central Austin schools to strengthen vertical teams?

### ***Modernization***

- Safety of water supply - water fountain in hall at Allan is cloudy and stinky water - need to address plumbing
- Improve AISD transportation for families that live within radius
- Have more modern looking playgrounds
- Better Fine arts buildings and gyms
- How did we get to modernization definition? Quantify. Inclusivity - Quantify engagement
- Quality material -- not a Band-Aid approach



- Modernization should include greening schoolyards and making them outdoor learning environments as well as rich green space for the community to use outside of school hours. This is how you can create community in the school
- Community space is great - as long as student safety comes first doing this!
- Missing the focus on "people"
- Flexible space for collaboration and focus
- Meeting space within vertical teams
- Provide wrap-around services like Harlem Children Zone
- Key card access/portables. ESA Questions need to be objective.
- Need to know when portables will be addressed. Will 1953 ones be replaced?
- Gardens in every school. Calm spaces smaller classes
- Spaces for project based learning
- Health Clinics at schools

### ***Non-FMP Communication***

- Pay the teachers more
- Stricter discipline for students
- AISD construction management should communicate better with service center to better differentiate "new" projects and maintenance work

### ***Planning Strategies***

- Community education and after school programs
- Tech training
- Everything is a learning space, meeting spaces
- Gym, theatre, art space, subsidies/base spec for title 1
- Make it equitable district wide
- Consolidations: consider impact to walkability as a burden
- Design Standards Ed Specs to: ELL, Gifted, Special Ed, the various learning styles; universal design principles

### ***School Assessment***

- Will lower income schools be a priority over those who over meet standards?
- Class Sizes - Too many students not enough teachers
- There was public concern about building space utilization in the last bond campaign. District building space per students is currently above Texas and USA urban peers. District enrollment has been declining and the master plan will likely propose more building space. The trending gap between district space per student and peers could result in hundreds of millions in cost of ownerships. Is this trend financially sustainable? What is the strategy to improve district-wide space utilization and how will this impact long term cost of ownership?

### ***Other***

- Please participate in annual martin Luther King Austin picnic or festival
- Present at high School AARP meetings (in Jan) every 2nd - Tuesday of the month

- How can AISD be a help w/affordable housing
- Need to look at Climate - Cultivate Student| teachers - respect
- Work with more students with disabilities
- More inclusive of students needs and learning styles
- More Security
- Designers who care

### **Planning Clusters**

#### **Planning Cluster #1**

Key Theme(s): *Facility Design*

Community Input:

- Norman ES: remove portables from Norman ES

#### **Planning Cluster #2**

*No specific community input provided for this planning cluster information at this time*

#### **Planning Cluster #3**

Key Theme(s): *Modernization*

Community Input:

- Maplewood ES: Curriculum and programs should match flexible learning spaces
- Maplewood ES: How can Maplewood be ADA compliant? Needs to be addressed
- Blackshear ES: Likes: Fine arts

#### **Planning Cluster #4**

Key Theme(s): *Facility Design, Modernization, School Assessment, and FMP Options*

Community Input:

- Allison ES: Like community involvement/interactive technology and more space
- Zavala ES: Love the facility and programing
- Zavala ES: Consider consolidating Zavala ES, Mets ES, and Sanchez ES - these schools are only a few blocks apart, presently underutilized and projected declining enrollment
- Zavala ES: We are in life skills but our classrooms do not have windows
- Ortega ES: Please keep “Ortega” name and community alive; it is community and family-heritage rich
- Ortega ES: Ortega has an excellent academic track record and it has been recognized many times; deep community roots in East Austin; virtually no teacher turnover
- Ortega ES: Ortega ES has a family feel; many East End schools feel neglected by AISD and that’s why charters are so prevalent now

#### **Planning Cluster #5**

Key Theme(s): *FMP Options*

Community Input:

- Dawson ES: it is a community school and has that feel. Focuses on academic and individual needs are met. Keep it

**Planning Cluster #6**

Key Theme(s): *Facility Design*

Community Input:

- Rodriguez ES: Improving the tracks at Rodriguez Elementary School

**Planning Cluster #7**

Key Theme(s): *Facility Design*

Raw Community Input:

- Palm ES: More Elevators

**Planning Cluster #8**

*No specific community input provided for this planning cluster information at this time*

**Planning Cluster #9**

Key Theme(s): *Facility Design*

Raw Community Input:

- Odom ES: More security. Dedicated playgrounds for little ones, something similar to Palm ES
- Odom ES: A basketball court just for girls. A big soccer field for Odom Elementary

**Planning Cluster #10**

*No specific community input provided for this planning cluster information at this time*

**Planning Cluster #11**

*No specific community input provided for this planning cluster information at this time*

**Planning Cluster #12**

Key Theme(s): *Modernization, School Assessment, and Engagement*

Raw Community Input:

- Kiker ES: Needs portable assessment
- Kiker ES: Security and secure entry vestibule. Door to common area and main entrance separated from access points
- Kiker ES: The whole campus is too open to the random public. Security is a huge issue. The report seems to examine the building rather than the campus. The public can easily access the children!
- Mills ES: Transfers make it tough to engage parents

**Planning Cluster #13**

Key Theme(s): *Modernization, and Facility Design*

Community Input:

- Barton Hills ES: portables not great, but wouldn't want school closed because of them. More natural light and interactive technology
- Barton Hill ES: Pros: Teachers / Main building are nice
- Patton ES: We want to see Patton's actual enrollment #'s including portables

**Planning Cluster #14**

Key Theme(s): *Long Term FMP*

Community Input:

- Consider consolidating Zavala ES, Mets ES, and Sanchez ES - these schools are only a few blocks apart, presently underutilized and projected declining enrollment

**Planning Cluster #15**

Key Theme(s): *Facility Design, and School Assessment*

Community Input:

- Brentwood ES/Lamar MS: Students have been injured outside Lamar. Brentwood also has ingress/egress safety and efficiency issues
- Gullett ES: feeder patterns should have programming similarities (e.g., Art)
- Gullett ES: Gullett feels over crowded, storage in classrooms, doesn't feel safe
- Lucy Read: Land to expand to a larger Pre-K program? Or at other locations? Can we have a bus pick-up at home and then take children to the school

**Planning Cluster #16**

Key Theme(s): *School Assessment*

Community Input:

- Ridgetop ES: Likes: Spanish classes offered. Improvements: More math classes/activities.

**Planning Cluster #17**

Key Theme(s): *Modernization, School Assessment, and Long Term FMP*

Community Input:

- Davis ES: How can Davis be good when the foundation is wicking moisture?
- Doss ES: Infrastructure needs to be addressed
- Doss ES: has no field space for play. The PTA is working on field space. Please no more portables. Children only spend two years in main building
- Doss ES: changing southern boundary for Doss seems like an obvious solution. Common rooms also need addressing not just classrooms
- Hill ES: Portables are taking away green spaces
- Summitt ES: Watch population density near Summitt ES
- Summitt ES: love the idea of meeting space in Summitt ES

**Planning Cluster #18**

*No specific community input provided for this planning cluster information at this time*

**Planning Cluster #19**

Key Theme(s): *School Assessment*

Community Input:

- Webb Primary Center: Webb Primary School should have longer after school care

### **Planning Cluster #20**

*No specific community input provided for this planning cluster information at this time*

### **Planning Cluster #21**

Key Theme(s): *School Assessment, Academic Programing, Modernization, and Long Term FMP*

Community Input:

- Dobie MS: Large undocumented population; as a result high-needs school. Don't provide transportation and highway causes issue (while IDEA provides transportation)
- Dobie MS: Feedback: better teaching systems, more commutative school/branched out
- Garcia/ Means MS: What's up with Garcia and Means? Why are their under enrollment not reflected in the color coding? Why do we allow these incredibly under enrolled schools to stay open? Why isn't there more promotion of these schools?
- Garcia MS: technology improvements needed at Garcia YMLA
- Lamar MS: I'm an HP and Lamar mom. We can be improved in sports (esp. repairs to core facility) but PLEASE plan where the true needs are; overcrowding in NW hills area and serious facility needs in Central/East Austin
- Lamar MS: Students have been injured outside Lamar. Brentwood also has ingress/egress safety and efficiency issues
- Lamar MS: cafeteria size too small
- Lamar MS: Pros: The Fine Arts Academy
- Lamar MS: better technology
- Murchison MS: Feedback: Less crowded, small class sizes, more general room in schools, consistency between classes
- Murchison MS: Pros: Teachers

### **Planning Cluster #22**

Key Theme(s): *School Assessment*

Community Input:

- Martin: You should consider closing Martin and moving the middle school to Allan facility to larger property and far more central to attendance zone
- Martin:
- Kealing MS: No flexible space at Kealing MS
- Kealing MS: Shared spaces overcrowded in Kealing MS
- Kealing MS: rodents in Kealing

### **Planning Cluster #23**

Key Theme(s): *Facility Design, Academic programing, Modernization, School Assessment, and FMP Options*

Community Input:

- Fulmore MS: more electronic textbooks
- Mendez MS: Handicapped bathrooms and access inside campus and outside campus (Mendez)
- Mendez MS: Need a high school in the area
- Mendez MS: English speaking child to learn Spanish in the classroom
- Paredes MS: Feedback: more natural light, outside classrooms, technology
- I don't want to see Covington lumped into a school with high school students.

### **Planning Cluster #24**

Key Theme(s): *Academic Programing, and School Assessment*

*Community Input:*

- Gorzycki MS: More seating in the cafeteria

### **Planning Cluster #25**

Key Theme(s): *School Assessment, Engagement, Academic Programing, Facility Design, FMP Options, and Modernization*

*Community Input:*

- Anderson HS: More classes with emphasis on professional life. Ex) business, engineering
- Anderson HS: Tutoring center for people who need extra help and kinesthetic learning
- LBJ HS: Like the programs / would like to see more technology
- LBJ HS: Like the gym and gym spaces/would like to see more learning opportunities
- LBH HS: Like health science and space/would like more natural light
- LBJ HS: Like staff and admin/would like to see more space and natural light
- LBJ HS: Like the school climate/would like more space please
- LBJ HS: Like community involvement and everything/would like more tech and multi-facility use (e.g., health clinic)
- LBJ HS: like sports/would like to see better interactive tech
- LBJ HS: create learning space with technology at LBJ. Fix some classrooms that are too small. Modernize everything.
- LBJ / LASA HS: LBJ needs the space in the building. Magnet (LASA) is not inclusive. It was to integrate not segregate. Fix it.
- LBH LASA HS: Like: Variety of studies. Improvements: More students to south Austin, more students live in south.
- LBJ / LASA HS: split the school. LBJ gets a new building with all the bells and whistles/state of the art features. I understand that there are approximately 800+ students at LBJ. A new school – probably built for 1,000 students – would be another good investment. If there are some extra bricks from the current building, they could form the cornerstone for the new building. Since LBJ is in partnership with ACC on the early college program, perhaps ACC could help with the cost. ACC could also marshal many of their social media savvy students to develop a cutting edge marketing program aimed at middle schoolers and their parents to consider LBJ when they are ready for high school.
- LBJ HS: Likes: Sports. Improvements: not enough teachers that care.
- LBJ HS: Likes: Teachers working together. Improvements: More technology for all grades.

- LBJ HS Likes: The unity. Improvements: Better technology.
- Reagan HS: Improvements: More natural light, better technology, health clinic.
- Reagan HS: Better sports facilities.
- Reagan HS: Likes: Reputation could be ignored. Improvements: More support for parents
- Reagan HS: Like: Science and Social Studies. Improvements: more technology.
- Reagan HS: Likes: Reasonable classes. Improvements: Health Clinic.
- Reagan HS: Likes: Athletics. Improvements: iPad on the wall, better electronics.
- LASA HS: Find out about what makes magnet programs special - talk to staff and students; Move to ALC or build on LBJ; Keep options open, keep LASA a comprehensive program
- LASA HS: move LASA to bigger space ASAP
- LASA HS: Thank you for your service related to AISD facilities. I'm writing to say "please don't break LASA into two separate campuses!" I know it looks like lots of LASA kids are very privileged, but many of them have social issues and are on the autism/Asperger's scale. It really helps for them to be together on one campus. Thanks for considering this input.
- LASA HS: do not split LASA into two separate campuses
- LASA HS: in favor of standalone and independent campus for LASA (preferably located at ALC); Do not support Martin/Covington proposal for dividing LASA into two schools; do not support co-location of LASA at a new site (will continue troubles experienced now); if a standalone LASA campus is not approved then there will need to be major additions to expand the facility
- LASA HS: Find a campus that can grow with LASA;
- LASA HS: Find a central campus for LASA
- LASA HS: Develop LASA to be a comprehensive campus:
  - 1st choice = move LASA to Eastside
  - 2nd choice = move LASA to ALC
  - Both ideas keep LASA in District 1
- LASA HS: Moving LASA to the ALC campus would benefit both LBJ and LASA; and improve transportation
- LASA HS: move LASA to ALC site b/c it is viable and would relieve a great deal of tension from LBJ & LASA issues
- McCallum HS: Second story; crowded hallways
- McCallum: Pros: Creative Learning Environment

### **Planning Cluster #26**

Key Theme(s): *Facility Design, Pro: Diversity, School Assessment, Modernization, and Academic Programing*

*Community Input:*

- Austin HS: Wellness center and community meeting space.
- Austin HS: More study areas (especially with electronics).
- Austin HS: study areas outside.
- Austin HS: Likes: Teachers communications. Improvements: better security, more staff, and activities, monitoring grounds.

- Eastside Memorial HS: More career path options ex) culinary, health, etc.
- Eastside Memorial HS: Better AC through the school and better lighting.
- Travis HS: Make technology more accessible to students.
- Travis HS: Classroom space is not flexible.
- Travis HS: learning environments are not consistent across the school
- Travis HS: special programs feel over-crowded

**Planning Cluster #27**

Key Theme(s): *Facility Design, and School Assessment,*

*Community Input:*

- Akins HS: Speed zone for Akins HS. Safe area to walk in back of school
- Akins HS: a bank, health clinic
- Bowie HS: Feedback: needs to work on AC - went a week with no AC in B Hall
- Bowie HS: reliable AC, faster Wi-Fi, larger parking with better traffic control
- Bowie HS: theatre needs to be fixed

1/3/17



**Austin Independent School District  
Facility Master Plan Engagement Update  
August 2016 – January 2017  
Updated: January 6, 2017**

The following memo highlights thematic findings voiced by the AISD community throughout the Facility Master Plan process from August – January 2016.

This feedback was collected through a variety of large and small group meetings, online engagement and more. It should be considered a snapshot of opinions of those who provided feedback, not of overall trends and beliefs. Tracking by planning cluster allows us to better contextualize the feedback, and provide guidance on where additional engagement is needed.

**Thematic Findings Unattributed to Specific Planning Clusters**

***Academic Programming***

- Use programs to be competitive to charters.
- Offer more classes with emphasis on professional life (e.g., business and engineering).
- Have more after school programs at AISD.
- Offer more field trip opportunities.
- Offer more college preparatory programs.
- Offer more visits to colleges and universities.
- Build a financial facility inside the schools to teach kids financial literacy.
- Offer academic programming with real world applications.
- Academic vision for use of flexible space is critical.
- Need more info about academics of the schools.
- FMP needs to match ed-specs.
- Can we introduce more clubs/opportunities across district? Not just specialty magnets?
- Make schools career-driven.
- When will teachers in AISD receive new curriculum to use flexible space? (E.g. project based learning and use of tech) -- curriculum has to match flexible learning spaces.
- When do we see academic strategy in facilities?
- Opportunities to engage or teach outside to get children in the fresh air. Green space classroom or programming that facilitates this.
- We need a sign language program.
- Offer more computer skills and tech labs.
- Learning after-school for families that need more. Offer breakfast in the classroom.
- Offer more tutoring
- Offer robotics and more creative learning options. Make available electronic versions of school documents.
- Open interdisciplinary classes. More math and robotics classes, instead of just extracurricular clubs.

***Cluster Recommendations***

- Take input from students.

***Engagement/Communication***

- Design- build process early (Feb) instead of later.
- Need time to build support for broader proposal.
- Design-build for highest needs, but not for everything. Needs decision to be decisive.
- Present at faculty meetings or other spaces where attendance is mandatory and email minutes post-meeting to ensure all teachers are knowledgeable of how FMP could affect their campus.
- Communication barrier/circle of communication needs to close the feedback loop.
- Have individual schools be more involved and spread the word.
- Draft update that can be easily forwarded to school parents and teachers via email.
- Publicizing and advertising meetings should be improved.
- More feedback with school involvement directly.
- Make boards available digitally.
- Need website to be more prominent and easier to follow.
- Too many acronyms.
- Would like to be able to see "bullet list" of plan and more "comprehensive list."
- Will communities have a chance for input before school closures?
- More participation with/from parents.
- Listen to input from kids. Not every kid is the same.
- AISD is supposed to be the #1 district - money should be allocated in areas where the facilities really need the repair and update. AISD needs to walk the buildings often, monitor the buildings before it happens (in predominately African American schools). My kids go to Manor and Bastrop schools so they don't have to go to AISD. More attention is paid to the Hispanic students - it seems. Security - there is ample room for kids to be abducted.

***Facility Design***

- Establish a partnership between AISD and ACC in academics and facility use.
- Create more green spaces in school facilities.
- Need a community wrap-around facility.
- Community space for neighbors makes schools so much stronger.
- Great to share library, gym, healthcare. What about childcare for students?
- No more portables. Build permanent buildings. Kids want to feel good in the space.
- Special-Ed - Much more support needed. Cameras in special-ed classes for students who can't speak or who have short-term memory loss.
- More schools that offer daycare.
- Bathrooms are old and need changes and renovations.
- More parking spaces.
- AC, and bathroom windows.
- Better performing arts space w/in schools.

***FMP Process***

- During the next round, tell us about buildings that are not just schools.

- FABPAC should consider inequity in regards to schools that have technology and resources paid for by local biz and PTAs.
- How to tie in new Innovation School of Texas effort into this?
- Be careful not to get wrapped up into all "have-to-do" projects so we can be strategic.
- Can you share relocatable (portable) utilization?
- Utilization "objective data" may be misleading. Need to know from people if it actually feels over/under-crowded.
- Will the "underprivileged" schools have a priority?
- I think the program (FMP) should be in place for longer than the next 15-20 years. Technology is constantly changing and a conscious effort has to be made to ensure children are getting what they need.

### ***Long-Term FMP***

- Why add another high school in the south if Crockett is under-enrolled?
- We are losing MS students to Charters in our area due to single gender. Research doesn't support single gender. Wasted spaces.
- More technology in the classrooms.
- Under-enrolled schools usually have additional needs and thus need services and space for them.
- What is Plan B if bond doesn't go through?
- Shutting down small community schools and making mega schools on periphery of city is not the answer.
- There is a relationship between low enrollment of east side schools and facility condition.
- Why not build new schools in red/orange zones?
- District should make more of an effort to integrate schools (economic advantage).
- Why are over-enrolled schools right next to under-enrolled schools? Can they just feed into one another?
- Why are their portables where they don't need to be?
- Plan to eliminate portables, which are expensive and energy is inefficient.
- We need to make space available from 5pm - 9pm at all schools to additional academic resources.
- Equity of facility across the district.
- Want a new S/SE/SW high school.
- Someone should challenge the vision standards.
- SW Austin boundaries don't need to change.
- How do you attract kids to central Austin schools to strengthen vertical teams?

### ***Modernization***

- Safety of water supply - water fountain in hall at Allan is cloudy and stinky water - need to address plumbing.
- Improve AISD transportation for families that live within radius.
- Have more modern looking playgrounds.
- Better fine arts buildings and gyms.
- How did we get to modernization definition? Quantify, Inclusivity, Quantify engagement.
- Quality material -- not a Band-Aid approach.

- Modernization should include greening schoolyards and making them outdoor learning environments as well as rich green space for the community to use outside of school hours. This is how you can create community in the school.
- Community space is great - as long as student safety comes first doing this!
- Missing the focus on "people."
- Flexible space for collaboration and focus.
- Meeting space within vertical teams.
- Provide wrap-around services like Harlem Children Zone.
- Key card access/portables. ESA Questions need to be objective.
- Need to know when portables will be addressed. Will ones from 1953 be replaced?
- Gardens in every school. Calm spaces, smaller classes.
- Spaces for project-based learning.
- Health Clinics at schools.

### ***Non-FMP Communication***

- Pay the teachers more.
- Stricter discipline for students.
- AISD construction management should communicate better with service center to better differentiate "new" projects and maintenance work.

### ***Planning Strategies***

- Community education and after school programs.
- Tech training.
- Everything is a learning space, meeting spaces.
- Gym, theatre, art space, subsidies/base spec for title 1.
- Make it equitable district wide.
- Consolidations: consider impact to walkability as a burden.
- Design Standards Ed Specs to: ELL, Gifted, Special Ed, the various learning styles; universal design principles.

### ***School Assessment***

- Will lower income schools be a priority over those who over-meet standards?
- Class Sizes - Too many students, not enough teachers.
- There was public concern about building space utilization in the last bond campaign. District building space per students is currently above Texas and USA urban peers. District enrollment has been declining and the master plan will likely propose more building space. The trending gap between district space per student and peers could result in hundreds of millions in cost of ownerships. Is this trend financially sustainable? What is the strategy to improve district-wide space utilization and how will this impact long-term cost of ownership?

### ***Other***

- Please participate in annual MLK-Jr. Austin picnic or festival.
- Present at high school AARP meetings (in Jan) every 2nd - Tuesday of the month.

- How can AISD be a help w/affordable housing?
- Need to look at climate: cultivate student/teacher respect.
- Work with more students with disabilities.
- More inclusive of students' needs and learning styles.
- More security.
- Designers who care.

### **Planning Clusters**

#### **Planning Cluster #1**

Key Theme(s): *Facility Design*

Community Input:

- Norman ES: Remove portables from Norman ES.

#### **Planning Cluster #2**

*No specific community input provided for this planning cluster information at this time*

#### **Planning Cluster #3**

Key Theme(s): *Modernization*

Community Input:

- Maplewood ES: Curriculum and programs should match flexible learning spaces.
- Maplewood ES: How can Maplewood be ADA compliant? Needs to be addressed.
- Blackshear ES: Likes Fine Arts Program.

#### **Planning Cluster #4**

Key Theme(s): *Facility Design, Modernization, School Assessment, and FMP Options*

Community Input:

- Allison ES: Like community involvement/interactive technology and more space.
- Zavala ES: Love the facility and programing.
- Zavala ES: Consider consolidating Zavala ES, Mets ES, and Sanchez ES - these schools are only a few blocks apart, presently underutilized and projected declining enrollment.
- Zavala ES: We are in life skills (class) but our classrooms do not have windows.
- Ortega ES: Please keep "Ortega" name and community alive; it is community and family-heritage rich.
- Ortega ES: Ortega has an excellent academic track record and it has been recognized many times; deep community roots in East Austin; virtually no teacher turnover.
- Ortega ES: Ortega ES has a family feel; many East End schools feel neglected by AISD and that's why charters are so prevalent now.

#### **Planning Cluster #5**

Key Theme(s): *FMP Options*

Community Input:

- Dawson ES: it is a community school and has that feel. Focuses on academic and individual needs being met. Keep it.

- Dawson ES: We elected to transfer to Dawson Elementary because of the range of services and supports they provide for children with special needs. We rigorously researched and compared schools and knew that Dawson would best be able to help empower our daughter with skills. Dawson has proven to be an amazing school - we couldn't have chosen a more supportive community. Consolidating and eventually closing this thriving school would be doing a disservice to the students of Austin, particularly vulnerable special needs students.
- Dawson ES: Dawson should not be closed or consolidated with another school because it would be placing unclear stress on the communities and prevent upkeep of the level of service and excellence that has been manifested thus far.
- Dawson ES: Thank for you all your hard work and service to make AISD all it can be. I would urge you to consider keeping Dawson open so that we can continue to serve the many students and families in our community. Dawson has a rich, 62-year history.
- Dawson ES: Give Dawson a full modernization. Closing Dawson would displace over 60 students who are receiving outstanding services for special needs and 175 students who transferred in to our school. Families who chose to be here. We love our school and have a powerfully inclusive community. Please keep Dawson open!
- Dawson ES: Teachers and parents have to speak up for their students. Dawson is not an under-utilized facility. Dawson is important to our community.
- Dawson ES: The information provided by the consultants is grossly inaccurate. Where are the disabled students in the Bolden and Dawson community supposed to go if Dawson closes? Stability matters. Please reconsider the options being proposed.
- Dawson ES: Discovering what Dawson has been about has been magical. Inclusivity, diversity, and true empowerment of the students. I encourage you to look beyond the numbers and metrics.
- Dawson ES: We need to think about the students that have disabilities. Dawson is awesome; Dawson is a place for all students.

**Planning Cluster #6**

Key Theme(s): *Facility Design*

*Community Input:*

- Rodriguez ES: Improving the tracks at Rodriguez Elementary.

**Planning Cluster #7**

Key Theme(s): *Facility Design*

*Raw Community Input:*

- Palm ES: More Elevators.

**Planning Cluster #8**

*No specific community input provided for this planning cluster information at this time*

**Planning Cluster #9**

Key Theme(s): *Facility Design*

*Raw Community Input:*

- Odom ES: More security. Dedicated playgrounds for little ones, something similar to Palm ES.
- Odom ES: A basketball court just for girls. A big soccer field for Odom Elementary.

### **Planning Cluster #10**

Key Theme(s): *FMP Options*

*Raw Community Input:*

- Joslin ES: I am a parent of 1 Joslin student and one Joslin student - to -be. We picked our neighborhood largely because of our small neighborhood school. Finding out that you are considering closing our school has been heartbreaking, and none of the other "options" we will have if you close our school will make up for everything we and our community will love. I ask that you consider all of the consequences that closing our school will have on our community. Our neighbors can walk their kids to school, something that is wonderful in a city where traffic has become unbearable. By closing small, community schools, you are also destroying the sense of community - which is something we treasure in these times where we are more and more disconnected from each other.
- Joslin ES: Please keep Joslin. We chose Joslin six years ago for our son, now in 5th grade, uninterested in the dual languages and other programs at Sunset Valley ES (our home school) which is farther away and across a busy street. This year my daughter started kindergarten at Joslin, again chosen by TRANSFER. We will send her to private school if Joslin closes, not an AISD campus. Joslin is vibrant and welcoming and will grow as more families are moving into western trails neighborhood, which has become an aging community. Our neighbors are getting younger and having young children. Keep Joslin; it will grow.
- Joslin ES: I regret I missed the opportunity to speak on behalf of the current and upcoming student and parent body of Joslin Elementary. As you consider planning, please keep in mind the rapidly changing demographics of the Joslin attendance area. Unfortunately, there is no recent census data for children born after 2010; however, the neighborhood in Joslin's attendance are swarming with parents of toddlers and infants. Many homes are, or were, owned by an aging population and are being sold to young families with children. Joslin's enrollment is sure to be on the rise in the near future. Also, please stay true to your promise to only consolidate already improved schools. The options for Joslin that I've heard mentioned are Sunset Valley (on the lot for renovation), Zilker, (great school but busting at the seams) and Galindo, but I'm not sure this is the official list. Hoping to hear more tonight and in the future. I will send an email as well since I am running out of space. Please consider keeping Joslin an elementary campus, and if it must close, please slate it for later down the line and watch it grow! Thank you.

### **Planning Cluster #11**

*No specific community input provided for this planning cluster information at this time*

### **Planning Cluster #12**

Key Theme(s): *Modernization, School Assessment, and Engagement*

*Raw Community Input:*

- Kiker ES: Needs portable assessment.
- Kiker ES: Security and secure entry vestibule. Door to common area and main entrance separated from access points.
- Kiker ES: The whole campus is too open to the random public. Security is a huge issue. The report seems to examine the building rather than the campus. The public can easily access the children!
- Mills ES: Transfers make it tough to engage parents.

### **Planning Cluster #13**

Key Theme(s): *Modernization, and Facility Design*

*Community Input:*

- Barton Hills ES: portables not great, but wouldn't want school closed because of them. More natural light and interactive technology.
- Barton Hill ES: Pros: Teachers / Main building are nice.
- Patton ES: We want to see Patton's actual enrollment numbers including portables.

### **Planning Cluster #14**

Key Theme(s): *Long Term FMP*

*Community Input:*

- Sanchez ES: Consider consolidating Zavala ES, Mets ES, and Sanchez ES - these schools are only a few blocks apart, presently underutilized and projected declining enrollment.

### **Planning Cluster #15**

Key Theme(s): *Facility Design and School Assessment*

*Community Input:*

- Brentwood ES: Students have been injured outside Lamar. Brentwood also has ingress/egress safety and efficiency issues.
- Gullett ES: Feeder patterns should have programming similarities (e.g., Art).
- Gullett ES: Gullett feels overcrowded; storage in classrooms doesn't feel safe.
- Lucy Read: Land to expand to a larger Pre-K program? Or at other locations? Can we have a bus pick-up at home and then take children to the school?

### **Planning Cluster #16**

Key Theme(s): *School Assessment*

*Community Input:*

- Ridgetop ES: Likes: Spanish classes offered. Improvements: More math classes/activities.

### **Planning Cluster #17**

Key Theme(s): *Modernization, School Assessment, and Long Term FMP*

*Community Input:*

- Davis ES: How can Davis be good when the foundation is wicking moisture?
- Doss ES: Infrastructure needs to be addressed.



- Doss ES: has no field space for play. The PTA is working on field space. Please no more portables. Children only spend two years in main building.
- Doss ES: Changing southern boundary for Doss seems like an obvious solution. Common rooms also need addressing, not just classrooms.
- Hill ES: Portables are taking away green spaces.
- Summitt ES: Watch population density near Summitt ES.
- Summitt ES: Love the idea of meeting space in Summitt ES.

### **Planning Cluster #18**

*No specific community input provided for this planning cluster information at this time*

### **Planning Cluster #19**

Key Theme(s): *School Assessment*

Community Input:

- Webb Primary Center: Webb Primary School should have longer after-school care.

### **Planning Cluster #20**

*No specific community input provided for this planning cluster information at this time*

### **Planning Cluster #21**

Key Theme(s): *School Assessment, Academic Programing, Modernization, and Long Term FMP*

Community Input:

- Dobie MS: Large undocumented population; as a result, high-needs school. Don't provide transportation and highway causes issue (while IDEA provides transportation).
- Dobie MS: Feedback: better teaching systems, more commutative school/branched out.
- Garcia/ Means MS: What's up with Garcia and Means? Why is their under-enrollment not reflected in the color coding? Why do we allow these incredibly under-enrolled schools to stay open? Why isn't there more promotion of these schools?
- Garcia MS: technology improvements needed at Garcia YMLA.
- Lamar MS: I'm a HP and Lamar mom. We can be improved in sports (esp. repairs to core facility) but PLEASE plan where the true needs are; overcrowding in NW hills area and serious facility needs in Central/East Austin.
- Lamar MS: Students have been injured outside Lamar. Brentwood also has ingress/egress safety and efficiency issues.
- Lamar MS: Cafeteria size too small.
- Lamar MS: Pros: The Fine Arts Academy.
- Lamar MS: Better technology.
- Murchison MS: Feedback: Less crowded, small class sizes, more general room in schools, consistency between classes.
- Murchison MS: Pros: Teachers.

### **Planning Cluster #22**

Key Theme(s): *School Assessment, FMP Options*

Community Input:

- Martin MS: You should consider closing Martin and moving the middle school to Allan facility to larger property and far more central to attendance zone.
- Kealing MS: No flexible space at Kealing MS.
- Kealing MS: Shared spaces overcrowded in Kealing MS.
- Kealing MS: Rodents in Kealing.
- Kealing MS: I am the very proud principal of Kealing Middle School. I am here advocating on the behalf of the magnet program. The programs at Kealing are outstanding.
- Kealing MS: I am a mother of four, all within the AISD district. With the Kealing split, our community gains a little and the students lose a lot. We have a duty and responsibility to preserve the historic presence of our community. We forget how much we lose when we don't work with each other.
- Kealing MS: Is making it easier in some way really worth it? What is lost if we separate the two programs? Our students are in this together; they learn, grow and struggle together. We are capitalizing on the opportunities provided at Kealing.

### **Planning Cluster #23**

Key Theme(s): *Facility Design, Academic Programing, Modernization, School Assessment, and FMP Options*

Community Input:

- Fulmore MS: Needs more electronic textbooks.
- Mendez MS: Handicapped bathrooms and access inside campus and outside campus (Mendez).
- Mendez MS: Need a high school in the area.
- Mendez MS: English-speaking child to learn Spanish in the classroom.
- Paredes MS: Feedback: Needs more natural light, outside classrooms, technology.
- Covington MS: I don't want to see Covington lumped into a school with high school students.

### **Planning Cluster #24**

Key Theme(s): *Academic Programing, and School Assessment*

Community Input:

- Gorzycki MS: More seating in the cafeteria.

### **Planning Cluster #25**

Key Theme(s): *School Assessment, Engagement, Academic Programing, Facility Design, FMP Options, and Modernization*

Community Input:

- Anderson HS: More classes with emphasis on professional life. Examples include business and engineering.
- Anderson HS: Tutoring center for people who need extra help and kinesthetic learning.
- LBJ HS: Like the programs, but would like to see more technology.

- LBJ HS: Like the gym and gym spaces, but would like to see more learning opportunities.
- LBH HS: Like health science and space, but would like more natural light.
- LBJ HS: Like staff and admin, and would like to see more space and natural light.
- LBJ HS: Like the school climate, and would like more space.
- LBJ HS: Like community involvement, but would like more tech and multi-facility use (e.g., health clinic).
- LBJ HS: Like their sports offerings and would like to see better interactive tech.
- LBJ HS: Create learning space with technology at LBJ. Fix some classrooms that are too small. Modernize everything.
- LBJ / LASA HS: LBJ needs the space in the building. Magnet (LASA) is not inclusive. It was to integrate, not segregate. Fix it!
- LBH LASA HS: Like: Variety of studies. Improvements: More students to South Austin, more students live in the South.
- LBJ / LASA HS: Split the school. LBJ gets a new building with all the bells and whistles/state of the art features. I understand that there are approximately 800+ students at LBJ. A new school – probably built for 1,000 students – would be another good investment. If there are some extra bricks from the current building, they could form the cornerstone for the new building. Since LBJ is in partnership with ACC on the early college program, perhaps ACC could help with the cost. ACC could also marshal many of their social media savvy students to develop a cutting edge marketing program aimed at middle schoolers and their parents to consider LBJ when they are ready for high school.
- LBJ HS: Likes: Sports. Improvements: There are not enough teachers that care.
- LBJ HS: Likes: Teachers working together. Improvements: More technology for all grades.
- LBJ HS Likes: The unity. Improvements: Better technology.
- Reagan HS: Improvements: More natural light, better technology, health clinic.
- Reagan HS: Better sports facilities.
- Reagan HS: Likes: Reputation could be ignored. Improvements: More support for parents.
- Reagan HS: Like: Science and Social Studies. Improvements: More technology.
- Reagan HS: Likes: Reasonable classes. Improvements: Health Clinic.
- Reagan HS: Likes: Athletics. Improvements: iPad on the wall, better electronics.
- LASA HS: Find out about what makes magnet programs special - talk to staff and students; Move to ALC or build on LBJ; Keep options open, keep LASA a comprehensive program.
- LASA HS: Move LASA to bigger space ASAP.
- LASA HS: Thank you for your service related to AISD facilities. I'm writing to say "please don't break LASA into two separate campuses!" I know it looks like lots of LASA kids are very privileged, but many of them have social issues and are on the autism/Asperger's scale. It really helps for them to be together on one campus. Thanks for considering this input.
- LASA HS: do not split LASA into two separate campuses.

- LASA HS: in favor of standalone and independent campus for LASA (preferably located at ALC); Do not support Martin/Covington proposal for dividing LASA into two schools; do not support co-location of LASA at a new site (will continue troubles experienced now); if a standalone LASA campus is not approved, then there will need to be major additions to expand the facility.
- LASA HS: Find a campus that can grow with LASA.
- LASA HS: Find a central campus for LASA.
- LASA HS: Develop LASA to be a comprehensive campus:
  - 1st choice = move LASA to Eastside
  - 2nd choice = move LASA to ALC
  - Both ideas keep LASA in District 1
- LASA HS: Moving LASA to the ALC campus would benefit both LBJ and LASA, as well as improving transportation.
- LASA HS: Move LASA to ALC site b/c it is viable and would relieve a great deal of tension from LBJ & LASA issues.
- LASA HS: LASA and LBJ should be separated. LASA should be moved to the current site of the alternative learning center. Current LASA turns away many qualified students because they do not have the physical space. With the centrally located campus, LASA can attract more students.
- McCallum HS: Second story; crowded hallways.
- McCallum HS: Pros: Creative learning Environments.

### Planning Cluster #26

Key Theme(s): *Facility Design, Pro: Diversity, School Assessment, Modernization, and Academic Programing*

Community Input:

- Austin HS: Wellness center and community meeting space.
- Austin HS: More study areas (especially with electronics).
- Austin HS: Study areas outside.
- Austin HS: Likes: Teachers' communications. Improvements: better security, more staff and activities, and monitoring of grounds.
- Eastside Memorial HS: More career path options ex) culinary, health, etc.
- Eastside Memorial HS: Better AC through the school and better lighting.
- Travis HS: Make technology more accessible to students.
- Travis HS: Classroom space is not flexible.
- Travis HS: Learning environments are not consistent across the school.
- Travis HS: Special programs feel over-crowded.

### Planning Cluster #27

Key Theme(s): *Facility Design and School Assessment,*

Community Input:

- Akins HS: Speed zone for Akins HS. Safe area to walk in back of school.
- Akins HS: A bank and health clinic.
- Bowie HS: Feedback: Needs to work on AC - went a week with no AC in B Hall.

- Bowie HS: Reliable AC, faster Wi-Fi, larger parking with better traffic control.
- Bowie HS: Theatre needs to be fixed.

## **Mueller**

Key Theme(s): *FMP Options*

### *Community Input:*

- Mueller: Throughout Austin history, efficiency arguments have influenced Austin's decisions. Disenfranchised communities are moving. We can use the land at Mueller to move us forward. I'm asking FABPAC to push you to imagine opportunities. Keep doing what you are doing. Please be progressive.
- Mueller: Garcia, Mueller: We want a middle school option at Mueller. This would better serve our community. Would love to see that option.
- Mueller: Thank you for your commitment to serving this community. I live in the Mueller neighborhood. I recommend that you create a co-educational opportunity at Mueller. The neighbors agree that the middle school co-educational option at Mueller is the best option that we can move forward with.
- Mueller: As the 2016 chair of the Mueller Neighborhood association, I want to voice that our members strongly support a regional middle school (can have possibility to integrate lower grade(s)) at the Mueller site.

1/6/17

**Austin Independent School District  
Facility Master Plan Engagement Update  
August 2016 – January 2017  
Updated: January 13, 2017**

The following memo highlights thematic findings voiced by the AISD community throughout the Facility Master Plan process from August 2016– January 2017.

This feedback was collected through a variety of large and small group meetings, online engagement and more. It should be considered a snapshot of opinions of those who provided feedback, not of overall trends and beliefs. Tracking by planning cluster allows us to better contextualize the feedback, and provide guidance on where additional engagement is needed.

**Thematic Findings Unattributed to Specific Planning Clusters**

***Academic Programming***

- Use programs to be competitive to charters.
- Offer more classes with emphasis on professional life (e.g., business and engineering).
- Have more after school programs at AISD.
- Offer more field trip opportunities.
- Offer more college preparatory programs.
- Offer more visits to colleges and universities.
- Build a financial facility inside the schools to teach kids financial literacy.
- Offer academic programming with real world applications.
- Academic vision for use of flexible space is critical.
- Need more info about academics of the schools.
- FMP needs to match ed-specs.
- Can we introduce more clubs/opportunities across district? Not just specialty magnets?
- Make schools career-driven.
- When will teachers in AISD receive new curriculum to use flexible space? (E.g. project based learning and use of tech) -- curriculum has to match flexible learning spaces.
- When do we see academic strategy in facilities?
- Opportunities to engage or teach outside to get children in the fresh air. Green space classroom or programming that facilitates this.
- We need a sign language program.
- Offer more computer skills and tech labs.
- Learning after-school for families that need more. Offer breakfast in the classroom.
- Offer more tutoring.
- Offer robotics and more creative learning options. Make available electronic versions of school documents.
- Open interdisciplinary classes. More math and robotics classes, instead of just extracurricular clubs.
- Bi-lingual, lots of programs.
- Project based learning.
- Less homework / no homework.

***Cluster Recommendations***

- Take input from students.

***Engagement/Communication***

- Design- build process early (Feb) instead of later.
- Need time to build support for broader proposal.
- Design-build for highest needs, but not for everything. Needs decision to be decisive.
- Present at faculty meetings or other spaces where attendance is mandatory and email minutes post-meeting to ensure all teachers are knowledgeable of how FMP could affect their campus.
- Communication barrier/circle of communication needs to close the feedback loop.
- Have individual schools be more involved and spread the word.
- Draft update that can be easily forwarded to school parents and teachers via email.
- Publicizing and advertising meetings should be improved.
- More feedback with school involvement directly.
- Make boards available digitally.
- Need website to be more prominent and easier to follow.
- Too many acronyms.
- Would like to be able to see "bullet list" of plan and more "comprehensive list."
- Will communities have a chance for input before school closures?
- More participation with/from parents.
- Listen to input from kids. Not every kid is the same.
- AISD is supposed to be the #1 district - money should be allocated in areas where the facilities really need the repair and update. AISD needs to walk the buildings often, monitor the buildings before it happens (in predominately African American schools). My kids go to Manor and Bastrop schools so they don't have to go to AISD. More attention is paid to the Hispanic students - it seems. Security - there is ample room for kids to be abducted.
- Efforts from FABPAC need to be made to speak to schools, especially the ones that are being consolidated and closed. Meet with the CAC's.
- Email and Social Media
- Vertical Team meetings with Principals.
- Engage Neighborhood associations to communicate with people who live/own in district, but transferred to private or charter.
- Gathering parent options -from principals (e-mail)/survey - close feedback loop!
- Get schools involved in tournaments.
- Parents and students may be the leading source of satisfaction, but teacher retention speaks to long-term, high - end career satisfaction.

***Facility Design***

- Establish a partnership between AISD and ACC in academics and facility use.
- Create more green spaces in school facilities.
- Need a community wrap-around facility.
- Community space for neighbors makes schools so much stronger.

- Great to share library, gym, healthcare. What about childcare for students?
- No more portables. Build permanent buildings. Kids want to feel good in the space.
- Special-Ed - Much more support needed. Cameras in special-ed classes for students who can't speak or who have short-term memory loss.
- More schools that offer daycare.
- Bathrooms are old and need renovations.
- More parking spaces.
- AC and bathroom windows.
- Better performing arts space w/in schools.
- More parking spaces.
- Ideal schools have environment where teachers feel they can communicate honestly w/their principal without fear of repercussion.

### ***FMP Process***

- During the next round, tell us about buildings that are not just schools.
- FABPAC should consider inequity in regards to schools that have technology and resources paid for by local biz and PTAs.
- How to tie in new Innovation School of Texas effort into this?
- Be careful not to get wrapped up into all "have-to-do" projects so we can be strategic.
- Can you share relocatable (portable) utilization?
- Utilization "objective data" may be misleading. Need to know from people if it actually feels over/under-crowded.
- Will the "underprivileged" schools have a priority?
- I think the program (FMP) should be in place for longer than the next 15-20 years. Technology is constantly changing and a conscious effort has to be made to ensure children are getting what they need.

### ***Long-Term FMP***

- Why add another high school in the south if Crockett is under-enrolled?
- We are losing MS students to charters in our area due to single gender. Research doesn't support single gender. Wasted spaces.
- More technology in the classrooms.
- Under-enrolled schools usually have additional needs and thus need services and space for them.
- What is Plan B if bond doesn't go through?
- Shutting down small community schools and making mega schools on periphery of city is not the answer.
- There is a relationship between low enrollment of east side schools and facility conditions.
- Why not build new schools in red/orange zones?
- District should make more of an effort to integrate schools (economic advantage).
- Why are over-enrolled schools right next to under-enrolled schools? Can they just feed into one another?
- Why are their portables where they don't need to be?
- Plan to eliminate portables, which are expensive and energy is inefficient.



- We need to make space available from 5pm - 9pm at all schools to additional academic resources.
- Equity of facilities across the district.
- Want a new S/SE/SW high school.
- Someone should challenge the vision standards.
- SW Austin boundaries don't need to change.
- How do you attract kids to central Austin schools to strengthen vertical teams?

### ***Modernization***

- Safety of water supply - water fountain in hall at Allan is cloudy and stinky water - need to address plumbing.
- Improve AISD transportation for families that live within radius.
- Have more modern looking playgrounds.
- Better fine arts buildings and gyms.
- How did we get to modernization definition? “Quantify, Inclusivity, Quantify” engagement.
- Quality material -- not a Band-Aid approach.
- Modernization should include greening schoolyards and making them outdoor learning environments as well as rich green space for the community to use outside of school hours. This is how you can create community in the school.
- Community space is great - as long as student safety comes first while doing this!
- Missing the focus on "people."
- Flexible space for collaboration and focus.
- Meeting space within vertical teams.
- Provide wrap-around services like Harlem Children Zone.
- Key card access/portables. ESA Questions need to be objective.
- Need to know when portables will be addressed. Will ones from 1953 be replaced?
- Gardens in every school. Calm spaces, smaller classes.
- Spaces for project-based learning.
- Health Clinics at schools.

### ***Non-FMP Communication***

- Pay the teachers more.
- Stricter discipline for students.
- AISD construction management should communicate better with service center to better differentiate "new" projects and maintenance work.

### ***Planning Strategies***

- Community education and after school programs.
- Tech training.
- Everything is a learning space, meeting spaces.
- Gym, theatre, art space, subsidies/base spec for title 1.
- Make it equitable district wide.
- Consolidations: consider impact to walkability as a burden.

- Design Standards Ed Specs to: ELL, Gifted, Special Ed, the various learning styles, and the universal design principles.

### ***School Assessment***

- Will lower income schools be a priority over those who over-meet standards?
- Class Sizes - Too many students, not enough teachers.
- There was public concern about building space utilization in the last bond campaign. District building space per students is currently above Texas and USA urban peers. District enrollment has been declining and the master plan will likely propose more building space. The trending gap between district space per student and peers could result in hundreds of millions in cost of ownerships. Is this trend financially sustainable? What is the strategy to improve district-wide space utilization and how will this impact long-term cost of ownership?
- Smaller student / staff ratio

### ***Other***

- Please participate in annual MLK-Jr. Austin picnic or festival.
- Present at high school AARP meetings (in Jan) every 2nd - Tuesday of the month.
- How can AISD be a help w/affordable housing?
- Need to look at climate: cultivate student/teacher respect.
- Work with more students with disabilities.
- More inclusive of students' needs and learning styles.
- More security.
- Designers who care.

## **Planning Clusters**

### **Planning Cluster #1**

Key Theme(s): *Facility Design*

#### *Community Input:*

- Norman ES: Remove portables from Norman ES.

### **Planning Cluster #2**

Key Theme(s): *FMP Options, and Academic Programing*

#### *Community Input:*

- Winn ES: I support maintenance at Winn.
- Winn ES: Just to support Winn.
- Winn ES: I strongly support having a Montessori program at Winn elementary school. I believe our children will benefit greatly.
- Winn ES: I am in favor of Montessori at Winn Elementary.
- Winn ES: When it opened it was deliberately a neighborhood school. Boundary changes have affected enrollment. Keep Winn as a viral, efferent and well-supported neighborhood school.

- Winn ES: I am full in support of establishing a Montessori school at Winn. The nearby Montessori school has a waiting list and is willing to support Winn in this.
- Winn ES: Support Winn school
- Winn ES: I am in favor of the Montessori school at Winn.
- Winn ES: I support Winn becoming a Montessori school to improve opportunities for our neighborhood children.
- Winn ES: I think a Montessori program at Winn Elementary would be an excellent idea. This will better serve the current students and will attract and retain current and new students there.
- Winn ES: I support the implementation of a Montessori program at Winn elementary.
- Winn ES: Support a Montessori school at the Winn elementary school location.
- Winn ES: Support Winn school
- Winn ES: Support Winn to go Montessori.
- Winn ES: As the community representative on Winn's CAC, the community, including myself, strongly support the idea of implementing a Montessori program at Winn. This will attract a more diverse student population and better serve the students zones to Winn elementary .
- Winn ES: I support bringing Montessori to Winn elementary!
- Winn ES: Support Winn elementary
- Winn ES: I think it is valuable to consider that Winn Elementary become a Montessori school. I support the endeavor to strengthen education at Winn.

### Planning Cluster #3

Key Theme(s): *Modernization*

#### Community Input:

- Maplewood ES: Curriculum and programs should match flexible learning spaces.
- Maplewood ES: How can Maplewood be ADA compliant? Needs to be addressed.
- Blackshear ES: Likes Fine Arts Program.

### Planning Cluster #4

Key Theme(s): *Facility Design, Modernization, School Assessment, and FMP Options*

#### Community Input:

- Allison ES: Like community involvement/interactive technology and more space.
- Zavala ES: Love the facility and programing.
- Zavala ES: Consider consolidating Zavala ES, Mets ES, and Sanchez ES - these schools are only a few blocks apart, presently underutilized and projected declining enrollment.
- Zavala ES: We are in life skills (class) but our classrooms do not have windows.
- Ortega ES: Please keep “Ortega” name and community alive; it is community and family-heritage rich.
- Ortega ES: Ortega has an excellent academic track record and it has been recognized many times; deep community roots in East Austin; virtually no teacher turnover.
- Ortega ES: Ortega ES has a family feel; many East End schools feel neglected by AISD and that’s why charters are so prevalent now.
- Ortega ES: The new option for Ortega is a good one. The reasoning allows for students on the other side of the Airport Blvd. to attend Ortega. My kids were in charter school for

the last 2 years, but we decided to come back because Ortega committed to closing the gap.

- Ortega ES: I am really trying to think logically for any reasons that would make sense to close Ortega because I too want a brighter and more modern future for AISD. I cannot find any.
- Ortega ES: Thank you for proposing a second option for our school. This new option allows us to keep our successful, historic, and community-based school open for future generations, including my own. I respectfully ask that you recommend this second option, rather than the first.
- Ortega ES: Ortega was built to honor Daniel F. Ortega; Palm ES, Allan Junior High; and Austin HS alum; built in 1959; the school is still youthful and full of life. Full of high academics and testing; please consider this history as you consider Ortega ES!
- Ortega ES: I'm very grateful to represent Ortega ES; our school has a high-level of academics but parents are worried about possible school closure; I have experienced my own child learning here. I wanted to choose my school and I chose Ortega ES because it gave me great results and great academics for my family. There are even teachers who have their own kids at Ortega ES because it is a great school. Please consider the fact that the school has a great academic program and it would be disastrous to deal with school closure.

#### Planning Cluster #5

Key Theme(s): *FMP Options*

#### Community Input:

- Dawson ES: It is a community school and has that feel. Focuses on academic and individual needs being met. Keep it.
- Dawson ES: We elected to transfer to Dawson Elementary because of the range of services and supports they provide for children with special needs. We rigorously researched and compared schools and knew that Dawson would best be able to help empower our daughter with skills. Dawson has proven to be an amazing school - we couldn't have chosen a more supportive community. Consolidating and eventually closing this thriving school would be doing a disservice to the students of Austin, particularly vulnerable special needs students.
- Dawson ES: Dawson should not be closed or consolidated with another school because it would be placing unclear stress on the communities and prevent upkeep of the level of service and excellence that has been manifested thus far.
- Dawson ES: Thank for you all your hard work and service to make AISD all it can be. I would urge you to consider keeping Dawson open so that we can continue to serve the many students and families in our community. Dawson has a rich, 62-year history.
- Dawson ES: Give Dawson a full modernization. Closing Dawson would displace over 60 students who are receiving outstanding services for special needs and 175 students who transferred in to our school. Families who chose to be here. We love our school and have a powerfully inclusive community. Please keep Dawson open!
- Dawson ES: Teachers and parents have to speak up for their students. Dawson is not an under-utilized facility. Dawson is important to our community.

- Dawson ES: The information provided by the consultants is grossly inaccurate. Where are the disabled students in the Bolden and Dawson community supposed to go if Dawson closes? Stability matters. Please reconsider the options being proposed.
- Dawson ES: Discovering what Dawson has been about has been magical. Inclusivity, diversity, and true empowerment of the students. I encourage you to look beyond the numbers and metrics.
- Dawson ES: We need to think about the students that have disabilities. Dawson is awesome; Dawson is a place for all students.
- Dawson ES: Dawson is worth saving! Dawson has room for expansion and the possibilities are endless. Build on to her! Fix her up! Please look at alternatives to “repurposing” her. Such as, letting us find ways to build up our enrollment, having us “host” a certain amount of students as their schools are being updated (ex. Becker could be at Dawson with us...we might be a little crowded but we could make it work). Dawson has been around for a long time and has much more to offer if allowed to do it.
- Dawson ES: I would urge you not to dissolve Dawson, but to keep it open.
- Dawson ES: Please keep Dawson open.
- Dawson ES: Dawson is Diversity. Dawson is the full modernization Austin ISD is looking for with its “inspiring and innovative spaces that foster creativity and collaborative learning” (FMP, 2016). To dismantle Dawson would be a disservice to the vision of Austin ISD. Dawson is committed to the revitalization of the urban, inner-city school experience and to the needs of our students, our schools, and our community.
- Dawson ES: Dawson is Awesome! My daughter is a bilingual teacher at Dawson, along with many other outstanding teachers that put great effort into giving each child the quality education that they deserve. Over the years, this unique community has been able to accommodate smaller class sizes, which does nothing but benefit those children and any others who might attend Dawson in the future. Large schools with classrooms of 25 to 35 children are of stark contrast to the “Dawson Way” and would be nothing but a detriment to this community of learners which spans across multiple generations. The principal, Mrs. Jedele, is always available for the community, the children, parents, and her excellent staff of teachers. The programs, diversity of students, and continuous family support ALL make this a great school to attend. Please consider keeping Dawson OPEN! That would truly be AWESOME!
- Dawson ES: It is my hope that Dawson Elementary will continue as a vital part of the Urban School experience for Austin ISD and, as such, will prepare future generations of students as socially responsible citizens committed to serving the community that has supported them.
- Dawson ES: “Consolidating” Dawson would be a tragic mistake and I encourage all decision makers to please take that option off of the table. There are always things we can improve on, but consolidating is not the right answer.
- Dawson ES: Thank you for all of the time and energy you are devoting to this challenging and important work for our schools and students. I write today to urge you to consider an alternative to closing our marvelous school, Mollie Dawson Elementary. Dawson’s student body is highly reflective of the city’s population and this diversity has a powerful impact on the developing worldviews of our students. I have worked in other schools before coming to Dawson, and one thing that stands out is the kindness and

acceptance that students here show towards one another. We have a highly inclusive environment in which students grow up learning to read, plan science projects, and play four square alongside others who may speak, move, and/or learn differently than them. Through these experiences, both students and faculty naturally look for the strengths in those around them, and we seek to foster an appreciation for the different talents that each person brings to our community. Dawson is an extraordinary school that, if allowed to do so, will continue to bring unifying light into our corner of this great city.

- Dawson ES: Dawson is not an “underutilized facility.”
- Dawson ES: I would implore you to please reconsider your ideas for Dawson.
- Dawson ES: Please consider keeping Dawson Elementary open. It's one of the few schools that has successfully integrated students with special needs into the general population. Students learn love, compassion and acceptance. Please check out some of the student made films: All You Need Is Love and Seasons of Love.
- Dawson ES: I’m asking you to take time to consider other “options” for Dawson that keep us at home.
- Dawson ES: Closing and consolidating schools will not have a positive impact on our community, nor that of Galindo's.
- Dawson ES: The families that come here love it.
- Dawson ES: If Dawson is closed, not only would the children’s classes, friendships and student-teacher relationships be split apart, it would dismantle this amazing and invaluable group of educators that has been built over so many years. That in itself is a huge loss to our community in South Austin.

### **Planning Cluster #6**

Key Theme(s): *Facility Design*

*Community Input:*

- Rodriguez ES: Improving the tracks at Rodriguez Elementary.

### **Planning Cluster #7**

Key Theme(s): *Facility Design*

*Raw Community Input:*

- Palm ES: More Elevators.

### **Planning Cluster #8**

*No specific community input provided for this planning cluster information at this time*

### **Planning Cluster #9**

Key Theme(s): *Facility Design*

*Raw Community Input:*

- Odom ES: More security. Dedicated playgrounds for little ones, something similar to Palm ES.
- Odom ES: A basketball court just for girls. A big soccer field for Odom Elementary.

### **Planning Cluster #10**

Key Theme(s): *FMP Options**Raw Community Input:*

- Joslin ES: I am a parent of one Joslin student and one Joslin student - to -be. We picked our neighborhood largely because of our small neighborhood school. Finding out that you are considering closing our school has been heartbreaking, and none of the other "options" we will have if you close our school will make up for everything we and our community will love. I ask that you consider all of the consequences that closing our school will have on our community. Our neighbors can walk their kids to school, something that is wonderful in a city where traffic has become unbearable. By closing small, community schools, you are also destroying the sense of community - which is something we treasure in these times where we are more and more disconnected from each other.
- Joslin ES: Please keep Joslin. We chose Joslin six years ago for our son, now in 5th grade, uninterested in the dual languages and other programs at Sunset Valley ES (our home school), which is farther away, and across a busy street. This year my daughter started kindergarten at Joslin, again chosen by TRANSFER. We will send her to private school if Joslin closes, not an AISD campus. Joslin is vibrant and welcoming and will grow as more families are moving into western trails neighborhood, which has become an aging community. Our neighbors are getting younger and having young children. Keep Joslin; it will grow.
- Joslin ES: I regret I missed the opportunity to speak on behalf of the current and upcoming student and parent body of Joslin Elementary. As you consider planning, please keep in mind the rapidly changing demographics of the Joslin attendance area. Unfortunately, there is no recent census data for children born after 2010; however, the neighborhood in Joslin's attendance are swarming with parents of toddlers and infants. Many homes are, or were, owned by an aging population and are being sold to young families with children. Joslin's enrollment is sure to be on the rise in the near future. Also, please stay true to your promise to only consolidate already improved schools. The options for Joslin that I've heard mentioned are Sunset Valley (on the lot for renovation), Zilker, (great school but busting at the seams) and Galindo, but I'm not sure this is the official list. Hoping to hear more tonight and in the future. I will send an email as well since I am running out of space. Please consider keeping Joslin an elementary campus, and if it must close, please slate it for later down the line and watch it grow! Thank you.
- Joslin ES: Do not close or repurpose Joslin ES. AISD already killed our neighborhood middle school, Porter. Now we have no local choice in MS. Sex-based discrimination. A neighborhood w/o a local elementary school is a deal neighborhood! AISD must invest in our neighborhood school!
- Joslin ES: Hoping there will be opportunities for specific community conversations for consolidation campuses. Our community is very convened and needs an opportunity to express their thoughts. If consolidation is the decision, I hope a timeline will be considered that will allow current families to complete their elementary tenure at Joslin, as many families moved in specifically to attend Joslin.
- Joslin ES: Joslin Elementary is in the hottest real estate market in Austin. Doing anything other than bolstering schools when they need it. Joslin is Title 1. Active parents who

garden and write grants. Joslin offers park improvements... Joslin parents beautify garden picnic tables, organic veggies ... all new. DONT STEAL OUR ELEMENTARY!

- Joslin ES: We request you commit to serving all 84,000 students, not just funding "special programming". Keep Joslin open!
- Joslin ES: Please reconsider the closing of Joslin elementary. South Austin needs that school left open. It is next door to my church and we work with them on several projects each year. The principal and staff are caring individuals and seem to be doing a good job there.
- Joslin ES: Greatly concerned to hear that Austin ISD's Facilities and Bond Planning Advisory Committee has recommended closing Joslin Elementary school.
- Joslin ES: Concerned about the possible closure of Joslin Elementary school.
- Joslin ES: Lower facility design with sustainable practices, like solar panels and rain water collection. We have the land and space to do so.

### **Planning Cluster #11**

*No specific community input provided for this planning cluster information at this time*

### **Planning Cluster #12**

Key Theme(s): *Modernization, School Assessment, and Engagement*

*Raw Community Input:*

- Kiker ES: Needs portable assessment.
- Kiker ES: Security and secure entry vestibule. Door to common area and main entrance separated from access points.
- Kiker ES: The whole campus is too open to the random public. Security is a huge issue. The report seems to examine the building rather than the campus. The public can easily access the children!
- Mills ES: Transfers make it tough to engage parents.

### **Planning Cluster #13**

Key Theme(s): *Modernization, and Facility Design*

*Community Input:*

- Barton Hills ES: Portables not great, but wouldn't want school closed because of them. More natural light and interactive technology.
- Barton Hill ES: Pros: Teachers / Main building are nice.
- Patton ES: We want to see Patton's actual enrollment numbers including portables.

### **Planning Cluster #14**

Key Theme(s): *Long Term FMP*

*Community Input:*

- Sanchez ES: Consider consolidating Zavala ES, Mets ES, and Sanchez ES - these schools are only a few blocks apart, presently underutilized and projected declining enrollment.

### **Planning Cluster #15**



Key Theme(s): *Facility Design and School Assessment*

Community Input:

- Brentwood ES: Students have been injured outside Lamar. Brentwood also has ingress/egress safety and efficiency issues.
- Gullett ES: Feeder patterns should have programming similarities (e.g., Art).
- Gullett ES: Gullett feels overcrowded; storage in classrooms doesn't feel safe.
- Lucy Read: Land to expand to a larger Pre-K program? Or at other locations? Can we have a bus pick-up at home and then take children to the school?

### **Planning Cluster #16**

Key Theme(s): *School Assessment, Engagement*

Community Input:

- Ridgetop ES: Likes: Spanish classes offered. Improvements: More math classes/activities.
- Ridgetop ES: Good morning. I just rec'd this from one of my parents and she is very alarmed that this change from the 12 yr to the 1 - 12 yr is being proposed as an option in January. We had all been good with the transition over 10 - 12 yrs but to make it so soon? At this point, I'll ask to meet with CAC so that they can provide feedback on this and then PTA so that the community, in general (including teachers), isn't blind-sided. It's still just an option, but it seems like it's more than just that, at least from the parents' perspective . . . . It seems like we're moving backwards and going to the way it was attempted before. The CAC and the community, in general, had started to look at the original option as something they can work with, but this is too soon. . . . perhaps if it were closer to the 10 years . . . . Let me know if there's anything I can do or if there's someone I can call to get talking points to make this as smooth as possible . . . . Thanks for your continued guidance and support with this.

### **Planning Cluster #17**

Key Theme(s): *Modernization, School Assessment, and Long Term FMP*

Community Input:

- Davis ES: How can Davis be good when the foundation is wicking moisture?
- Doss ES: Infrastructure needs to be addressed.
- Doss ES: Has no field space for play. The PTA is working on field space. Please no more portables. Children only spend two years in main building.
- Doss ES: Changing southern boundary for Doss seems like an obvious solution. Common rooms also need addressing, not just classrooms.
- Hill ES: Portables are taking away green spaces.
- Summitt ES: Watch population density near Summitt ES.
- Summitt ES: Love the idea of meeting space in Summitt ES.

### **Planning Cluster #18**

*No specific community input provided for this planning cluster information at this time*

### **Planning Cluster #19**

Key Theme(s): *School Assessment*

Community Input:

- Webb Primary Center: Webb Primary School should have longer after-school care.

### **Planning Cluster #20**

Key Theme(s): *FMP Options*

Community Input:

- Hart ES: Parents were angry because they did not understand the process and because a great portion of them were from Brown. Following the presentation, they were comfortable with the information presented to them and excited to provide input from their prospective.

### **Planning Cluster #21**

Key Theme(s): *School Assessment, FMP Options, Academic Programing, Modernization, and Long Term FMP*

Community Input:

- Dobie MS: Large undocumented population; as a result, high-needs school. Don't provide transportation and highway causes issue (while IDEA provides transportation).
- Dobie MS: Feedback: better teaching systems, more commutative school/branched out.
- Garcia/ Means MS: What's up with Garcia and Means? Why is their under-enrollment not reflected in the color-coding? Why do we allow these incredibly under-enrolled schools to stay open? Why isn't there more promotion of these schools?
- Garcia MS: technology improvements needed at Garcia YMLA.
- Lamar MS: I'm a HP and Lamar mom. We can be improved in sports (esp. repairs to core facility) but PLEASE plan where the true needs are; overcrowding in NW hills area and serious facility needs in Central/East Austin.
- Lamar MS: Students have been injured outside Lamar. Brentwood also has ingress/egress safety and efficiency issues.
- Lamar MS: Cafeteria size too small.
- Lamar MS: Pros: The Fine Arts Academy.
- Lamar MS: Better technology.
- Murchison MS: Feedback: Less crowded, small class sizes, more general room in schools, consistency between classes.
- Murchison MS: Pros: Teachers.
- Murchison MS: I'm of the opinion that it makes more sense to split Murchison into two schools than keeping just one for the attendance zone.

### **Planning Cluster #22**

Key Theme(s): *School Assessment, FMP Options*

Community Input:

- Martin MS: You should consider closing Martin and moving the middle school to Allan facility to larger property and far more central to attendance zone.
- Martin MS: I love AISD. We can and should do better with our most vulnerable populations. Since I started at Martin in 2004, this experience has opened my eyes. Martin, like all schools has a story. This one includes segregation, desegregation and re-

segregation. Although we can't change our past, we can shape our future. We demand for efficiency and accountability, Martin has the potential to be great. Should be fully modernized and maintain full capacity of 804.

- Martin MS: Proud east Austenite. Don't close Martin. Don't make this another example of gentrification in Austin.
- Martin MS: Martin provides several opportunities for students to succeed and provides students with an opportunity to succeed in and outside the classroom.
- Martin MS: We need Martin in this community; Martin is in bad shape, we need to modernize Martin.
- Martin MS: As a proud Martin alumni and parent of 3 children currently attending Martin, I stand tall before you today to give my support in Martin staying at its current location. Don't make closing Martin another note in the gentrification of East Austin.
- Martin MS: Once a eagle, always a eagle.
- Martin MS: SPANISH Augiolas necesitan su nido. Go Eagles!
- Martin MS: I live in the neighborhood.
- Martin MS: Martin has just received TEA Academic Distinction and has begun a successful Innovation Academy, STE(A)M program. It would be yet another slap in the face to the hard working going on in this school community to provide options and serves for all children in the Central East Austin
- Martin MS: Martin Middle School should stay at its current location and be kept up-to-date. There should NOT be any more nonsense built in this place! What will happen with the kids?
- Martin MS: I'm signing because I believe that the neighborhood and community deserves this middle school to be updated and to continue to provide free and public education to the community.
- Martin MS: This school deserves to stay and have proper funding!
- Martin MS: Disrupting a child's education by relocating them and changing the routines they know and trust is wrong and counter-productive to education. And a strong education is the foundation of a productive society. These kids struggle enough. Don't make it harder for them. Keep Martin where it is and update the school.
- Martin MS: Please listen to the Martin Middle schoolteachers and staff. They know what is best for the education of their students and the community. Thank you.
- Martin MS: We should invest in our future, which is our kids (literally or not). This building is old but charming, has history and should be beautifully remodeled with the latest technology. Let's preserve Martin MS!
- Martin MS: I attended Martin Middle School and so did many generations of my family.
- Martin MS: I attended Martin Middle School and still love East Austin and would hate to see it close.
- Martin MS: My niece and nephew went to this school. Also all of our aunts and uncles went there (18 in total), including my dad.
- Martin MS: I went to MS and it was a great school with good teachers; lots of good memories
- Martin MS: Don't want the school to close; I really liked the school!!!!
- Martin MS: I went to Martin MS and had a valuable education. Its history is also a part of the neighborhood.

- Martin MS: Martin Alumni
- Martin MS: Too much history to let this place go!
- Martin MS: I'm signing because I went to Martin when it first became a middle school. I was part of the first 6th grade class to attend and voiced my opinion to the board of trustees in the fifth grade that I didn't want to be bused across town in order to attend middle school. Martin allows the children to go to school in their neighborhood with friends they've known their whole lives, as well as being part of a strong vertical team from elementary school all the way through high school.
- Martin MS: I grew up in East Austin and the majority of my family as well. We all attended Martin JR. High School. It's a good school; taught me a lot. You can't move our school; it belongs where it is.
- Martin MS: Is it true that Martin Jr High will be closing in 2017?
- Martin MS: I pay taxes and they go up every damn year. We should be getting more resources in our community, not less. Plus I love seeing those kids in the neighborhood. Also, let's get some world class facilities like the kids on the other side of I-35.
- Martin MS: There are still plenty of kids in this neighborhood who need a school they can walk to.
- Martin MS: The kids in the neighborhoods around Martin should not have their campus taken away from them. Martin should stay where it is!
- Martin MS: I'm signing this because I believe the school should not be closed in order to house LASA. This is another prime example of gentrification in East Austin. This school has worked hard to improve its student success in order to stay open. Now to consider closing this school is a slap in all these children's faces.
- Martin MS: Martin and Sanchez are important members of our community. Please don't take away a school needed by the same people who need affordable housing as well.
- Martin MS: I am a former Martin MS teacher. I loved working there, I also love the community of parents and students, the dedicated teachers and surrounding community.
- Martin MS: We need to value and improve the little of what we have left in our East Austin neighborhoods.
- Martin MS: I live nearby and know how important this school is to our area.
- Martin MS: I taught PE and coached at Martin for 12.5 years. The community of kids love the teachers there and depend on them to show up for them every day. The teachers, staff, administrators, and custodians are the loving guardians for these students. My heart is still at Martin and always will be.
- Martin MS: Love to you Leticia..I'm glad I was your coach!
- Martin MS: I remember you well, hope you are doing well. Coach Bailey
- Martin MS: We need to keep our school open for the kids to go to our school, not some school outside East Austin.
- Martin MS: The neighborhood needs Martin MS.
- Martin MS: We need to keep our school open for the kids to go to our school not some outside East Austin.
- Martin MS: Martin reflects the values and identity of a community -- a unique community that deserves our support. Perhaps there are times when efficiency is not the best criteria for us to use when we are educating children. Perhaps there are other criteria

like community-based schooling, small schools and teachers and administrators committed to listening and serving, rather than standardizing.

- Martin MS: Martin MS has been significantly impacted by gentrification and the escalating cost of housing in the neighborhood. Nonetheless, Martin is a major community asset that is embraced with pride by a large number of alumni and current Martin families. As Martin's academic standing has improved with quality programming and community outreach, Martin should be supported to continue as a highly valued middle school campus so that its enrollment continues to increase and it remains an East Austin community asset.
- Martin MS: Martin Middle school is the school I grew up with! All my family has gone to this school.
- Martin MS: This is my neighborhood; change is good, but not this change
- Martin MS: I was part of the first 6th grade class when Martin became a middle school. The bonds and friendships I formed there, not just with my peers but with my teachers, is irreplaceable and had helped me shape me into the person and teacher that I am today. The memories and lessons I learned from being at this school are ones I cherish forever and ones that all students in the community should be allowed to have. Take the time to invest in the education of these students and their community, our culture and the history that comes with it for so many of us
- Martin MS: I grew up and learned so much at Martin. This is the one part of East Austin that has not been tampered with. Lets focus more on what we can put into the school to build it up and not tear it down.
- Martin MS: The student body at Martin has endured a lot of change as the school has been under new leadership. Currently they are attached to Martin and the promises made to them to be successful and conquer their dreams. Please do not take their school away. They have worked very hard.
- Martin MS: I'm signing the petition because I used to be a Martin student myself and also my younger brother is currently attending this school
- Martin MS: Keep our community whole - keep our schools local!
- Martin MS: I'm signing because I went to this school and it's a great school and it's part of East Austin's culture, or at least what we have left.
- Martin MS: I have children that attend.
- Martin MS: We want to keep Martin School in our neighborhood!
- Martin MS: We did NOT support the systematic racist gentrification of East Austin by previously elected officials, however the current ones must take positive and aggressive steps to preserve and protect our history, culture and future for generations to come. This socialization process occurs in our neighborhood schools. Take action now to SAVE OUR SCHOOLS!
- Martin MS: I was a Martin Eagle, as well as my older siblings, and the gentrification happening on the East Side is very saddening. Now that everyone who used to judge the East side, is realizing how wonderful it actually is, and are now trying to change everything about it. The people, culture, atmosphere, food, education, etc. People who gave it a chance fell in love with it, as we have loved it for all these years. So why change everything that makes the East Side the East Side?! More and more people, schools and businesses are being pushed out and bought out because of how ridiculous living here has

made it for us, the middle class, and again because of the gentrification that has taken over. Well I do not want to see yet another thing go that has made the East Side so great, and that is why I am signing this petition. Martin Middle School was once a blue ribbon and with the proper funding and education, I believe it definitely can get back to that. Don't turn a blind eye on this wonderful school, because that is teaching nothing to our young youth but showing them that they aren't worth a chance for improvement.

- Kealing MS: No flexible space at Kealing MS.
- Kealing MS: Shared spaces overcrowded in Kealing MS.
- Kealing MS: Rodents in Kealing.
- Kealing MS: I am the very proud principal of Kealing Middle School. I am here advocating on the behalf of the magnet program. The programs at Kealing are outstanding.
- Kealing MS: I am a mother of four, all within the AISD district. With the Kealing split, our community gains a little and the students lose a lot. We have a duty and responsibility to preserve the historic presence of our community. We forget how much we lose when we don't work with each other.
- Kealing MS: Is making it easier in some way really worth it? What is lost if we separate the two programs? Our students are in this together; they learn, grow and struggle together. We are capitalizing on the opportunities provided at Kealing.

### Planning Cluster #23

Key Theme(s): *Facility Design, Academic Programing, Modernization, School Assessment, and FMP Options*

#### Community Input:

- Fulmore MS: Needs more electronic textbooks.
- Mendez MS: Handicapped bathrooms and access inside campus and outside campus (Mendez).
- Mendez MS: Need a high school in the area.
- Mendez MS: English-speaking child to learn Spanish in the classroom.
- Paredes MS: Feedback: Needs more natural light, outside classrooms, technology.
- Covington MS: I don't want to see Covington lumped into a school with high school students.
- Covington MS: I have 3 children in AISD. My oldest graduated from Covington several years ago. I currently have a 6th grader at Covington, and was hoping to see my 4th grader attend as well. We chose where we lived specifically so my children could attend Covington. I love the school. The teachers are fantastic, and the band program is amazing. I'm completely against the idea of moving middle school students to the Crockett campus and turning it into a 6th -12th grade facility. My children are zoned to attend Bowie High, and this was also very intentional. I do not like the idea of my sons attending school with high school students. I find it inappropriate and unacceptable. I won't support anyone who approves this plan. I will pay attention to where my votes go, especially in regards to which electable officials are supporting this endeavor. I've worked hard and sacrificed as a single parent to make sure my children attend the schools I believe are best for them. Attending middle school with 12th grade students is not what is best. If this goes through, I'll either apply for a transfer or pull them out of the school

and home school them. I'm unable to attend the meetings and want my voice heard. Please make sure the appropriate people see my email.

- Covington MS: I have concerns about one option being considered for Covington by the FABPAC: the one that would move 6th, 7th, and 8th graders to Crockett HS.

### **Planning Cluster #24**

Key Theme(s): *Academic Programing and School Assessment*

Community Input:

- Gorzycki MS: More seating in the cafeteria.

### **Planning Cluster #25**

Key Theme(s): *School Assessment, Engagement, Academic Programing, Facility Design, FMP Options, and Modernization*

Community Input:

- Anderson HS: More classes with emphasis on professional life. Examples include business and engineering.
- Anderson HS: Tutoring center for people who need extra help and kinesthetic learning.
- LBJ HS: Like the programs, but would like to see more technology.
- LBJ HS: Like the gym and gym spaces, but would like to see more learning opportunities.
- LBH HS: Like health science and space, but would like more natural light.
- LBJ HS: Like staff and admin, and would like to see more space and natural light.
- LBJ HS: Like the school climate, and would like more space.
- LBJ HS: Like community involvement, but would like more tech and multi-facility use (e.g., health clinic).
- LBJ HS: Like their sports offerings and would like to see better interactive tech.
- LBJ HS: Create learning space with technology at LBJ. Fix some classrooms that are too small. Modernize everything.
- LBJ / LASA HS: LBJ needs the space in the building. Magnet (LASA) is not inclusive. It was to integrate, not segregate. Fix it!
- LBH LASA HS: Like: Variety of studies. Improvements: More students to South Austin, more students live in the South.
- LBJ / LASA HS: Split the school. LBJ gets a new building with all the bells and whistles/state of the art features. I understand that there are approximately 800+ students at LBJ. A new school – probably built for 1,000 students – would be another good investment. If there are some extra bricks from the current building, they could form the cornerstone for the new building. Since LBJ is in partnership with ACC on the early college program, perhaps ACC could help with the cost. ACC could also marshal many of their social media savvy students to develop a cutting edge marketing program aimed at middle schoolers and their parents to consider LBJ when they are ready for high school.
- LBJ HS: Likes: Sports. Improvements: There are not enough teachers that care.
- LBJ HS: Likes: Teachers working together. Improvements: More technology for all grades.
- LBJ HS Likes: The unity. Improvements: Better technology.

- Reagan HS: Improvements: More natural light, better technology, health clinic.
- Reagan HS: Better sports facilities.
- Reagan HS: Likes: Reputation could be ignored. Improvements: More support for parents.
- Reagan HS: Like: Science and Social Studies. Improvements: More technology.
- Reagan HS: Likes: Reasonable classes. Improvements: Health Clinic.
- Reagan HS: Likes: Athletics. Improvements: iPad on the wall, better electronics.
- LASA HS: Find out about what makes magnet programs special - talk to staff and students; Move to ALC or build on LBJ; Keep options open, keep LASA a comprehensive program.
- LASA HS: Move LASA to bigger space ASAP.
- LASA HS: Thank you for your service related to AISD facilities. I'm writing to say "please don't break LASA into two separate campuses!" I know it looks like lots of LASA kids are very privileged, but many of them have social issues and are on the autism/Asperger's scale. It really helps for them to be together on one campus. Thanks for considering this input.
- LASA HS: do not split LASA into two separate campuses.
- LASA HS: in favor of standalone and independent campus for LASA (preferably located at ALC); Do not support Martin/Covington proposal for dividing LASA into two schools; do not support co-location of LASA at a new site (will continue troubles experienced now); if a standalone LASA campus is not approved, then there will need to be major additions to expand the facility.
- LASA HS: Find a campus that can grow with LASA.
- LASA HS: Find a central campus for LASA.
- LASA HS: Develop LASA to be a comprehensive campus:
  - 1st choice = move LASA to Eastside
  - 2nd choice = move LASA to ALC
  - Both ideas keep LASA in District 1
- LASA HS: Moving LASA to the ALC campus would benefit both LBJ and LASA, as well as improving transportation.
- LASA HS: Move LASA to ALC site b/c it is viable and would relieve a great deal of tension from LBJ & LASA issues.
- LASA HS: LASA and LBJ should be separated. LASA should be moved to the current site of the alternative learning center. Current LASA turns away many qualified students because they do not have the physical space. With the centrally located campus, LASA can attract more students.
- LASA HS: STATEMENT OF LASA CAMPUS ADVISORY COUNCIL January 4, 2017: As the Austin ISD Facilities and Bond Planning Advisory Committee work to develop a long-range master plan for district facilities, the LASA Campus Advisory Council offers the following input, based on previously discussed options: The LASA CAC supports: 1) Stand-alone, independent campus, such as on the site of the current Alternative Learning Center. Any location must be large enough to support a comprehensive high school, which includes all extracurricular activities offered at other AISD high schools. 2) Room for growth up to 1,600 students, which will increase



opportunities for access and diversity. 3) Continued commitment to provide district-wide transportation, which enables AISD students to attend regardless of socioeconomic status. 4) Easily accessible location (preferably more central), which will enable greater access and more efficient transportation to students across the district. The LASA CAC does NOT support: 1) Co-location at a new site 2) Division into two schools, per the Martin/Covington proposal. If a stand-alone campus is not approved by FABPAC or the Board of Trustees, a continued co-location with LBJ should include the following: 1) Major additions to existing facilities to support the academic programs of both schools. 2) Permanent capacity for growth in enrollment at both schools, including additional student space at LASA to accommodate 1,600 LASA students and enable expanded opportunities for access and diversity.

- LASA HS: Keep LASA in East Austin - please do not create "distance barriers" for students from least advantaged families in AISD, including transportation parent access, resources for community, that would inevitably result in less access to highest quality programs and curriculum in diverse schools. One related suggestion is to increase access to LASA by opening a second LASA campus in a different part of town, doubling the number of students who would have access to the award-winning curriculum and facilities and reducing per pupil transportation costs. Keep it on LBJ site or choose another East Austin site (East side)?
- McCallum HS: Second story; crowded hallways.
- McCallum HS: Pros: Creative learning environments.

### Planning Cluster #26

Key Theme(s): *Facility Design, Pro: Diversity, School Assessment, FMP Options, Modernization, and Academic Programing*

#### *Community Input:*

- Austin HS: Wellness center and community meeting space.
- Austin HS: More study areas (especially with electronics).
- Austin HS: Study areas outside.
- Austin HS: Likes: Teachers' communications. Improvements: better security, more staff and activities, and monitoring of grounds.
- Eastside Memorial HS: More career path options ex:) culinary, health, etc.
- Eastside Memorial HS: Better AC through the school and better lighting.
- Travis HS: Make technology more accessible to students.
- Travis HS: Classroom space is not flexible.
- Travis HS: Learning environments are not consistent across the school.
- Travis HS: Special programs feel over-crowded.
- ALC: CAC committee member; children at this school need motivation, fine arts, people in the school who care about them and understand needs. They also need strong leadership, these kids need help, and they have nowhere to go. It's about putting the right people in the schools, all of these schools. Understand the culture of these children.
- ALC: A new facility to facilitate students at ALC – then think about something that could be welcoming. We need the buy-in from community, administration, and everyone. Think about us in the big picture — we are the heart — want all students to get an education.

- ALC: Proud teacher; we have students that need everything other students need (e.g., air conditioning/central heating); as we modernize – we need our facilities like ALC to be the absolute best just like all other schools. College-bound and also kids served here need equitable opportunities and modern facilities.

### **Planning Cluster #27**

Key Theme(s): *Facility Design and School Assessment,*

#### *Community Input:*

- Akins HS: Speed zone for Akins HS. Safe area to walk in back of school.
- Akins HS: A bank and health clinic.
- Bowie HS: Feedback: Needs to work on AC - went a week with no AC in B Hall.
- Bowie HS: Reliable AC, faster Wi-Fi, larger parking with better traffic control.
- Bowie HS: Theatre needs to be fixed.

### **Mueller**

Key Theme(s): *FMP Options*

#### *Community Input:*

- Mueller: Throughout Austin history, efficiency arguments have influenced Austin's decisions. Disenfranchised communities are moving. We can use the land at Mueller to move us forward. I'm asking FABPAC to push you to imagine opportunities. Keep doing what you are doing. Please be progressive.
- Mueller: Garcia, Mueller: We want a middle school option at Mueller. This would better serve our community. Would love to see that option.
- Mueller: Thank you for your commitment to serving this community. I live in the Mueller neighborhood. I recommend that you create a co-educational opportunity at Mueller. The neighbors agree that the middle school co-educational option at Mueller is the best option that we can move forward with.
- Mueller: As the 2016 chair of the Mueller Neighborhood association, I want to voice that our members strongly support a regional middle school (can have possibility to integrate lower grade(s)) at the Mueller site.
- Mueller: Not pictured: huge dark cloud labeled MUELLER ELEMENTARY.
- Mueller: Based on the Imagine NE meetings, I urge you to take into consideration the feedback provided. Specifically look at considering PARENT feedback 1st, then staff, and next the community at large. The Mueller site has a unique charge for the community. Listen to parents. Recapture and create Mueller's school site as a bridge to the larger community vs. a bubble serving kids there. A middle school could do this better than an elementary solution.
- Mueller: Our schools are not the buildings; our schools are the people in it. I am advocating for a middle school and Mueller. I have seen how amazing schools can be, I've seen it at Maplewood. I ask that you consider an 8 – k. As you think about the upper grades we can use that to build a foundation for the lower grades
- Mueller: 8 years ago my family moved here from CA. We chose to move east, because of the culture. Years have passed and there has not been a decision made. I recommend that we build a middle school at Mueller. We owe it to the east side of Austin

- Mueller: Speaking in support of a school for NE Austin that serves Middle School ages and can be flexible for elementary grades without closing other schools.
- Mueller: As a parent of a student at Maplewood, I do NOT want an elementary in Mueller. We need a middle school to bring NE Austin together. I am also opposed to the idea of moving LASA. I was placed there so it would be located near an area that has been historically underserved. Moving it would remove a needed advanced academic option in a geography that needs it most.
- Mueller: I am a father, small business owner, and Mueller homeowner. Our 1st son turned one in December. We plan to send him to Maplewood Elementary, but unless there are better options for Middle School, we will be looking for a private school. A middle school in Mueller is a great opportunity for AISD to provide residents like us with public school options that meet our education and safety criteria. We love Maplewood, and the Performing Arts high school, but are very concerned about the quality of middle schools available in this area. I attended both elementary school and middle school in Austin. I have personally experienced the significant differences between Zilker Elementary, Barton Hills Elementary, Blackshear Elementary, O'Henry Middle School and Martin Middle Schools (my mom moved around a bit and Austin started its bussing program to cross integrate schools at that time). I would like there to be a middle school option in Northeast Austin that reflects our community, includes some of the unique elements of Mueller, and is a safe, modern building for learning. I believe AISD will find overwhelming support for a Mueller middle school. I am in full support.
- Mueller: Please add my name to those in support of a middle school on the Mueller lot for AISD. We are local Mueller residents and live a couple blocks away from the site. Others have spoken to the various social and political concerns; ours are simpler: we are zoned to Garcia, and would sooner send a child to KIPP than to Garcia. A K-8 school would also have our support.
- Mueller: I am a faculty member at UT. We moved to Mueller about 2 years back with a hope of living in a sustainable community that fulfills its residents' need for commuting and living. Entertaining, eating and educating in a uniquely community-based fashion. We have not been disappointed. We love everything about Mueller - from its impressive walkways to its farmer's market. We feel that a middle school within Mueller that caters to its residents and the neighboring areas would go a long way in making this a "complete" community. I fully support creation of a middle school and would be happy to contribute in whatever fashion I can.
- Mueller: I support a K-8 (most preferable) or a K-6 school to be built on the site.
- Mueller: I write to encourage you to build this option at Mueller. My granddaughter is in 1st grade at Blanton [she, her parents, and we, her grandparents, love it - we volunteer there]. It would be terrific if she, her friends at Blanton, her friends at Pecan Springs, Maplewood, and other nearby elementary schools had a new, inclusive middle school near to their homes.
- Mueller: I have lived in Mueller for the past 8 years and have looked forward to a school being opened since that time. Indeed, it was one of the reasons we bought a house in this neighborhood: the promise of a public school. My son is in elementary school in the 3rd grade, and while we would have loved to have an elementary school in this neighborhood, it seems that between Maplewood, Blanton and Ridgetop there are plenty

of established schools in Northeast Austin that are excellent choices for our kids. What we really need is a middle school that takes students from these schools. The middle school choices are so spread out, so it would really fill a void in Northeast Austin to have a middle school here. Alternatively a K-8 would also be amazing.

- Mueller: I live in the Mueller neighborhood. I am writing to express support for the establishment of a co-educational middle school at the school site in Mueller. My wife and I feel strongly that such a middle school would be the best educational option to serve all of Northeast Austin and to provide a K–12 pathway through AISD schools for children in this part of town.
- Mueller: Middle schools are critical to the public's confidence in the schools system. Northeast Austin has suffered over the years because of a lack of confidence, particularly in middle schools. With the introduction of Mueller to the northeast area, there is a great opportunity to build interest and confidence in AISD rather than Mueller being a cutout of the neighborhood that will become part of the support for AISD schools. Bringing together all aspects of the northeast in a co-ed middle school and getting all neighbors working together for our diverse neighborhood. It could be a model school for developing tolerance and celebration and respect for all. East and Northeast Austin schools have suffered from inequity in teacher access, consistency, and facilities. To get people excited about supporting AISD we need to get them together in a beautiful successful school that allows for the celebration of the diversity of the area. The elementary schools must also be altered too. When we provide equitable facilities, teacher quality, resources matched to needs, we will develop confidence in AISD. An elementary school in Mueller would end up segregating the area which is naturally diverse and erode confidence in AISD by all but a few. LASA needs to stay in NE Austin; more demand would encourage opening a separate magnet.
- Mueller: Co-ed comprehensive middle school in Mueller will serve as a community hub, roughly equal and appropriately distant from Martin and Dobie and central enough to allow for collaboration and support from both UT and HTU academic and teacher preparation programs. Potential for attendance is strong for two reasons. 1) Area population is increasing in development and re-development. 2) Current residents who leave district 1 for other AISD schools will return for new and excellent staff, programs, and facilities will then have real de-segregation in AISD. Great opportunity for building bridges with UT's UTeach secondary STEM teacher prep program, which has a strong commitment to diversity and equity.
- Mueller: Please build a middle school in Mueller. My daughter is only 18 months, but based on the current dearth of great options, I'm hopeful. The community will support it. A new high school would be super too, since you asked. Thanks!
- Mueller: I am a parent of a 5-year old student who is currently in a private pre-k program. My husband and I are committed to having our son attend an AISD school beginning next year with kindergarten. We are happy with the elementary school options in the area--Maplewood and Blanton. We prefer that the district reconsider its decision to focus on an elementary campus for the Mueller site. In various surveys, we, along with a majority of our neighbors, have expressed a strong interest in a middle school campus. We are concerned with the middle schools that are at capacity in our area, and we are not interested in same-gender schools. We want a co-educational campus for our son.

- Mueller: Support of a co-ed middle school at Mueller.
- Mueller: I am very much in favor of creating a new middle school on the Mueller site.
- Mueller: Thank you for your service to the Austin Independent School District and greater Austin community. As a resident of the Mueller neighborhood, I am writing to express my support for a middle school rather than an elementary school in our development. Many neighbors have spent countless hours considering this issue. The Mueller redevelopment in every regard is meant to benefit the East Austin area, and a middle school serving a wider attendance zone would better achieve this goal. A middle school at Mueller is the right school in the right place to spark socioeconomic integration of AISD schools in Northeast Austin.
- Mueller: I am in strong support of building a co-ed MS. Reading the vision for NE Austin, how could the idea of an elementary school even be put in the current drafted plan?! Our ES are already under enrolled. How could a new ES "retain & reclaim families?" It's outrageous. A viable MS will be an extremely attractive option for families living in nearby neighborhoods & to those looking to move in the area. I also hope there will be a dual language program, as those of us with kids in the currently elementary program would like to continue.
- Mueller: I am a community member in the Northeast Austin neighborhood of University Hills. I fully support the creation of a co-ed middle school option in Mueller. I feel that creating a co-ed option for grades 6-8 will attract many families back to AISD. The student I mentored left AISD as a 5th grader to join a charter school. His parents did not feel that the current middle school options were adequate. The idea of something being built at the Mueller site that will benefit all of NE Austin just seems like the right thing to do, and we should move forward with this idea as soon as possible.
- Mueller: We love the idea of a regular old middle school that is both sexes and non-magnate that can represent the area. It really seems like it would be a win-win for everyone if this site could become a middle school.
- Mueller: I am writing to express my wish that a Middle school be built at Mueller. I am a resident of Mueller and an AISD teacher and parent. I worry that AISD is losing more middle school students than it currently serves, and since there are so many families with children living in Mueller and the surrounding area, I believe that a public middle school in Mueller would help retain students in AISD rather than lose them to charter schools. Additionally, the proximity of Dell Children's, the Thinkery, UT and the PAC would all benefit a public middle school.
- Mueller: We would like to express our support for a future middle school located in the Mueller subdivision. Our son currently attends Blanton Elementary in our neighborhood of Windsor Park. We love that he attends our neighborhood school and moved to this neighborhood with the intention of being able to walk/bike to school. A middle school in Mueller would be a wonderful extension for the neighborhood children to be able to continue schooling in our nearby community, rather than driving across town to Lamar (our current zoned school). Please add our names to the list of neighbors who support this plan. We furthermore oppose adding an elementary school to the Mueller site as the surrounding elementary schools, Blanton, Ridgetop, and Maplewood, are all wonderful schools with capacity to serve neighborhood children.

- Mueller: I support a new middle school in northeast Austin at the Mueller development. The schools currently serving the area are old and in need of replacement. A new school will integrate the northeast sector of Austin both racially and economically.
- Mueller: As a 15 year AISD teacher and parent of young children in the Mueller neighborhood, I am familiar with the various education options in northeast Austin. I am a vocal supporter of public education but when it comes to my own children I want to have the option of a high quality middle school. Currently, I am concerned with the choices presented to Mueller parents. Unless a child is accepted to the Kealing magnet, Mueller parents must consider private school, charter or AISD transfer to get high quality middle school education. This is unacceptable. A Mueller middle school would be a fantastic addition to the northeast Austin education landscape. This middle school would enjoy wide community support, would attract a diverse population and could create partnerships with the many businesses in Mueller such as the Dell Children's hospital, the Thinkery and things to come. Mueller is booming and AISD needs to be a part of it.
- Mueller: A strong middle school in Mueller serving all of NE Austin is what this area really needs.
- Mueller: We are writing to you today because our son is currently enrolled as a kindergartener at Blanton Elementary. While we are thus far very happy with Blanton, we are extremely worried about where he will go to middle school. Currently we have no good options in our neighborhood that will allow us to remain in AISD when our son reaches middle school. Under current conditions, he would have to go to Garcia Young Men's Academy. We do not want our son to go to school in an environment that more closely resembles military school than real life. If our middle school options do not improve we will be forced to transfer him out of AISD either well before middle school or before he enters middle school. A middle school at Mueller is an option that we strongly support and will allow our son to stay in the public school system. My husband and I went to public school and we want our son to continue that tradition. A middle school at Mueller will strengthen AISD's standing in East Austin and will allow AISD to retain students and recapture students. Finally, while we strongly support a middle school at Mueller, we strongly oppose an elementary school at Mueller. Blanton Elementary and Maplewood Elementary are two wonderful existing options for parents at Mueller and an elementary school at Mueller will only serve to further segregate East Austin and will hurt attendance at both of the other schools.
- Mueller: I was disappointed to read the first draft of the Facility Master Plan for AISD and to see the plans for an Elementary school in Mueller as opposed to a much-needed Middle School option for East Austin.
- Mueller: I'm a resident of the Windsor Park neighborhood, and I'm writing to voice my support for a coed middle school to be built in the Mueller development. I have two young children, and I will be sending them to our local public elementary school, Blanton. I have been so happy to see the progress Blanton has made over the years, and many families I know in the neighborhood are happy to send their children there. However, after elementary school, it seems that many families are opting to send their kids to charter or private schools for middle and high school. I would love to continue sending my kids to public school, and a great middle school option could keep more

families in our neighborhood on the public school path to high school. Thank you for listening to my opinion!

- Mueller: I am parent of a kindergartner at Maplewood Elementary and a two-year-old. I am writing to encourage the choice of a middle school at the Mueller site. There are so many elementary options that are not at capacity in this northeast area. Instead of a new elementary school, these current schools could use support and it would be wonderful to have a middle school that would bring together the community.

1/13/17

**Austin Independent School District  
Facility Master Plan Engagement Update  
August 2016 – January 2017  
Updated: January 20, 2017**

The following memo highlights thematic findings voiced by the AISD community throughout the Facility Master Plan process from August 2016 – January 2017.

This feedback was collected through a variety of large and small group meetings, online engagement and more. It should be considered a snapshot of opinions of those who provided feedback, not of overall trends and beliefs. Tracking by planning cluster allows us to better contextualize the feedback, and provide guidance on where additional engagement is needed.

**Thematic Findings Unattributed to Specific Planning Clusters**

***Academic Programming***

- Use programs to be competitive to charters.
- Offer more classes with emphasis on professional life (e.g., business and engineering).
- Have more after school programs at AISD.
- Offer more field trip opportunities.
- Offer more college preparatory programs.
- Offer more visits to colleges and universities.
- Build a financial facility inside the schools to teach kids financial literacy.
- Offer academic programming with real world applications.
- Academic vision for use of flexible space is critical.
- Need more info about academics of the schools.
- FMP needs to match ed-specs.
- Can we introduce more clubs/opportunities across district? Not just specialty magnets?
- Make schools career-driven.
- When will teachers in AISD receive new curriculum to use flexible space? (E.g. project based learning and use of tech) -- curriculum has to match flexible learning spaces.
- When do we see academic strategy in facilities?
- Opportunities to engage or teach outside to get children in the fresh air. Green space classroom or programming that facilitates this.
- We need a sign language program.
- Offer more computer skills and tech labs.
- Learning after-school for families that need more. Offer breakfast in the classroom.
- Offer more tutoring.
- Offer robotics and more creative learning options. Make available electronic versions of school documents.
- Open interdisciplinary classes. More math and robotics classes, instead of just extracurricular clubs.
- Bi-lingual, lots of programs.
- Project based learning.
- Less homework / no homework.



- Is the city council considering on taking away funding for the parent support specialists?

### ***Cluster Recommendations***

- Take input from students.

### ***Engagement/Communication***

- Design- build process early (Feb) instead of later.
- Need time to build support for broader proposal.
- Design-build for highest needs, but not for everything. Needs decision to be decisive.
- Present at faculty meetings or other spaces where attendance is mandatory and email minutes post-meeting to ensure all teachers are knowledgeable of how FMP could affect their campus.
- Communication barrier/circle of communication needs to close the feedback loop.
- Have individual schools be more involved and spread the word.
- Draft update that can be easily forwarded to school parents and teachers via email.
- Publicizing and advertising meetings should be improved.
- More feedback with school involvement directly.
- Make boards available digitally.
- Need website to be more prominent and easier to follow.
- Too many acronyms.
- Would like to be able to see "bullet list" of plan and more "comprehensive list."
- Will communities have a chance for input before school closures?
- More participation with/from parents.
- Listen to input from kids. Not every kid is the same.
- AISD is supposed to be the #1 district - money should be allocated in areas where the facilities really need the repair and update. AISD needs to walk the buildings often, monitor the buildings before it happens (in predominately African American schools). My kids go to Manor and Bastrop schools so they don't have to go to AISD. More attention is paid to the Hispanic students - it seems. Security - there is ample room for kids to be abducted.
- Efforts from FABPAC need to be made to speak to schools, especially the ones that are being consolidated and closed. Meet with the CAC's
- Increased Email and Social Media
- Vertical Team meetings with Principals
- Engage Neighborhood associations to communicative with people who live/own in district, but transferred to private or charter
- Gathering parent options -from principals (e-mail)/survey - close feedback loop
- Get schools involved in tournaments
- Parents and students may be the leading source of satisfaction, but teacher retention speaks long-term, high - end career satisfaction
- They want to tell us what's wrong, but nobody seems to listen

### ***Facility Design***

- Establish a partnership between AISD and ACC in academics and facility use.
- Create more green spaces in school facilities.

- Need a community wrap-around facility.
- Community space for neighbors makes schools so much stronger.
- Great to share library, gym, healthcare. What about childcare for students?
- No more portables. Build permanent buildings. Kids want to feel good in the space.
- Special-Ed - Much more support needed. Cameras in special-ed classes for students who can't speak or who have short-term memory loss.
- More schools that offer daycare.
- Bathrooms are old and need changes and renovations.
- More parking spaces.
- AC, and bathroom windows.
- Better performing arts space w/in schools.
- More parking spaces.
- Ideal schools have environment where teachers feel they can communicate honestly w/their principal without fear of repercussion
- The elementary gyms need to be bigger for any new school. They are built for single classes, but most of the time our schools now have 2 PE teachers. Recommended space is 100 square foot per student. Our gyms are 3,000 square (feet), which means for only 30 kids. Most times we have 48-60. Let me know if you need more information.

#### ***FMP Options***

- You can't have all the schools closed in urban areas.

#### ***FMP Process***

- During the next round, tell us about buildings that are not just schools.
- FABPAC should consider inequity in regards to schools that have technology and resources paid for by local biz and PTAs.
- How to tie in the new Innovation School of Texas effort into this?
- Be careful not to get wrapped up into all "have-to-do" projects so we can be strategic.
- Can you share relocatable (portable) utilization?
- Utilization "objective data" may be misleading. Need to know from people if it actually feels over/under-crowded.
- Will the "underprivileged" schools have a priority?
- I think the program (FMP) should be in place for longer than the next 15-20 years. Technology is constantly changing and a conscious effort has to be made to ensure children are getting what they need.

#### ***Long-Term FMP***

- Why add another high school in the south if Crockett is under-enrolled?
- We are losing MS students to charters in our area due to single gender. Research doesn't support single gender. Wasted spaces.
- More technology in the classrooms.
- Under-enrolled schools usually have additional needs and thus need services and space for them.
- What is Plan B if bond doesn't go through?

- Shutting down small community schools and making mega schools on periphery of city is not the answer.
- There is a relationship between low enrollment of east side schools and facility condition.
- Why not build new schools in red/orange zones?
- District should make more of an effort to integrate schools (economic advantage).
- Why are over-enrolled schools right next to under-enrolled schools? Can they just feed into one another?
- Why are their portables where they don't need to be?
- Plan to eliminate portables, which are expensive and energy is inefficient.
- We need to make space available from 5pm - 9pm at all schools to additional academic resources.
- Equity of facility across the district.
- Want a new S/SE/SW high school.
- Someone should challenge the vision standards.
- SW Austin boundaries don't need to change.
- How do you attract kids to central Austin schools to strengthen vertical teams?

### ***Modernization***

- Safety of water supply - water fountain in hall at Allan is cloudy and stinky water - need to address plumbing.
- Improve AISD transportation for families that live within radius.
- Have more modern looking playgrounds.
- Better fine arts buildings and gyms.
- How did we get to modernization definition? Quantify, Inclusivity, Quantify engagement.
- Quality material -- not a Band-Aid approach.
- Modernization should include greeting schoolyards and making them outdoor learning environments as well as rich green space for the community to use outside of school hours. This is how you can create community in the school.
- Community space is great - as long as student safety comes first doing this!
- Missing the focus on "people."
- Flexible space for collaboration and focus.
- Meeting space within vertical teams.
- Provide wrap-around services like Harlem Children Zone.
- Key card access/portables. ESA Questions need to be objective.
- Need to know when portables will be addressed. Will ones from 1953 be replaced?
- Gardens in every school. Calm spaces, smaller classes.
- Spaces for project-based learning.
- Health clinics at schools.
- I work at a few AISD elementary schools, in the after school program, so I never get to see the schools during the day. I can say that they are in need of an update.

### ***Non-FMP Communication***

- Pay the teachers more.
- Stricter discipline for students.

- AISD construction management should communicate better with service center to better differentiate "new" projects and maintenance work.

### ***Planning Strategies***

- Community education and after school programs.
- Tech training.
- Everything is a learning space, meeting space.
- Gym, theatre, art space, subsidies/base spec for Title 1.
- Make it equitable district wide.
- Consolidations: consider impact to walkability as a burden.
- Design Standards Ed Specs to: ELL, Gifted, Special Ed, the various learning styles; universal design principles.

### ***School Assessment***

- Will lower income schools be a priority over those who over-meet standards?
- Class Sizes - Too many students, not enough teachers.
- There was public concern about building space utilization in the last bond campaign. District building space per students is currently above Texas and USA urban peers. District enrollment has been declining and the master plan will likely propose more building space. The trending gap between district space per student and peers could result in hundreds of millions in cost of ownerships. Is this trend financially sustainable? What is the strategy to improve district-wide space utilization and how will this impact long-term cost of ownership?
- Smaller student / staff ratio.

### ***Other***

- Please participate in annual MLK-Jr. Austin picnic or festival.
- Present at high school AARP meetings (in Jan) every 2nd - Tuesday of the month.
- How can AISD be a help w/affordable housing?
- Need to look at climate: cultivate student/teacher respect.
- Work with more students with disabilities.
- More inclusive of students' needs and learning styles.
- More security.
- Designers who care.
- You don't have to trust AISD to have trust in yourself
- Ms. [AISD Member] is w/ the League of Woman voters. They have a program where LWV volunteers go into the classroom and teach how voting relates to the (students). Basically "protect education by being educated." I'm proof of the impact of voter registration.

## **Planning Clusters**

### **Planning Cluster #1**

Key Theme(s): *Facility Design*

*Community Input:*

- Norman ES: Remove portables from Norman ES.

**Planning Cluster #2**

Key Theme(s): *FMP Options, and Academic Programing*

*Community Input:*

- Winn ES: I support maintenance at Winn.
- Winn ES: Just to support Winn
- Winn ES: I strongly support having a Montessori program at Winn elementary school. I believe our children will benefit greatly.
- Winn ES: I am in favor of Montessori at Winn Elementary
- Winn ES: When it opened it was deliberately a neighborhood school. Boundary changes have affected enrollment. Keep Winn as a viral, efferent and well-supported neighborhood school.
- Winn ES: I am full in support of establishing a Montessori school at Winn. The nearby Montessori school has a waiting list and is willing to support Winn in this.
- Winn ES: Support Winn school
- Winn ES: I am in favor of the Montessori school at Winn.
- Winn ES: I support Winn becoming a Montessori school to improve opportunities for our neighborhood children.
- Winn ES: I think a Montessori program at Winn Elementary would be an excellent idea. This will better serve the current students and will attract and retain current and new students there.
- Winn ES: I support the implementation of a Montessori program at Winn elementary.
- Winn ES: I support a Montessori school at the Winn elementary school location.
- Winn ES: I support Winn school.
- Winn ES: Support Winn to go Montessori.
- Winn ES: As the community representative on Winn's CAC, the community, including myself, strongly support the idea of implementing a Montessori program at Winn. This will attract a more diverse student population and better serve the students' zones to Winn elementary.
- Winn ES: I support bringing Montessori to Winn elementary!
- Winn ES: Support Winn elementary
- Winn ES: I think it is valuable to consider that Winn Elementary become a Montessori school. I support the endeavor to strengthen education at Winn.

**Planning Cluster #3**

Key Theme(s): *Modernization, FMP Options, and School Assessment*

*Community Input:*

- Maplewood ES: Curriculum and programs should match flexible learning spaces.
- Maplewood ES: How can Maplewood be ADA compliant? Needs to be addressed.
- Blackshear ES: Likes Fine Arts Program.
- Oak Springs ES: Oak Springs has a door that doesn't go anywhere.

**Planning Cluster #4**

Key Theme(s): *Facility Design, Modernization, School Assessment, and FMP Options*  
*Community Input:*

- Allison ES: Like community involvement/interactive technology and more space.
- Zavala ES: Love the facility and programing.
- Zavala ES: Consider consolidating Zavala ES, Mets ES, and Sanchez ES - these schools are only a few blocks apart, presently underutilized and projected declining enrollment.
- Zavala ES: We are in life skills (class) but our classrooms do not have windows.
- Ortega ES: Please keep “Ortega” name and community alive; it is community and family-heritage rich.
- Ortega ES: Ortega has an excellent academic track record and it has been recognized many times; deep community roots in East Austin; virtually no teacher turnover.
- Ortega ES: Ortega ES has a family feel; many East End schools feel neglected by AISD and that’s why charters are so prevalent now.
- Ortega ES: The new option for Ortega is a good one. The reasoning allows for students on the other side of the Airport Blvd. to attend Ortega. My kids were in charter school for the last two years, but we decided to come back because Ortega committed to closing the gap.
- Ortega ES: I am really trying to think logically for any reasons that would make sense to close Ortega because I too want a brighter and more modern future for AISD. I cannot find any.
- Ortega ES: Thank you for proposing a second option for our school. This new option allows us to keep our successful, historic, and community-based school open for future generations, including my own. I respectfully ask that you recommend this second option, rather than the first.
- Ortega ES: Ortega was built to honor Daniel F. Ortega; Palm ES, Allan Junior High; and Austin HS alum; built in 1959; the school is still youthful and full of life. Full of high academics and testing; please consider this history as you consider Ortega ES
- Ortega ES: I’m very grateful to represent Ortega ES; our school has a high-level of academics but parents are worried about possible school closure; I have experienced my own child learning here. I wanted to choose my school and I chose Ortega ES because it gave me great results and great academics for my family. There are even teachers who have their own kids at Ortega ES because it is a great school. Please consider the fact that the school has a great academic program and it would be disastrous to deal with school closure.

### **Planning Cluster #5**

Key Theme(s): *FMP Options*

*Community Input:*

- Dawson ES: it is a community school and has that feel. Focuses on academic and individual needs being met. Keep it.
- Dawson ES: We elected to transfer to Dawson Elementary because of the range of services and supports they provide for children with special needs. We rigorously researched and compared schools and knew that Dawson would best be able to help empower our daughter with skills. Dawson has proven to be an amazing school - we couldn’t have chosen a more supportive community. Consolidating and eventually

closing this thriving school would be doing a disservice to the students of Austin, particularly vulnerable special needs students.

- Dawson ES: Dawson should not be closed or consolidated with another school because it would be placing undue stress on the communities and prevent upkeep of the level of service and excellence that has been manifested thus far.
- Dawson ES: Thanks for all your hard work and service to make AISD all it can be. I would urge you to consider keeping Dawson open so that we can continue to serve the many students and families in our community. Dawson has a rich, 62-year history.
- Dawson ES: Give Dawson a full modernization. Closing Dawson would displace over 60 students who are receiving outstanding services for special needs and 175 students who transferred in to our school. Families who chose to be here. We love our school and have a powerfully inclusive community. Please keep Dawson open!
- Dawson ES: Teachers and parents have to speak up for their students. Dawson is not an under-utilized facility. Dawson is important to our community.
- Dawson ES: The information provided by the consultants is grossly inaccurate. Where are the disabled students in the Bolden and Dawson community supposed to go if Dawson closes? Stability matters. Please reconsider the options being proposed.
- Dawson ES: Discovering what Dawson has been about has been magical. Inclusivity, diversity, and true empowerment of the students. I encourage you to look beyond the numbers and metrics.
- Dawson ES: We need to think about the students that have disabilities. Dawson is awesome; Dawson is a place for all students.
- Dawson ES: Dawson is worth saving! Dawson has room for expansion and the possibilities are endless. Build on to her! Fix her up! Please look at alternatives to “repurposing” her. Such as, letting us find ways to build up our enrollment, having us “host” a certain amount of students as their schools are being updated (ex. Becker could be at Dawson with us...we might be a little crowded but we could make it work). Dawson has been around for a long time and has much more to offer if allowed to do so.
- Dawson ES: I would urge you not to dissolve Dawson, but to keep it open.
- Dawson ES: Please keep Dawson open.
- Dawson ES: Dawson is Diversity. Dawson is the full modernization that Austin ISD is looking for with its “inspiring and innovative spaces that foster creativity and collaborative learning” (FMP, 2016). To dismantle Dawson would be a disservice to the vision of Austin ISD. Dawson is committed to the revitalization of the urban, inner-city school experience and to the needs of our students, our schools, and our community.
- Dawson ES: Dawson is Awesome! My daughter is a bilingual teacher at Dawson, along with many other outstanding teachers that put great effort into giving each child the quality education that they deserve. Over the years, this unique community has been able to accommodate smaller class sizes, which does nothing but benefit those children and any others who might attend Dawson in the future. Large schools with classrooms of 25 to 35 children are of stark contrast to the “Dawson Way” and would be nothing but a detriment to this community of learners which spans across multiple generations. The principal, Mrs. Jedele, is always available for the community, the children, parents, and her excellent staff of teachers. The programs, diversity of students, and continuous family

support ALL make this a great school to attend. Please consider keeping Dawson OPEN! That would truly be AWESOME!

- Dawson ES: It is my hope that Dawson Elementary will continue as a vital part of the Urban School experience for Austin ISD and, as such, will prepare future generations of students as socially responsible citizens committed to serving the community that has supported them.
- Dawson ES: “Consolidating” Dawson would be a tragic mistake and I encourage all decision makers to please take that option off of the table. There are always things we can improve on, but consolidating is not the right answer.
- Dawson ES: Thank you for all of the time and energy you are devoting to this challenging and important work for our schools and students. I write today to urge you to consider an alternative to closing our marvelous school, Mollie Dawson Elementary. Dawson’s student body is highly reflective of the city’s population and this diversity has a powerful impact on the developing worldviews of our students. I have worked in other schools before coming to Dawson, and one thing that stands out is the kindness and acceptance that students here show toward one another. We have a highly inclusive environment in which students grow up learning to read, plan science projects, and play four square alongside others who may speak, move, and/or learn differently than them. Through these experiences, both students and faculty naturally look for the strengths in those around them, and we seek to foster an appreciation for the different talents that each person brings to our community. Dawson is an extraordinary school that, if allowed to do so, will continue to bring unifying light into our corner of this great city.
- Dawson ES: Dawson is not an “underutilized facility.”
- Dawson ES: I would implore you to please reconsider your ideas for Dawson.
- Dawson ES: Please consider keeping Dawson Elementary open. It's one of the few schools that has successfully integrated students with special needs into the general population. Students learn love, compassion and acceptance. Please check out some of the student made films: “All You Need Is Love” and “Seasons of Love.”
- Dawson ES: I’m asking you to take time to consider other options for Dawson that keep us at home.
- Dawson ES: Closing and consolidating schools will not have a positive impact on our community, nor that of Galindo's.
- Dawson ES: The families that come here love it.
- Dawson ES: If Dawson is closed, not only would the children’s classes, friendships and student-teacher relationships be split apart, it would dismantle this amazing and invaluable group of educators that has been built over so many years. That in itself is a huge loss to our community in South Austin.
- Dawson ES: We recently moved to this neighborhood, along with two other families in our cul-de-sac, and all of our children are in line to attend Dawson Elementary School, starting kindergarten in 2019. I appreciate the tough financial issues that must be addressed by FABPAC and the AISD Board. I thank you for your hard work and ask that you NOT consolidate Dawson Elementary into Galindo Elementary School. Dawson is a wonderful neighborhood school with students who live in walking distance and across town. This school offers a variety of services and programs for the needs of all students, including early childhood education, dual language, gifted and talented, academic



language therapy, social emotional learning, and creative learning initiative. To me and my family, Dawson truly is an awesome part of the urban experience. Please find a way to keep Dawson, a school that embodies the ideals touted for AISD's future, an integral part of this neighborhood.

- Dawson ES: Consider the children and parents first.
- Dawson ES: I want both of my girls to finish their elementary years at Dawson Elementary and would hate to be forced to move [Student] to a different school again.

**Planning Cluster #6**

Key Theme(s): *Facility Design*

Community Input:

- Rodriguez ES: Improving the tracks at Rodriguez Elementary.

**Planning Cluster #7**

Key Theme(s): *Facility Design*

Raw Community Input:

- Palm ES: More Elevators.

**Planning Cluster #8**

*No specific community input provided for this planning cluster information at this time*

**Planning Cluster #9**

Key Theme(s): *Facility Design*

Raw Community Input:

- Odom ES: More security. Dedicated playgrounds for little ones, something similar to Palm ES.
- Odom ES: A basketball court just for girls. A big soccer field for Odom Elementary.

**Planning Cluster #10**

Key Theme(s): *FMP Options*

Raw Community Input:

- Joslin ES: I am a parent of one Joslin student and one Joslin student - to -be. We picked our neighborhood largely because of our small neighborhood school. Finding out that you are considering closing our school has been heartbreaking, and none of the other "options" we will have if you close our school will make up for everything we and our community will love. I ask that you consider all of the consequences that closing our school will have on our community. Our neighbors can walk their kids to school, something that is wonderful in a city where traffic has become unbearable. By closing small, community schools, you are also destroying the sense of community - which is something we treasure in these times where we are more and more disconnected from each other.
- Joslin ES: Please keep Joslin. We chose Joslin six years ago for our son, now in the 5th grade, uninterested in the dual languages and other programs at Sunset Valley ES (our home school), which is farther away, and across a busy street. This year my daughter

started kindergarten at Joslin, again chosen by TRANSFER. We will send her to private school if Joslin closes, not an AISD campus. Joslin is vibrant and welcoming and will grow as more families are moving into the Western Trails neighborhood, which has become an aging community. Our neighbors are getting younger and having young children. Keep Joslin; it will grow.

- Joslin ES: I regret I missed the opportunity to speak on behalf of the current and upcoming student and parent body of Joslin Elementary. As you consider planning, please keep in mind the rapidly changing demographics of the Joslin attendance area. Unfortunately, there is no recent census data for children born after 2010; however, the neighborhood in Joslin's attendance is swarming with parents of toddlers and infants. Many homes are, or were, owned by an aging population and are being sold to young families with children. Joslin's enrollment is sure to be on the rise in the near future. Also, please stay true to your promise to only consolidate already improved schools. The options for Joslin that I've heard mentioned are Sunset Valley (on the lot for renovation), Zilker, (great school but busting at the seams) and Galindo, but I'm not sure this is the official list. Hoping to hear more tonight and in the future. I will send an email as well since I am running out of space. Please consider keeping Joslin an elementary campus, and if it must close, please slate it for later down the line and watch it grow! Thank you.
- Joslin ES: Do not close or repurpose Joslin ES. AISD already killed our neighborhood middle school, Porter. Now we have no local choice in MS. Sex-based discrimination. A neighborhood w/o a local elementary school is a dead neighborhood! AISD must invest in our neighborhood school!
- Joslin ES: Hoping there will be opportunities for specific community conversations for consolidation campuses. Our community is very convened and need an opportunity to express their thoughts. If consolidation is the decision, I hope a timeline will be considered that will allow current families to complete their elementary tenure at Joslin, as many families moved into the area specifically to attend Joslin.
- Joslin ES: Joslin Elementary is in the hottest real estate market in Austin. Doing anything other than bolstering schools when they need it. Joslin is Title 1. Active parents who garden and write grants. Joslin park improvements... Joslin parents beautify gardens, picnic tables, and organic veggies ... all new. DONT STEAL OUR ELEMENTARY!
- Joslin ES: We request you commit to serving all 84,000 students, not just funding "special programming." Keep Joslin open!
- Joslin ES: Please reconsider the closing of Joslin elementary. South Austin needs that school left open. It is next door to my church and we work with them on several projects each year. The principal and staff are caring individuals and seem to be doing a good job there.
- Joslin ES: Greatly concerned to hear that Austin ISD's Facilities and Bond Planning Advisory Committee has recommended closing Joslin Elementary school.
- Joslin ES: Concerned about the possible closure of Joslin Elementary school.
- Joslin ES: Lower facility design with sustainable practices, like solar panels and rain water collection. We have the land and space to do so.
- Joslin ES: Please keep Joslin elementary open; my children attended that school and my grandchild also attended Joslin. It is a great school and important to our neighborhood.
- Joslin ES: Closing Joslin would be a poorly considered action.

**Planning Cluster #11**

*No specific community input provided for this planning cluster information at this time*

**Planning Cluster #12**

Key Theme(s): *Modernization, School Assessment, and Engagement*

*Raw Community Input:*

- Kiker ES: Needs portable assessment.
- Kiker ES: Security and secure entry vestibule. Door to common area and main entrance separated from access points.
- Kiker ES: The whole campus is too open to the random public. Security is a huge issue. The report seems to examine the building rather than the campus. The public can easily access the children!
- Mills ES: Transfers make it tough to engage parents.

**Planning Cluster #13**

Key Theme(s): *Modernization, and Facility Design*

*Community Input:*

- Barton Hills ES: Portables not great, but wouldn't want school closed because of them. More natural light and interactive technology.
- Barton Hill ES: Pros: Teachers / Main building are nice.
- Patton ES: We want to see Patton's actual enrollment numbers, including portables.

**Planning Cluster #14**

Key Theme(s): *Long Term FMP*

*Community Input:*

- Sanchez ES: Consider consolidating Zavala ES, Mets ES, and Sanchez ES - these schools are only a few blocks apart, presently underutilized and projected declining enrollment.

**Planning Cluster #15**

Key Theme(s): *Facility Design and School Assessment*

*Community Input:*

- Brentwood ES: Students have been injured outside Lamar. Brentwood also has ingress/egress safety and efficiency issues.
- Gullett ES: Feeder patterns should have programming similarities (e.g., Art).
- Gullett ES: Gullett feels overcrowded; storage in classrooms doesn't feel safe.
- Lucy Read: Land to expand to a larger Pre-K program? Or at other locations? Can we have a bus pick-up at home and then take children to the school?

**Planning Cluster #16**

Key Theme(s): *School Assessment, Engagement*

*Community Input:*

- Ridgeway ES: Likes: Spanish classes offered. Improvements: More math classes/activities.
- Ridgeway ES: Good morning. I just received this from one of my parents and she is very alarmed that this change from the 12 yr. to the 1 - 12 yr. is being proposed as an option in January. We had all been good with the transition over 10 - 12 yrs but to make it so soon. At this point, I'll ask to meet with CAC so that they can provide feedback on this and then PTA so that the community, in general (including teachers), isn't blind-sided. While it is still just an option, it seems like it's more than just that, at least from the parents' perspective . . . It seems like we're moving backwards and going to the way it was attempted before. The CAC and the community, in general, had started to look at the original option as something they can work with, but this is too soon . . . perhaps if it were closer to the 10 years . . . Let me know if there's anything I can do or if there's someone I can call to get talking points to make this as smooth as possible . . . Thanks for your continued guidance and support with this.

### **Planning Cluster #17**

Key Theme(s): *Modernization, School Assessment, and Long Term FMP*

Community Input:

- Davis ES: How can Davis be good when the foundation is wicking moisture?
- Doss ES: Infrastructure needs to be addressed.
- Doss ES: No field space for play. The PTA is working on field space. Please no more portables. Children only spend two years in main building.
- Doss ES: Changing southern boundary for Doss seems like an obvious solution. Common rooms also need addressing, not just classrooms.
- Hill ES: Portables are taking away green spaces.
- Summitt ES: Watch population density near Summitt ES.
- Summitt ES: Love the idea of meeting space in Summitt ES.

### **Planning Cluster #18**

*No specific community input provided for this planning cluster information at this time*

### **Planning Cluster #19**

Key Theme(s): *School Assessment*

Community Input:

- Webb Primary Center: Webb Primary School should have longer after-school care.

### **Planning Cluster #20**

Key Theme(s): *FMP Options*

Community Input:

- Hart ES: Parents were angry because they did not understand the process and because a great portion of them were from Brown. Following the presentation, they were comfortable with the information presented to them and excited to provide input from their perspectives.

**Planning Cluster #21**

Key Theme(s): *School Assessment, FMP Options, Academic Programing, Modernization, and Long Term FMP*

*Community Input:*

- Dobie MS: Large undocumented population; as a result, high-needs school. Don't provide transportation and highway causes issue (while IDEA provides transportation).
- Dobie MS: Feedback: Better teaching systems, more commutative school/branched out.
- Garcia/ Means MS: What's up with Garcia and Means? Why is their under-enrollment not reflected in the color-coding? Why do we allow these incredibly under-enrolled schools to stay open? Why isn't there more promotion of these schools?
- Garcia MS: Technology improvements needed at Garcia YMLA.
- Lamar MS: I'm a HP and Lamar mom. We can be improved in sports (esp. repairs to core facility) but PLEASE plan where the true needs are; overcrowding in NW hills area and serious facility needs in Central/East Austin.
- Lamar MS: Students have been injured outside Lamar. Brentwood also has ingress/egress safety and efficiency issues.
- Lamar MS: Cafeteria size too small.
- Lamar MS: Pros: The Fine Arts Academy.
- Lamar MS: Better technology.
- Murchison MS: Feedback: Less crowded, small class sizes, more general room in schools, consistency between classes.
- Murchison MS: Pros: Teachers.
- Murchison MS: I'm of the opinion that it makes more sense to split Murchison into two schools than keeping just one for the attendance zone.

**Planning Cluster #22**

Key Theme(s): *School Assessment, FMP Options*

*Community Input:*

- Martin MS: You should consider closing Martin and moving the middle school to Allan facility to larger property and far more central to attendance zone.
- Martin MS: I love AISD. We can and should do better with our most vulnerable populations. Since I started at Martin in 2004, this experience has opened my eyes. Martin, like all schools has a story, this one includes segregation, de-segregation and re-segregation. Although we can't change our past, we can shape our future. We demand for efficiency and accountability; Martin has the potential to be great. Should be fully modernized and maintain full capacity of 804.
- Martin MS: Proud east-Austenite. Don't close Martin. Don't make this another act of gentrification in Austin.
- Martin MS: Martin provides several opportunities for students to succeed and provides students with an opportunity to succeed in and outside of the classroom.
- Martin MS: We need Martin in this community. Martin is in bad shape; we need to modernize Martin.
- Martin MS: As a proud Martin alumni and parent of three children currently attending Martin, I stand tall before you today to give my support in Martin staying at its current location. Don't make closing Martin another note in the gentrification of East Austin.

- Martin MS: Once an eaglette, always an eaglette.
- Martin MS: SPANISH Augiolas necesitan su nido. Go Eagles!
- Martin MS: I live in the neighborhood.
- Martin MS: Martin has just received TEA Academic Distinction and has begun a successful Innovation Academy, STE(A)M program. It would be yet another slap in the face to the hard work going on in this school community to provide options and service for all children in the Central East Austin.
- Martin MS: Martin Middle School should stay at its current location and kept up-to-date. There should NOT be any more nonsense built in this place! What will happen with the kids?
- Martin MS: I'm signing because I believe that the neighborhood and community deserves this middle school to be updated and to continue to provide free and public education to the community.
- Martin MS: This school deserves to stay and have proper funding!
- Martin MS: Disrupting a child's education by relocating them and changing the routines they know and trust is wrong and counter-productive to education. And a strong education is the foundation of a productive society. These kids struggle enough. Don't make it harder for them. Keep Martin where it is and update the school.
- Martin MS: Please listen to the Martin Middle School teachers and staff. They know what is best for the education of their students and the community. Thank you.
- Martin MS: We should invest in our future, which is our kids (literally or not). This building is old but charming, has history and should be beautifully remodeled with the latest technology. Let's preserve Martin MS!
- Martin MS: I attended Martin Middle School and so did many generations of my family.
- Martin MS: I attended Martin Middle School and still live in East Austin and would hate to see it close.
- Martin MS: My niece and nephew went to this school. Also, all of my aunts and uncles went there (18 in total) including my dad.
- Martin MS: I went to MS and it was a great school with good teachers, and lots of good memories.
- Martin MS: Don't want the school to close; I really liked the school!!!!
- Martin MS: I went to Martin MS and has a valuable education. Its history is also apart of the neighborhood!
- Martin MS: Martin Alumni
- Martin MS: Too much history to let this place go!
- Martin MS: I'm signing because I went to Martin when it first became a middle school. I was part of the first 6th grade class to attend and voiced my opinion to the Board of Trustees in the fifth grade that I didn't want to be bused across town in order to attend middle school. Martin allows the children to go to school in their neighborhood with friends they've known their whole lives, as well being part of a strong vertical team from elementary school all the way through high school.
- Martin MS: I grew up in East Austin and the majority of my family as well, we all attended Martin JR. High School. It's a good school; it taught me a lot. You can't move our school; it belongs where it is.
- Martin MS: Is it true that Martin Jr High will be closing in 2017?

- Martin MS: I pay taxes and they go up every damn year! We should be getting more resources in our community, not less. Plus I love seeing those kids in the neighborhood. Also, let's get some world class facilities like the kids on the other side of I-35!
- Martin MS: There are still plenty of kids in this neighborhood who need a school they can walk to!
- Martin MS: The kids in the neighborhoods around Martin should not have their campus taken away from them. Martin should stay where it is!
- Martin MS: I'm signing this because I believe the school should not be closed in order to house LASA. This is another prime example of gentrification of East Austin. This school has worked hard to improve its student success in order to stay open. Now to consider closing this school is a slap in all these children's faces.
- Martin MS: Martin and Sanchez are important members of our community. Please don't take away a school needed by the same people who need affordable housing as well.
- Martin MS: I am a former Martin MS teacher. I loved working there; I also love the community of parents and students, the dedicated teachers, and the surrounding community.
- Martin MS: We need to value and improve little of what we have left in our East Austin neighborhoods.
- Martin MS: I live nearby and know how important this school is to our area.
- Martin MS: I taught PE and coached at Martin for 12.5 years. The community of kids love the teachers there and depend on them to show up for them every day. The teachers, staff, administrators, and custodians are the loving guardians for these students. My heart is still at Martin and always will be.
- Martin MS: Love to you Leticia. I'm glad I was your coach!
- Martin MS: I remember you well, hope you are doing well. Coach Bailey
- Martin MS: We need to keep our school open for the kids to go to our school, not somewhere outside East Austin.
- Martin MS: The neighborhood needs Martin MS.
- Martin MS: We need to keep our school open for the kids to go to our school, not somewhere outside East Austin
- Martin MS: Martin reflects the values and identity of a community -- a unique community that deserves our support. Perhaps there are times when efficiency is not the best criteria for us to use when we are educating children. Perhaps there are other criteria like community-based schooling, small schools and teachers and administrators committed to listening and serving, rather than standardizing.
- Martin MS: Martin MS has been significantly impacted by gentrification and the escalating cost of housing in the neighborhood. Nonetheless, Martin is a major community asset that is embraced with pride by a large number of alumni and current Martin families. As Martin's academic standing has improved with quality programming and community outreach, Martin should be supported to continue as a highly valued middle school campus so that its enrollment continues to increase and it remains an East Austin community asset.
- Martin MS: Martin Middle school is the school I grew up with! All my family has gone to this school.
- Martin MS: This is my neighborhood, change is good but not this change.

- Martin MS: I was part of the first 6th grade class when Martin became a middle school. The bonds and friendships I formed there, not just with my peers but with my teachers, is irreplaceable and had helped shape me into the person and teacher that I am today. The memories and lessons I learned from being at this school are ones I'll cherish forever and ones that all students in the community should be allowed to have. Take the time to invest in the education of these students and their community, our culture and the history that comes with it for so many of us!
- Martin MS: I grew up and learned so much at Martin. This is the one part of East Austin that has not been tampered with. Let's focus more on what we can put into the school to build it up, and not tear it down.
- Martin MS: The student body at Martin has endured a lot of change as the school has been under new leadership. Currently, they are attached to Martin and the promises made to them to be successful and conquer their dreams. Please do not take their school away. They have worked very hard.
- Martin MS: I'm signing the petition because I used to be a Martin student myself, and also my younger brother is currently attending this school.
- Martin MS: Keep our community whole - keep our schools local!
- Martin MS: I'm signing because I went to this school and it's a great school, and it's part of East Austin's culture, or at least what we have left.
- Martin MS: I have children that attend.
- Martin MS: We want to keep Martin School in our neighborhood!
- Martin MS: We did NOT support the systematic racist gentrification of East Austin by previously elected officials, however the current ones must take positive and aggressive steps to preserve and protect our history, culture and future for generations to come. This socialization process occurs in our neighborhood schools. Take action now to SAVE OUR SCHOOLS!
- Martin MS: I was a Martin Eagle, as well as my older siblings, and the gentrification happening on the East Side is very saddening. Now that everyone who used to judge the East Side are realizing how wonderful it actually is, are now trying to change everything about it. The people, culture, atmosphere, food, education, etc... People who gave it a chance fell in love with it as we have loved it for all these years. So why change everything that makes the East Side, the East Side? More and more people, schools and businesses are being pushed out and bought out because of how ridiculous living here has made it for us, the middle class, and again because of the gentrification that has taken over. Well I do not want to see yet another thing of that has made the East Side so great, and that is why I am signing this petition. Martin Middle School was once a blue ribbon and with the proper funding and education, I believe it definitely can get back to that. Don't turn a blind eye on this wonderful school, because that is teaching nothing to our youth but showing them they aren't worth a chance for improvement.
- Kealing MS: No flexible space at Kealing MS.
- Kealing MS: Shared spaces overcrowded in Kealing MS.
- Kealing MS: Rodents in Kealing.
- Kealing MS: I am the very proud principal of Kealing Middle School. I am here advocating on the behalf of the magnet program. The programs at Kealing are outstanding.



- Kealing MS: I am a mother of four, all within the AISD district. With the Kealing split, our community gains a little and the students lose a lot. We have a duty and responsibility to preserve the historic presence of our community. We forget how much we lose when we don't work with each other.
- Kealing MS: Is making it easier in some way really worth it? What is lost if we separate the two programs? Our students are in this together; they learn, grow and struggle together. We are capitalizing on the opportunities provided at Kealing.

### **Planning Cluster #23**

Key Theme(s): *Facility Design, Academic Programing, Modernization, School Assessment, and FMP Options*

*Community Input:*

- Fulmore MS: Needs more electronic textbooks.
- Mendez MS: Handicapped bathrooms and access inside campus and outside campus (Mendez).
- Mendez MS: Need a high school in the area.
- Mendez MS: English-speaking child to learn Spanish in the classroom.
- Paredes MS: Feedback: Needs more natural light, outside classrooms, technology.
- Covington MS: I don't want to see Covington lumped into a school with high school students.
- Covington MS: I have three children in AISD. My oldest graduated from Covington several years ago. I currently have a 6th grader at Covington, and was hoping to see my 4th grader attend as well. We chose where we live specifically so my children could attend Covington. I love the school. The teachers are fantastic, and the band program is amazing. I'm completely against the idea of moving middle school students to the Crockett campus and turning it into a 6th -12th grade facility. My children are zoned to attend Bowie High, and this was also very intentional. I do not like the idea of my sons attending school with high school students. I find it inappropriate and unacceptable. I won't support anyone who approves this plan. I will pay attention to where my votes go, especially in regards to which electable officials are supporting this endeavor. I've worked hard and sacrificed as a single parent to make sure my children attend the schools I believe are best for them. Attending middle school with 12th grade students is not what is best. If this goes through, I'll either apply for a transfer or pull them out of the school and home school them. I'm unable to attend the meetings and want my voice heard. Please make sure the appropriate people see my email.
- Covington MS: I am concerned about one option being considered for Covington by the FABPAC: the one that would move 6th, 7th, and 8th graders to Crockett HS.

### **Planning Cluster #24**

Key Theme(s): *Academic Programing, and School Assessment*

*Community Input:*

- Gorzycki MS: More seating in the cafeteria.

### **Planning Cluster #25**

Key Theme(s): *School Assessment, Engagement, Academic Programing, Facility Design, FMP Options, and Modernization*

*Community Input:*

- Anderson HS: More classes with emphasis on professional life. Examples include business and engineering.
- Anderson HS: Tutoring center for people who need extra help and kinesthetic learning.
- LBJ HS: Like the programs, but would like to see more technology.
- LBJ HS: Like the gym and gym spaces, but would like to see more learning opportunities.
- LBH HS: Like health science and space, but would like more natural light.
- LBJ HS: Like staff and admin, and would like to see more space and natural light.
- LBJ HS: Like the school climate, and would like more space.
- LBJ HS: Like community involvement, but would like more tech and multi-facility use (e.g., health clinic).
- LBJ HS: Like their sports offerings and would like to see better interactive tech.
- LBJ HS: Create learning space with technology at LBJ. Fix some classrooms that are too small. Modernize everything.
- LBJ / LASA HS: LBJ needs the space in the building. Magnet (LASA) is not inclusive. It was to integrate, not segregate. Fix it!
- LBH LASA HS: Like: Variety of studies. Improvements: More students to South Austin, more students live in the South.
- LBJ / LASA HS: Split the school. LBJ gets a new building with all the bells and whistles/state of the art features. I understand that there are approximately 800+ students at LBJ. A new school – probably built for 1,000 students – would be another good investment. If there are some extra bricks from the current building, they could form the cornerstone for the new building. Since LBJ is in partnership with ACC on the early college program, perhaps ACC could help with the cost. ACC could also marshal many of their social media savvy students to develop a cutting edge marketing program aimed at middle schoolers and their parents to consider LBJ when they are ready for high school.
- LBJ HS: Likes: Sports. Improvements: There are not enough teachers that care.
- LBJ HS: Likes: Teachers working together. Improvements: More technology for all grades.
- LBJ HS Likes: The unity. Improvements: Better technology.
- Reagan HS: Improvements: More natural light, better technology, and a health clinic.
- Reagan HS: Better sports facilities.
- Reagan HS: Likes: Reputation could be ignored. Improvements: More support for parents.
- Reagan HS: Likes: Science and Social Studies. Improvements: More technology.
- Reagan HS: Likes: Reasonable classes. Improvements: Health Clinic.
- Reagan HS: Likes: Athletics. Improvements: iPad on the wall, better electronics.
- LASA HS: Find out about what makes magnet programs special - talk to staff and students; Move to ALC or build on LBJ; Keep options open, keep LASA a comprehensive program.
- LASA HS: Move LASA to a bigger space ASAP.

- LASA HS: Thank you for your service related to AISD facilities. I'm writing to say "please don't break LASA into two separate campuses!" I know it looks like lots of LASA kids are very privileged, but many of them have social issues and are on the autism/Asperger's scale. It really helps for them to be together on one campus. Thanks for considering this input.
- LASA HS: Do not split LASA into two separate campuses.
- LASA HS: In favor of a standalone and independent campus for LASA (preferably located at ALC); do not support Martin/Covington proposal for dividing LASA into two schools; do not support co-location of LASA at a new site (will continue troubles experienced now); if a standalone LASA campus is not approved, then there will need to be major additions to expand the facility.
- LASA HS: Find a campus that can grow with LASA.
- LASA HS: Find a central campus for LASA.
- LASA HS: Develop LASA to be a comprehensive campus:
  - 1st choice = move LASA to Eastside
  - 2nd choice = move LASA to ALC
  - Both ideas keep LASA in District 1
- LASA HS: Moving LASA to the ALC campus would benefit both LBJ and LASA, as well as improving transportation.
- LASA HS: Move LASA to ALC site because it is viable and would relieve a great deal of tension from LBJ & LASA issues.
- LASA HS: LASA and LBJ should be separated. LASA should be moved to the current site of the alternative learning center. Current LASA turns away many qualified students because they do not have the physical space. With the centrally located campus, LASA can attract more students.
- LASA HS: STATEMENT OF LASA CAMPUS ADVISORY COUNCIL January 4, 2017: As the Austin ISD Facilities and Bond Planning Advisory Committee works to develop a long-range master plan for district facilities, the LASA Campus Advisory Council offers the following input, based on previously discussed options: The LASA CAC supports: 1) Stand-alone, independent campus, such as on the site of the current Alternative Learning Center. Any location must be large enough to support a comprehensive high school, which includes all extracurricular activities offered at other AISD high schools. 2) Room for growth up to 1,600 students, which will increase opportunities for access and diversity. 3) Continued commitment to provide district-wide transportation, which enables AISD students to attend regardless of socioeconomic status. 4) Easily accessible location (preferably more central), which will enable greater access and more efficient transportation to students across the district. The LASA CAC does NOT support: 1) Co-location at a new site 2) Division into two schools, per the Martin/Covington proposal. If a stand-alone campus is not approved by FABPAC or the Board of Trustees, a continued co-location with LBJ should include the following: 1) Major additions to existing facilities to support the academic programs of both schools. 2) Permanent capacity for growth in enrollment at both schools, including additional student space at LASA to accommodate 1,600 LASA students and enable expanded opportunities for access and diversity.

- LASA HS: Keep LASA in East Austin - please do not create "distance barriers" for students from least advantaged families in AISD, including transportation parent access, resources for community that would inevitably result in less access to highest quality programs and curriculum in diverse schools. One related suggestion is to increase access to LASA by opening a second LASA campus in a different part of town, doubling the number of students who would have access to the award-winning curriculum and facilities, and reducing per pupil transportation cost. Keep it on a LBJ site or choose another East Austin site (East side, perhaps)?
- McCallum HS: Second story; crowded hallways.
- McCallum HS: Pros: Creative learning Environments.

### **Planning Cluster #26**

Key Theme(s): *Facility Design, Pro: Diversity, School Assessment, FMP Options, Modernization, and Academic Programing*

*Community Input:*

- Austin HS: Wellness center and community meeting space.
- Austin HS: More study areas (especially with electronics).
- Austin HS: Study areas outside.
- Austin HS: Likes: Teachers' communications. Improvements: Better security, more staff and activities, and monitoring of grounds.
- Eastside Memorial HS: More career path options ex) culinary, health, etc.
- Eastside Memorial HS: Better AC through the school, and better lighting.
- Travis HS: Make technology more accessible to students.
- Travis HS: Classroom space is not flexible.
- Travis HS: Learning environments are not consistent across the school.
- Travis HS: Special programs feel over-crowded.
- ALC: CAC committee member; children at this school need motivation, fine arts, people in the school who care about them and understand needs. They also need strong leadership, these kids needs help, and they have nowhere to go. It's about putting the right people in the schools, all of these schools. Understand the culture of these children.
- ALC: A new facility to facilitate students at ALC – then think about something that could be welcoming. We need the buy-in from our community, administration, and everyone. Think about us in the big picture — we are the heart — we want all students to get an education.
- ALC: Proud teacher; we have students that need everything other students need (e.g., air conditioning/central heating); as we modernize – we need our facilities like ALC to be the absolute best, just like all other schools. College-bound kids served here need equitable opportunities and modern facilities.

### **Planning Cluster #27**

Key Theme(s): *Facility Design and School Assessment,*

*Community Input:*

- Akins HS: Speed zone for Akins HS. Safe area to walk in back of school.
- Akins HS: A bank and health clinic.
- Bowie HS: Feedback: Needs to work on AC - went a week with no AC in B Hall.

- Bowie HS: Reliable AC, faster Wi-Fi, larger parking with better traffic control.
- Bowie HS: Theatre needs to be fixed.

## **Mueller**

Key Theme(s): *FMP Options*

### *Community Input:*

- Mueller: Throughout Austin history, efficiency arguments have influenced Austin's decisions. Disenfranchised communities are moving. We can use the land at Mueller to move us forward. I'm asking FABPAC to push you to imagine opportunities. Keep doing what you are doing. Please be progressive.
- Mueller: Garcia, Mueller: We want a middle school option at Mueller. This would better serve our community. Would love to see that option.
- Mueller: Thank you for your commitment to serving this community. I live in the Mueller neighborhood. I recommend that you create a co-educational opportunity at Mueller. The neighbors agree that the middle school co-educational option at Mueller is the best option that we can move forward with.
- Mueller: As the 2016 chair of the Mueller Neighborhood association, I want to voice that our members strongly support a regional middle school (can have possibility to integrate lower grade(s)) at the Mueller site.
- Mueller: Not pictured: huge dark cloud labeled MUELLER ELEMENTARY.
- Mueller: Based on the Imagine NE meetings, I urge you to take into consideration the feedback provided. Specifically look at considering PARENT feedback 1st, then staff, and then the community at large. The Mueller site has a unique charge for the community. Listen to parents. Recapture and create Mueller's school site as a bridge to the larger community vs. a bubble serving kids there. A middle school could do this better than an elementary solution.
- Mueller: Our schools are not the buildings, our schools are the people in it. I am advocating for a middle school and Mueller. I seen how amazing schools can be; I've seen it at Maplewood. I ask that you consider an 8 – k. As you think about the upper grades we can use that to build a foundation for the lower grades
- Mueller: 8 years ago my family moved here from CA. We chose to move to east, because of the culture. Years have passed and there has not been decision-made. I recommend that we build a middle school at Mueller. We owe it to the east side of Austin.
- Mueller: Speaking in support of school for NE Austin that serves Middle School age and be flexible for elementary grades without closing other schools.
- Mueller: As a parent of a student at Maplewood, I do NOT want an elementary in Mueller. We need a middle school to bring NE Austin together. I am also opposed to the idea of moving LASA. It was placed there so it would be located near in an area that has been historically underserved. Moving it would remove a needed advanced academic option in a geography that needs it most.
- Mueller: I am a father, small business owner, and Mueller homeowner. Our first son turned one in December. We plan to send him to Maplewood Elementary, but unless there are better options for Middle School, we will be looking for a private school. A middle school in Mueller is a great opportunity for AISD to provide residents like us with public school options that meet our education and safety criteria. We love Maplewood,

and the Performing Arts high school, but are very concerned about the quality of middle schools available in this area. I attended both elementary school and middle school in Austin. I have personally experienced the significant differences between Zilker Elementary, Barton Hills Elementary, Blackshear Elementary, O'Henry Middle School and Martin Middle Schools (my mom moved around a bit and Austin started its bussing program to cross integrate schools at that time). I would like there to be a middle school option in Northeast Austin that reflects our community, includes some of the unique elements of Mueller, and is a safe, modern building for learning. I believe AISD will find overwhelming support for a Mueller Middle School. I am in full support.

- Mueller: Please add my name to those in support of a middle school on the Mueller lot for AISD. We are local Mueller residents and live a couple blocks away from the site. Others have spoken to the various social and political concerns; ours are simpler: we are zoned to Garcia, and would sooner send a child to KIPP than to Garcia. A K-8 school would also have our support.
- Mueller: I am a faculty member at UT. We moved to Mueller about two years back with a hope of living in sustainable community that fulfills its residents' need for commuting and living. Entertaining, eating and educating in a uniquely community-based fashion. We have not been disappointed. We love everything about Mueller - from its impressive walkways to its farmer's market. We feel that a middle school within Mueller that caters to its residents and the neighboring areas would go a long way in making this a "complete" community. I fully support creation of a middle school and would be happy to contribute in whatever fashion I can.
- Mueller: I support a K-8 (most preferable) or a K-6 school to be built on the site.
- Mueller: I write to encourage you to build this option at Mueller. My granddaughter is in 1st grade at Blanton [she, her parents, and we, her grandparents, love it - we volunteer there]. It would be terrific if she, her friends at Blanton, her friends at Pecan Springs, Maplewood, and other nearby elementary schools have a new, inclusive middle school near to their homes.
- Mueller: I have lived in Mueller for the past eight years and have looked forward to a school being opened since that time. Indeed, it was one of the reasons we bought a house in this neighborhood: the promise of a public school. My son is in elementary school in the third grade, and while we would have loved to have an elementary school in this neighborhood, it seems that between Maplewood, Blanton and Ridgetop there are plenty of established schools in Northeast Austin that are excellent choices for our kids. What we really need is a middle school that takes students from these schools. The middle school choices are so spread out, so it would really fill a void in Northeast Austin to have a middle school here. Alternatively, a K-8 would also be amazing.
- Mueller: I live in the Mueller neighborhood. I am writing to express support for the establishment of a co-educational middle school at the school site in Mueller. My wife and I feel strongly that such a middle school would be the best educational option to serve all of Northeast Austin and to provide a K-12 pathway through AISD schools for children in this part of town.
- Mueller: Middle schools are critical to the public's confidence in the school's system. Northeast Austin has suffered over the years because of a lack of confidence particularly in middle schools. With the introduction of Mueller to the northeast area, there is a great

opportunity to build interest and confidence in AISD rather than Mueller being a cutout of the neighborhood that will become part of the support for AISD schools. Bringing together all aspects of the northeast in a co-ed middle school and getting all neighbors working together for our diverse neighborhood. It could be a model school for developing tolerance and celebration and respect for all. East and Northeast Austin schools have suffered from inequitable in teacher access, consistence, and facilities. To get people excited about supporting AISD we need to get them together in a beautiful successful school that allows for the celebration of the diversity of the area. The elementary schools must also be altered. When we provide equitable facilities, teacher quality, resources matched to needs, we will develop confidence in AISD. An elementary school in Mueller would end up segregating the area which is naturally diverse and erodes confidence in AISD by all but a few. LASA needs to stay in NE Austin; more demand would encourage the opening of a separate magnet.

- Mueller: Co-ed comprehensive middle school in Mueller will serve as a community hub, roughly equal and appropriately distant from Martin and Dobie and central enough to allow for collaboration and support from both UT and HTU academic and teacher preparation programs. Potential for attendance is strong for two reasons at least. 1) Area population is increasing of development and re-development ;2) current residents who leave District 1 for other AISD schools will return for new and excellent staff, programs, and facilities we will then have real de-segregation in AISD. Great opportunity for building bridges with UT's UTeach secondary STEM teacher prep program, which has a strong commitment to diversity and equity.
- Mueller: Please build a middle school in Mueller. My daughter is only 18 months, but based on the current dearth of great options, I'm hopeful. The community will support it. A new high school would be super too, since you asked. Thanks!
- Mueller: I am a parent of a 5-year old student who is currently in a private pre-k program. My husband and I are committed to having our son attend an AISD school beginning next year with kindergarten. We are happy with the elementary school options in the area--Maplewood and Blanton. We prefer that the district reconsider its decision to focus on an elementary campus for the Mueller site. In various surveys, we, along with a majority of our neighbors, have expressed a strong interest in a middle school campus. We are concerned with the middle schools that are at capacity in our area, and we are not interested in same-gender schools. We want a co-educational campus for our son.
- Mueller: Support of a co-ed middle school at Mueller.
- Mueller: I am very much in favor of creating a new middle school on the Mueller site.
- Mueller: Thank you for your service to the Austin Independent School District and greater Austin community. As a resident of the Mueller neighborhood, I am writing to express my support for a middle school rather than an elementary school in our development. Many neighbors have spent countless hours considering this issue. The Mueller redevelopment in every regard is meant to benefit the East Austin area, and a middle school serving a wider attendance zone would better achieve this goal. A middle school at Mueller is the right school in the right place to spark socioeconomic integration of AISD schools in Northeast Austin.
- Mueller: I am in strong support of building a co-ed MS. Reading the vision for NE Austin, how could the idea of an elementary school even be put in the current drafted

plan?! Our ES are already under-enrolled. How could a new ES "retain & reclaim families"? It's outrageous. A viable MS will be an extremely attractive to families living in nearby neighborhoods and to those looking to move in the area. I also hope there will be a dual language program, as those of us with kids in the current elementary program would like to continue.

- Mueller: I am a community member in the Northeast Austin neighborhood of University Hills. I fully support the creation of a co-ed middle school option in Mueller. I feel that creating a co-ed option for grades 6-8 will attract many families back to AISD. The student I mentored left AISD as a 5th grader to join a charter school. His parents did not feel that the current middle school options were adequate. The idea of something being built at the Mueller site that will benefit all of NE Austin just seems like the right thing to do; we should move forward with this idea as soon as possible.
- Mueller: We love the idea of a regular old middle school that is both sexes and non-magnate that can represent the area. It really seems like it would be a win-win for everyone if this site could become a middle school.
- Mueller: I am writing to express my wish that a Middle School be built at Mueller. I am a resident of Mueller and an AISD teacher and parent. I worry that AISD is losing more middle school students than it currently serves, and since there are so many families with children living in Mueller and the surrounding area, I believe that a public middle school in Mueller would help retain students in AISD, rather than lose them to charter schools. Additionally, the proximity of Dell Children's, the Thinkery, UT and the PAC would all benefit a public middle school.
- Mueller: We would like to express our support for a future middle school located in the Mueller subdivision. Our son currently attends Blanton Elementary in our neighborhood of Windsor Park. We love that he attends our neighborhood school and moved to this neighborhood with the intention of being able to walk/bike to school. A middle school in Mueller would be a wonderful extension for the neighborhood children to be able to continue schooling in our nearby community, rather than driving across town to Lamar (our current zoned school). Please add our names to the list of neighbors who support this plan. We furthermore oppose adding an elementary school to the Mueller site as the surrounding elementary schools, Blanton, Ridgetop, and Maplewood; all are wonderful schools with the capacity to serve neighborhood children.
- Mueller: I support a new middle school in northeast Austin at the Mueller development. The schools currently serving the area are old and in need of replacement. A new school will integrate the northeast sector of Austin, both racially and economically.
- Mueller: As a 15 year AISD teacher and parent of young children in the Mueller neighborhood, I am familiar with the various education options in northeast Austin. I am a vocal supporter of public education, but when it comes to my own children I want to have the option of a high quality middle school. Currently, I am concerned with the choices presented to Mueller parents. Unless a child is accepted to the Kealing magnet, Mueller parents must consider private school, charter or AISD transfer to get a high quality middle school education. This is unacceptable. A Mueller middle school would be a fantastic addition to the northeast Austin education landscape. This middle school would enjoy wide community support, would attract a diverse population and could create partnerships with the many businesses in Mueller, such as the Dell Children's



hospital, the Thinkery and things to come. Mueller is booming and AISD needs to be a part of it.

- Mueller: A strong middle school in Mueller serving all of NE Austin is what this area really needs.
- Mueller: We are writing to you today because our son is currently enrolled as a kindergartener at Blanton Elementary. While we are thus far very happy with Blanton we are extremely worried about where he will go to middle school. Currently we have no good options in our neighborhood that will allow us to remain in AISD when our son reaches middle school. Under current conditions, he would have to go to Garcia Young Men's Academy. We do not want our son to go to school in an environment that more closely resembles military school than real life. If our middle school options do not improve we will be forced to transfer him out of AISD either well before middle school or before he enters middle school. A middle school at Mueller is an option that we strongly support and will allow our son to stay in the public school system. My husband and I went to public school and we want our son to continue that tradition. A middle school at Mueller will strength AISD's standing in East Austin and will allow AISD to retain students and recapture students. Finally, while we strongly support a middle school at Mueller, we strongly oppose an elementary school at Mueller. Blanton Elementary and Maplewood Elementary are two wonderful existing options for parents at Mueller and an elementary school at Mueller will only serve to further segregate East Austin and will hurt attendance at both of these school.
- Mueller: I was disappointed to read the first draft of the Facility Master Plan for AISD and to see the plans for an Elementary school in Mueller as opposed to a much-needed Middle School option for East Austin.
- Mueller: I'm a resident of the Windsor Park neighborhood, and I'm writing to voice my support for a coed middle school to be built in the Mueller development. I have two young children, and I will be sending them to our local public elementary school, Blanton. I have been so happy to see the progress Blanton has made over the years, and many families I know in the neighborhood are happy to send their children there. However, after elementary school, it seems that many families are opting to send their kids to charter or private schools for middle and high school. I would love to continue sending my kids to public school, and a great middle school option could keep more families in our neighborhood on the public school path to high school. Thank you for listening to my opinion!
- Mueller: I am the parent of a kindergartner at Maplewood elementary and a two-year-old. I am writing to encourage the choice of a middle school at the Mueller site. There are so many elementary options that are not at capacity in this northeast area. Instead of a new elementary school these current schools could use support and it would be wonderful to have a middle school that would bring together the community.
- Mueller: We are strongly in favor of building a new elementary school in our area.
- Mueller: Strengthen academic achievement- a co-ed middle school at the Mueller site could help provide a K-12 experience aligned with the already strong elementary and high school programs in the area.
- Mueller: Thank you for 'listening' to my email. It is very important for my children to have an educational experience that is diverse on many levels. A Mueller middle school

offers the best opportunity to encourage socio-economic diversity in schools across Northeast Austin. Please use the Mueller land for an AISD middle school.

- Mueller: I moved to Austin ten years ago and have lived in Mueller for the last eight years. I've been a single working professional, married, and now a mother of two in this neighborhood. We'll have three generations of my family living in this neighborhood before the year's end. We're committed to strengthening the whole northeast side of town with additional resources, spaces, and tools. I support and look forward to having a middle school on the reserved site in Mueller; a coed, non-magnet/non-academy AISD school would be the missing link to give kids an educational path. I hope to see it realized in the years ahead.
- Mueller: I am writing to you today to express my support for a middle school at Mueller. Looking at transfers that are occurring in-district, it is obvious that the schools that families are zoned to are not serving the needs of the community. Building a new middle school at Mueller is the most straightforward way to retain students and possibly even bring back a few who are currently planning to leave.

1/20/17

**Austin Independent School District  
Facility Master Plan Engagement Update  
Updated February 16, 2017**

The following memo highlights thematic findings in relation to the Facility Master Plan and FABPAC recommendations voiced by the AISD community as of February 15, 2017.

This feedback was collected through a variety of large and small group meetings, online engagement and more. It should be considered a snapshot of opinions of those who provided feedback, not of overall trends and beliefs. Tracking by vertical team and school allows us to better contextualize the feedback, and provide guidance on where additional engagement is needed.

**Thematic Findings Unattributed to Specific Vertical Teams**

- I have been unable to attend any of the Facilities Master Plan Community Meetings but there is something I feel is very important that needs to be included explicitly in the plan. ALL AISD campuses should have electronic marquees. The old fashioned letters are rarely changed and it is a missed opportunity to get people's attention as they pass by the school. A "reinvented urban school experience" wouldn't include an old fashioned marquee. The FABPAC should consider alternatives that are more engaging.
- Community engagement is highly valued and exercised in Austin and attendees felt like AISD recognized and created an opportunity for authentic feedback
- There is support for the process and good understanding for how recommendations were derived. There are a few "grey" options that need more clarification
- Most people still had trouble understanding these were not bond recommendations
- Those schools that are slated in the 1-6 year time frame are curious about sequencing. The buildings they are in are falling apart and they want to know if "health & safety" issues will be addressed (i.e. leaking roofs, etc.) before they are modernized
- Strong acceptance of the process and great appreciation by all attendees of the opportunity for input
- Interestingly, some participants questioned whether it should be a "given" that modernization in itself should be a goal – they read this as meaning largely *technology* and emphasized that there are so many other aspects of learning embedded in public education
- Austin is so diverse that there should be a mix of larger and smaller schools. Many parents and families like the fact that schools like Joslin and Covington are "small." The formula for capacity should be examined because, depending on the capacity, that's how a school is sometimes determined "underused" or "underutilized"
- There was a fair amount of conversation about how academics and teaching tied into the modernization concept. People raised questions and concerns about whether there was going to be a Professional Development Plan for teachers and staff so they could learn to use the new flexible spaces as effectively as possible. They felt it was such a large investment into facilities that academics need to follow suit, in order to maximize the facility investment and truly get the learning benefits from it

- Some concepts such as “world languages” were not clear to attendees. They expressed concern about how such a program/school would work
- There was a concern that there is too much focus on “technology” as the solution. Technology needs to contribute to a supportive learning environment that builds community, but not be “put into” schools just for the sake of having it
- Community members were concerned about stopgap measures to address immediate facility needs (e.g., leaking roofs, etc.) while new facilities are designed/constructed
- There was a lot of confusion between “flexible space” and open concept. Need to better explain flexible space
- Many questions about what “modernization” really is and who is defining it. People are picturing space age looking buildings with no lockers and all glass. Need to explain much of modernization is about how a building works – flexible space, maker spaces, technology, community access, natural light, efficient HVAC, right sizing communal space for student body, etc. Also, might mention that there is a current update to the ed specs occurring. If you have a picture of a remodeled school that has flexible space and technology, but still the old brick, this might be a more realistic vision
- Concern about short-term. Many people have little complaints about their schools and wondering what the solution is until modernization. Also, what will happen if the bond doesn’t pass?
- A lot of people wanted to see multiple options. That kept coming up
- Communities near shuttered schools (e.g. Joslin) worried about nearby homeless population and what an empty school could invite; plans to re-purpose or sell should be coincident with students vacating school property. They feel they get good police safety now with a school in the neighborhood and are worried about the future without a school in it
- City council representatives are excited about the opportunity to work with us to assure that the district facility planning aligns with city zoning and transportation planning. FABPAC meetings with them might happen as early as next week. This effort is directly tied to feedback received previously from the Joslin and Dawson communities
- Parents of students who are differently abled appreciate the recommendation to expand or move the programs to bigger plots, but only if the upgrade is extremely significant. In many cases, welcoming communities with which the students have built relationships and a high comfort level now surround these schools. As such, causing discomfort and change to these students is only worthwhile if the improvement is significant. Parents of Rosedale students, for example, mentioned that the recommendations they saw were not worth the discomfort of change
- Overall concern over whether these facility updates will be sustainable: there was a tone of uncertainty in the long-lasting impacts of these plans, with parents wanting to make sure none of the planning included “Band-Aid solutions” as seen in the past
- Multiple people referenced Imagine Austin and The South Austin Combined Neighborhood Plan, which was adopted in November 2014 and should be considered.
- There are many families that walk/bike/rely on public transportation. Transit maps and transportation studies must be done/provided to make sure that students 1) have (equitable) access, and 2) not add to traffic
- Under-enrolled schools are as such because the district has failed to invest or intervene

- with marketing and academic programming
- Comments on gerrymandering and AISD forcing/implementing gentrification with these consolidations were raised by multiple people
  - Consolidation of schools could have an effect on long-term city changes, construction and real estate – questioning why families would move to an area that doesn't have a walkable school yet
  - When asked, "What do you consider a neighborhood or community school?" answers included: hospitality, friendliness, community center/anchor, parks, welcoming schools/community school/partnership initiatives, <20 minute walk or 1.5 mile radius which was stated as a safe routes to schools ordinance, though that number has also been seen as 1.5 miles and 2 miles
  - Has anyone in FABPAC or this process engaged with GAVA (Go Austin, Vamos Austin)? They have been working on their community master plan in 78744/45, focusing on schools as their centers. Desire to see empty space used for community access. Examples: voting, community gardens, evening classes/programs
  - Majority of students attending Pre-K are low-income; this should be considered a priority in this FMP plan
  - Focus on greenspaces and school gardens as a part of “modernization”
  - Boundary changes should be considered when the live-in population is less than capacity; we will be under-enrolled regardless
  - What happens to afterschool programs for schools up for consolidation?
  - Equity should be taken into account: Consider that West side schools have more parent involvement and it manifests in school facility/social quality. How will the other schools compensate and still offer the same facility/academics/family-social-structure
  - I think the Facility Master Plan Committee has a tough job. I think tough decisions will have to be made. I think redrawing boundaries should be considered especially with regards to overcrowded South Austin high schools. I support tough that tough decisions will have to be made, especially between Travis, Akins, Crockett, and Bowie
  - Concern about maintaining and increasing quality Pre-K. Although PK centers have some drawbacks, data show that children from Pre-K centers perform better on kindergarten readiness than do children from pre-K in elementary schools
  - Parent gets frustrated that some EL vertical schools do not work out after years of EL commitment (eg: to McCallum). Blackshear students eventually go to East Side even though they are in the McCallum VT
  - Would like to see LASA-like program at each Austin (city) High School rather than having one magnet
  - Can future bonds be structured differently than in the past? In the past, it seems that you put things together that don't work. For instance, an unpopular item with a needed item. Structure it so that needed, necessary funds have a better chance of passing
  - Many schools do not have a way for the front office to view who is trying to enter the building – SAFETY first
  - AISD needs to look at Community School Models in all its Title I schools to provide services to all members of the community surrounding a school. Providing services only during the school to only, students ignores the fact that often go home to homes that lack the basics to nurture those students total well-being

**McCallum Vertical Team****Kealing MS**

- All new facilities and all renovation facilities need media lighting so kids can read when the overhead lights are off. Its ridiculous for teachers to light their rooms from lamps we've bought at garage sales, grateful to have a place like LASA/Kealing where my kids can feel comfortable doing what they love, learning! Love the idea of bringing in the community services.
- Improve facilities for fine arts classes and performances, cafeteria, Kealing improve library, cafeteria, media and technology
- Several baseball fields near by –city property – City Park –three or 4 within walking distance – Kealing Theatre is near by – Oak Springs has fields in the area for Soccer
- We can't share a theatre with Kealing – that's ridiculous!

**Blackshear ES**

- It is the first African American school building in this part of Texas - really want to preserve the history and feel while updating

**Brentwood ES:**

- DL classroom but not whole school. Brentwood is neighborhood school – center of community – able to walk, ride bikes to school. SEL, the arts. Moving it to a fine arts academy is in the works. Strong staff. Older facility – adds to the charm. Worried about any possibility of relocation to other facility – disrupt cohesion of neighborhood
- Brentwood – overcrowded with many portables. Plans to reconfigure for more space – what does this mean? Would like more specifics. Do not want more portables. Agree with the size of the schools – do not want students to attend larger schools, especially in ES
- We have mold and flooding in the basement. Evaluation of crawl space needed
- No flexible space at all. It would be nice to have two spaces for athletics - currently athletics are outside or in part of a portable
- Hands-on and tech based learning, decrease student to teacher ratio, improve and increase academic/extracurricular facilities
- The fear is capacity getting so high that we will have to cut into arts spaces. Need space for the arts. Outdoor learning facilities would be fantastic (science centers, outdoor classrooms, etc.)
- Having a large number of students in portables is problematic. Health issues are also to be attended to in use of portables, as they must go through two locked doors to get to the nurse. There are basic safety and maintenance issues that need to be addressed, and building needs to be upgraded to handle capacity. The school is at a very central space for community, so adding facilities like library will be beneficial to all
- Over capacity and continuing to grow, but we don't have any space at which the entire campus can meet. Only half enrollment can fit in café or gym. We need larger café so some students aren't having lunch at 10:30 am

**Campbell ES**

- Neighborhood school that has improved greatly and offers programs such as Creative Action. Campbell offers programs after school that parents could not afford if not offered at Campbell. It is important to have a community school in east Austin in the Campbell area. Many parents have transferred students to Maplewood and to other schools. Campbell is under enrolled and parent concerned it will close. Feels that Campbell is a central part of the neighborhood community and Campbell has made many positive changes in the last couple of year. Many programs that support students – Creative Action, drama, SEL
- Flexibility means we may not have a contiguous space – we may have different compartments that require going outdoors to move between things
- Will Campbell lose Title 1 funding b/c of the split-level campus?
- The two schools (Maplewood and Campbell) have very different cultures - how will this be addressed?
- We need a dual school community meeting w/ Campbell and Maplewood
- Why not allocate Title 1 on student need basis and not on a school-by-school basis. Would make the option more palatable
- Big concern about the role that mixing young and older kids plays in the development of the students
- Redrawing boundaries might be a better solution. Allocate title one funding by student not by percentage. Have funding follow the student. This is the only way to make a shared/split student campus work. The only works if the 3-5 school is not test-focused. Making Campbell dual language or a fine arts academy could attract Campbell parents to carpool. Call a community meeting for Maplewood and maybe a movie night @ Campbell or with Oak Spring and Blackshear
- Academics - elective dual-language track to Campbell from Maplewood.
- Facilities - sequence Campbell for modernization first then give choice between both and merge boundaries. Make portables at Maplewood permanent spaces - larger expand campus
- Split campus solution w/Campbell seems fraught with problems, consists of moving kids at vulnerable 2-3 grade transition, challenge of integrating and managing two schools is cohesive, difficulty creating, fostering community across 2 campuses especially since parent participation drops off significantly after 2nd or 3rd grade

### Lee ES

- Traditional instruction at Lee – would like to have DL and more innovative programs. Teachers have been there for 25 years and parents would like to see some innovative teaching/practices. Need upgraded technology as well. Lee also has a sixth grade which is a plus
- Lee is a historical landmark so can add or make renovations. How does that work? Can any additions happen?
- We face all the challenges that come with a school that is 77 years old. The numbers are wrong in terms of enrollment - we are just shy of being at 100% capacity, and we are in a flood zone, so we cannot add portables. We are one of the 6 campuses in AISD that has a 6th grade program - which is really important to us and to our community. I think the FABPAC modernization recommendation and timeframe is great. But class spaces are

small - we'd love to include flexible classrooms as part of this change. The classroom space is going to continue to be a challenge. We are at about 25% transfer-in. We have a lot of students coming back from private and charter schools

- 76-year-old school has outgrown the building. One K classroom is not inviting because it was converted from some other “copy” room – students are packed in. Nice to see examples of larger K rooms in other schools. Community-based school but the facility does not work out well for community events. Not enough room for parents to fit in the cafeteria or the gym. Limited because of size for common space
- Traditional instruction at Lee – would like to have DL and more innovative programs. Teachers have been there for 25 years and parents would like to see some innovative teaching/practices. Need upgraded technology as well. Lee also has a sixth grade which is a plus

### Maplewood ES

- We would be going to Maplewood if Ridgetop wasn't a bilingual school - you can't turn it into a program and pretend it will be the same thing. It cannot just be duplicated at another school
- A grade level split between Maplewood and Campbell creates several problems. Firstly, neither campus would receive Title I funding because a grade split would create approx. 60% free/reduced lunch students. This is problematic in trying to support academic needs! Lots of questions re: rezoning attendance vs. partnering campuses
- Do NOT agree w/ split campus w/ Campbell. Would lose culture of Maple and w/ older kids interacting w/ younger kids, also a big jump transitioning from 2nd-3rd w/ STAAR testing & new responsibilities, not developmentally appropriate, also would lose 6th grade at Maplewood
- Maplewood goes to 6th grade – why is there no mention of 6th in the plan?
- The two schools (Maplewood and Campbell) have very different cultures - how will this be addressed?
- We need a dual school community meeting w/ Campbell and Maplewood
- Why can't Maplewood be expanded to allow the growth?
- As to the split with Campbell - I am open to it. It would be good to learn about any other programs across the country that may have done something similar
- Why not allocate Title 1 on student need basis, and not on a school-by-school basis? Would make the option more palatable
- Big concern about the role of mixing young and older kids plays into the development of the students
- Redrawing boundaries might be a better solution. Allocate title one funding by student, not by percentage. Have funding follow the student. This is the only way to make a shared/split student campus work. This only works if the 3-5 school is not test focused Making Campbell dual language or a fine arts academy could attract Campbell parents to carpool. Call a community meeting for Maplewood and maybe a movie night @ Campbell or with Oak Spring and Blackshear
- Academics - elective dual-language track to Campbell from Maplewood



- Facilities - sequence Campbell for modernization first then give choice between both and merge boundaries. Make portables @ Maplewood permanent spaces – larger, expanded campus
- Split campus solution w/Campbell seems fraught with problems, consists of being and moving kids at vulnerable 2-3 grade transition, challenge of integrating and managing two schools is cohesive, difficulty creating, fostering community across 2 campus esp., since parent participation drops off significantly 2nd or 3rd grade
- Consider a split-level campus at Maplewood?
- Expand dual language program and too little outdoor space.

### **Oak Springs ES**

**No direct comments received/transcribed as of 2/3/17**

### **Lamar MS**

- At Lamar MS - Fine Arts academy needs to be updated to match the vertical programs at McCallum, theatre space, etc. But, McCallum needs updating first because many students are moving into colleges or other programs to continue their fine arts education and they need updated, modern facilities
- Lamar MS is the center of the community – and pedestrian access is not that great. It is hard to find places to park. This is also an issue at Brentwood ES
- Improvements to flexible schedule and access to transportation would benefit after-school programs
- Community Spaces – they'd like healthcare & library as a community meeting space if security is taken care of. If secure, it could be open over weekend or at nights
- Love Lamar/McCallum mixing of both academy and general population students
- Lamar is school densely populated by regular-non academy kids, all of the LMS students need adequate science labs, I'm concerned about their ability to do hands on learning in the antiquated labs, consider making restrooms a targeted project at Lamar not just a fine arts project, core spaces at these feeder schools should be addressed/enlarged in order to encourage more community involvement and usage/ingress/egress, and pedestrian access should also be improved

### **Gullett ES**

- Why are we suggesting closing Ridgetop but not Gullett when Ridgetop has higher ESA/FCA scores? Is it all about money?

### **Highland Park ES**

**No direct comments received/transcribed as of 2/3/17**

### **Reilly ES**

- Ridgetop has lost many of the native Spanish speakers at Ridgetop. Great concern about doubling the size (combine with Reilly) – will lose the sense of community
- World languages – Reilly has Mandarin program but that is not part of the model at Ridgetop. This would not be compatible with the Ridgetop program. Two-way DL is an

additive program – bi cultural as well. DL has drawn in the community with core values that unite the school

- Would like more community feedback before decision is made to consolidate RT and Reilly
- Equity is a big issue. Community will unite. This could be done with Reilly community but need purposeful engagement with AISD and a commitment to the DL program. Ridgetop is successful! DL is the fabric of the school – that is the social equity piece. If combining schools gets more ELLs in – great. Must be a pre-requisite that the DL is fully taken into consideration
- Moving Ridgetop to Reilly wouldn't work because we wouldn't be wall-to-wall dual language and couldn't grow, and there are TA Brown students there right now.
- ADA compliance and adequate bilingual resources

### **Ridgetop ES**

- Arguments in favor of keeping Ridgetop open (ranging from contesting our enrollment projections, to asserting that small schools are good)
- Ridgetop parents really like their dual-language programming and intimate school size. They are opposed to moving the program to Reilly, specifically because they like the small school size and are worried that by consolidating schools, the program could lose its identity. They are also opposed to taking on Reilly at Ridgetop, if the site could accommodate. However, they do want to increase Ridgetop's size to accommodate the current population (over-utilized), the waitlist population (about 60-70 students), and future growth of the neighborhood (as observed by them)
- Some parents questioned the idea of "modernization," specifically the focus on technology. They expressed that we should focus on the learner as a whole, rather than prioritize the 522 model or assume technology is the goal. They value technology, but it should not be the central aspect. They pointed out that our video in the introduction implies that technology is the goal, but updating our school facilities should accommodate all learners. Additionally, they want a more fleshed out vision of modernization and 21st century learning facilities, including more facility examples from around the world
- Several parents expressed concern over the demographic projections in many neighborhoods. They explained that growth is coming due to an influx of young couples, increasing density measures in nearby neighborhoods, and new developments coming online that they believe aren't captured in demographic projections
- Ridgetop has lost many of the native Spanish speakers at Ridgetop; there is great concern about how doubling the size (combine with Reilly) – will lose the sense of community.
- Equity is a big issue. Community will unite. This could be done with Reilly community but need purposeful engagement with AISD and a commitment to the DL program. Ridgetop is successful! DL is the fabric of the school – that is the social equity piece. If combining schools gets more ELLS in – great. Must be a pre-requisite that the DL is fully taken into consideration
- Moving Ridgetop to Reilly wouldn't work because we wouldn't be wall-to-wall dual language and couldn't grow and there are TA Brown students there right now

- Enhance Ridgetop facilities so you don't need to shut it down and lose what everyone loves about the school due to poor facilities
- Why is Ridgetop being repurposed versus being rebuilt? Why is such a high demand school being closed?
- Other parents sought out Ridgetop for dual language and diversity. Like the fact that it is a small school and the size is important; the community knows each other. No other school in AISD has this community feel
- When talking about consolidating, concern about the staffing and being able to continue DL. If Ridgetop is opened to other languages (world languages), loses some impact. The idea of being bi-cultural and bi-literate is important at Ridgetop
- Academics and community is primary concern. Prior to consolidation, want guarantee that students will attend a school with these similar core values and would have a strong community on board. Must talk about the program – not world languages and not the facilities
- Worried that the district feels that the DL program at Ridgetop can be moved to another school. Maybe DL is doing well because of the small size
- Ridgetop is landlocked, but can it be built UP? Parent who is architect drew up a plan that would increase size to include three classrooms per grade level; all on one level
- Are you guaranteeing that curriculums are going to match up once all these schools merge and change? Concern that students will be taking steps back
- Not interested in mega-campuses. No one wants to go to a 5A elementary school. These ideas of what is good in 21st century learning don't feel backed up, beneficial, etc. It just feels like we're losing the quality and personalization of our smaller schools
- Ridgetop is the only two-way dual language school in the district where everyone is in dual language. I don't see ELLs being isolated or integrated in this program. They are all one community. My experience in ESL was awful and I struggled and had to find my own way and it was especially painful
- Ridgetop is choice school and wall-to-wall dual language is important. So maybe looking at Ridgetop as an academy so that neighborhood people could have priority to the school and others can also apply to be in the program
- Moving Ridgetop to Reilly wouldn't work because we wouldn't be wall-to-wall dual language and couldn't grow and there are TA Brown students there right now
- Felt their wall-to-wall 2-way dual language program should be the model for the district and potentially an academy model within elementary schools strategically distributed around the district
- Important to stay contained as well as grow their ELL student counts. So were ok with consolidation if that was the means to provide the space to get those numbers larger, or else the program would be challenging to operate for all SLL students. Discussed having the building design support the feel of a small school model if at 522 (and felt that may even be too small for a combined program)
- Felt it could be a good option for older ELL elementary students entering the AISD system (i.e. grade 3 to 5) as opposed to schools who only have one strand (i.e. support from central office to encourage?) – would help ensure enough ELL students in comparison to SLL

- Academics - dual language programs vs. entire schools that are dual language. PK --> 5th grade and its importance and emphasis (Spanish & English)
- Ridgetop is a highly successful and desirable school with high levels of community engagement. It should not be closed
- Merging dual language into a world languages program dilutes the purpose of a 2-way Spanish/English program
- Academics - not only was the school-wide dual language program a key element in choosing Ridgetop, but it also had a small school feel and great administrators and staff. Concerned with maintaining these elements in a consolidation with Reilly
- Not ideal, but Ridgetop could expand on site. Maintaining dual-language campus most important. Current plan would have Reilly be overcrowded already and not allow for Ridgetop or Reilly to expand dual language program
- The only clear problem I've seen stated for Ridgetop is to address that its enrollment exceeds its physical capacity. Given that its constrained capacity creates most of its chief successes, and that its financially sustainable, I would argue that the solution not be to spoil its primary asset, but to implement policy to maintain its size – to operate long-term as an approx. 230-student and 100% dual language school
- False assumptions made that parents interested in dual language would also be interested in a world language program – the uniqueness of Ridgetop's DL program would be diluted if it was moved or changed
- Looking at the 3 criteria for consolidation, Ridgetop does not meet any of those. Reilly meets at least 2, plus has a lower rating. Why are they not considered?
- Make Ridgetop an academy without boundaries
- Maybe consider placing a limit on the number of enrollments for our school. The school itself is still in good condition
- Parents think Ridgetop's success is due to the small environment with 1-1 attention and personable staff. They know all the students. She thinks this would be lost by taking students out of RT to Reilly. Parent is from generations who have attended RT
- Continued to hear that World Languages would dilute their Dual Language Program.
- Prefer the small environment, and had concerns about what a full consolidation into Reilly would mean
- My name is [community member] and I am a friend of Ridgetop Elementary and a proponent of dual language. I am writing to encourage FABPAC reconsider the plan to close Ridgetop Elementary and instead build on the success that Ridgetop has experienced and really support the dual language curriculum. We want schools to continue to make our future bilingual, biliterate, and bicultural. This should be something we are striving for in all of our schools across AISD as our kids will be part of a bilingual and bicultural society when they are done in our school system.
- My name is [community member] and I am a friend of Ridgetop Elementary and a proponent of dual language. My [student] attends Ridgetop and has had many positive experiences while in attendance...experiences that she will remember for a lifetime and those that will last a lifetime. I am writing to encourage FABPAC to reconsider the plan to close Ridgetop Elementary and instead build on the success that Ridgetop has experienced and really support the dual language curriculum. We want schools to continue to make our future bilingual, biliterate, and bicultural.

- My name is [Parent], I am the mother of a 1st grader and 3rd grader at Ridgetop Elementary and a proponent of dual language. I am writing to encourage FABPAC to reconsider the plan to close Ridgetop Elementary and instead build on the success that Ridgetop has experienced and really support the dual language curriculum. We want schools to continue to make our future bilingual, biliterate, and bicultural. We are a Hispanic family with roots in Austin, Texas. My parents grew up in this town at a time where they were shamed for speaking their native language. They did not want this treatment for my sisters and me so they chose to not bring us up speaking the Spanish language. This has been, and still is, such a handicap for me. I chose to enroll my children in Spanish immersion as infants and was thrilled to be able to enroll them in Ridgetop Elementary for the dual language program when they were Pre-K age. Ridgetop has been a wonderful experience for our family for many reasons: 1) The opportunity to be exposed to a second language 2) The opportunity to learn about culture 3) We are part of an amazing and supportive community 4) Dedicated and passionate educators 5) Diverse families
- My name is [community member] and I am a friend of Ridgetop Elementary and a proponent of dual language. I am writing to encourage FABPAC reconsider the plan to close Ridgetop Elementary and instead build on the success that Ridgetop has experienced and really support the dual language curriculum. We want schools to continue to make our future bilingual, bi-literate, and bi-cultural
- I am an Austin resident (AISD District 3), an Assistant Professor of Community & Regional Planning at UT, and -- most importantly -- a parent of two bilingual daughters who attend Ridgetop Elementary. I was recruited to UT in Spring 2016, and my family moved here in August, in time to start the school year at Ridgetop. Our decision to accept UT's offer and relocate to Austin was informed by our extensive visits to Central Austin elementary schools last Spring. It was also informed by our desire to raise our daughters in a city inhabited by people from diverse social, national, ethnic, and economic backgrounds. We investigated the Dual Language schools, in particular, because our daughters previously attended a Spanish Immersion elementary in Davis, California, and we wished to continue educating them bilingually. Indeed, we were surprised that Dual Language options were not more common in Austin. So far, we have been very satisfied with our decision to attend Ridgetop. We live nearby, and it is our neighborhood school. Under the leadership of Principal [AISD Staff], and with the support of dedicated teachers, the school provides an environment where learning, exploration, and mutual respect are valued; where children speak English and Spanish; and where children from different backgrounds work together. It is thus very surprising to learn that Ridgetop is considered for closure under the FABPAC plan and merged into a larger World Cultures campus. The Dual Language program at Ridgetop is an AISD treasure that deserves further investment and support, not discontinuation. This is a well functioning school in a supportive community offering a unique Dual Language program for which there is growing demand. If anything, I ask the FABPAC to identify ways through its facilities planning to reinforce the good things happening at this school, extend its successes, and make it more effective. Thank you for your consideration. I would greatly appreciate a response to this letter indicating how the FABPAC proposes to address these concerns.

- I hope it's not too late for me to submit a comment indicating my strong support for Ridgetop Elementary School. I actually was just telling a friend who is considering accepting a job here in Austin about how Austin is home to some truly incredible bilingual schools, especially Ridgetop, which I talked up for about 10 minutes as a unique, fully dual language school and a warm, close-knit community. Though I am not a Ridgetop parent, I admire the Ridgetop community and the students that I know from Ridgetop and have frequently held up Ridgetop as a model for what neighborhood schools should look like. I am writing to encourage FABPAC to reconsider the plan to close Ridgetop Elementary and instead build on the success that Ridgetop has experienced and really support the dual language curriculum. Ridgetop is how education in Austin should look. We want schools to continue to make our future bilingual, biliterate, and bicultural, in communities that care for one another. Thank you for your work on FABPAC and all the time and energy you are expending for the future of our kids in Austin.
- My name is [parent], and I have a son that attends Ridgetop Elementary speaking both Spanish and English. I am writing to respectfully encourage FABPAC to reconsider the plan to close Ridgetop Elementary and instead build on the success that Ridgetop has experienced. Without bilingual schools, it is difficult for bilingual parents to speak their native language at home and then send their kids to a public school without experiencing a shock of a fast language change that they are unprepared for. We teach our kids Spanish growing up so that they will preserve the language and be able to speak to their relatives when visiting home to Argentina. Thank you for your consideration.
- My name is [community member] and I am a friend of Ridgetop Elementary and a proponent of dual language. I am writing to encourage FABPAC to reconsider the plan to close Ridgetop Elementary and instead build on the success that Ridgetop has experienced and really support the dual language curriculum. We want schools to continue to make our future bilingual, biliterate, and bicultural. My background is Spanish and Cuban. I have a first and second grader at Ridgetop. Our experience at Ridgetop has been priceless. The teachers and staff, as well as the parents and other children have become our second family. Losing Ridgetop would be an incredible loss for the neighborhood and community. I hope that you all will consider preserving our school!
- My name is [Parent] and I have a daughter that attends Ridgetop Elementary school, where I am proud that she is learning Spanish and English with the dual language curriculum. We are zoned for Lee Elementary, a fairly high performing school, but chose to transfer our daughter (and plan to send our son) to Ridgetop for this program and think that it is a great asset for the Austin public school system. The teachers and the administrators at Ridgetop work hard to support the students and provide a great learning environment for our kids. Our kids get the benefit of having both English and Spanish as well as getting exposure to multiple cultures on a daily basis. The small school size lets them know the students and parents well, keep us engaged with what the students are doing in school, and gives us a good sense of community. I've read about the plans for turning Reilly into a "World Languages/Culture school in the next 12 years. AISD says that it would be a first of its kind school in Austin that would teach many different languages including English, Spanish, Chinese, and/or Arabic with a multicultural

focus". While this sounds good and I would encourage this development plan for Reilly, sacrificing a successful dual language elementary school like Ridgetop, which provides enough immersion to achieve fluency, to get this seems misguided. The small size of Ridgetop would allow them to be more aggressive in experimenting with different techniques over the years to provide a better language immersion program that could be leveraged by other schools throughout AISD. Thanks for your consideration!

- My name is [Parent/AISD teacher] and I am the proud parent of a Ridgetop Elementary 1st grader. I am also an Austin ISD Teacher who has taught for 5 years at Burnet Middle School. I am writing to advocate for the preservation of the dual language program at Ridgetop Elementary. I strongly but respectfully plead with FABPAC to reconsider the plan to close Ridgetop Elementary and instead build on the success that Ridgetop has experienced and really support the dual language curriculum. We want schools to continue to make our future bilingual, biliterate, and bicultural. Thank you very much,
- I am writing to support the dual language program at Ridgetop Elementary. I encourage FABPAC to reconsider the plan to close Ridgetop Elementary. Instead build on the success of Ridgetop and fully support the dual language curriculum.
- As if the week was not full enough of hatred and threats for my heart, we just found out during the weekend that the Ridgetop Elementary, is in the list of schools AISD will close. We are looking for support and a voice, and we need as much community people and friends to raise our voice. A plain email will help to support the school. This is a dual language school where the children learn how to read and write in English and Spanish. This is a small school with an enormous heart; it is inclusive and diverse. It does not only teach the children to be bilingual, but bi-cultural and celebrate the diversity. I will hate if it disappears, not only for my children but many other children in Austin. Help me please! - Thank you!

### **McCallum HS**

- There is a challenge for South students getting to McCallum or from elementary feeder schools to McCallum
- The challenges of traffic in the city are also an important reason for neighborhood schools. It can be very challenging getting to some schools for students because of traffic challenges. But it was also mentioned that this can fragment overall community. Ties into the discussion about magnets – these are still important so students everywhere have a choice
- Kids from all over AISD come to McCallum; the new dance facility will benefit the entire district in that more students will want to attend this campus
- Other campuses can offer robotics - at McCallum, this can only be offered as an afterschool program
- Is building-up an option at McCallum? Facilities need to be updated in order to continue to attract students
- Can McCallum offer more AP classes in math and science? Students will sometimes choose LASA for more rigorous academics
- AP and pre-AP classes do not represent the diversity of McCallum's population - we need to get more students to take these classes

- We want a dual language program, and I fear that is not an emphasis in this planning. There is a huge difference between a dual language program and a dual language school - where they are immersed in a bilingual environment and get the added benefit of linguistic integration. There will be a lot lost if we turn bilingual schools into bilingual programs. There is a reason twice the population transfers in
- Many students shared the importance of the McCallum Dance program (numerous letters were received from the students) and the facility to support it (also cited: water fountain, floor, and ice machine as potential targeted efforts)

### **Thematic Findings Unattributed to Specific School Within McCallum Vertical Team**

- Community members seemed to really appreciate the process of having targeted renewal projects (at Lamar MS) to bolster strong academic programs, and came to understand and appreciate the process that schools in worst conditions go first and there could be smaller projects in the bond to address failing building systems at schools further out in the FMP
- Site / pedestrian accessibility and safety were key concerns related to community use. The community felt it was important to look into city partnerships to help make schools more accessible, and also stressed the importance of neighborhood schools so students don't have such long commutes in an increasingly traffic heavy city
- In discussions related to how the school can best serve the community, flexible scheduling came up and was valued by community members. They discussed how the school was such a large investment, and should be something that benefits the community in order to get the most out of it, but only being open specific hours limited community access. They also felt at middle schools flexible scheduling could help students and families that have difficult commutes
- Community members feel very strongly about having the district facilities support the programs that they offer. They believe the HS (McCallum) has a great Fine Arts Academy but the facility doesn't support it, and therefore the program and the students do not get the benefit of having a top quality experience – it falls way short b/c they make do and it puts an extreme amount of pressure on the instructors. The vertical team should also support preparing the students for the HS experience. So if McCallum is the fine arts academy, then the K-8 facilities should begin to introduce the students to that type of educational experience in preparation for the HS
- Some community members are concerned about the size of the HS. They believe the high school should not be bigger than 1800 students, (1500 to 1800 is ideal). The district should also pay attention to the student to teacher ratios, making sure students stay connected
- Community members wanted to know the district vision for education. How are the students and teachers going to become more active in their learning experience and “go from setting and getting to learning and doing



### **Special Campuses Vertical Team**

#### **LASA**

- There was a bit of frustration from the community because of the many "dominoes" (Metz/Sanchez/ALC) that must occur in order for LASA to be relocated to the ALC facility. Part of the frustration was due to:
  - The inability to get a response regarding the timeline for this to happen
  - The inability to get a response regarding what is to happen with LASA in the interim
  - The inability to get today's issues resolved (no toilet paper, broken chairs, 47 students in a math class, etc.)
- Many community members sought answers regarding what Plan B or Plan C would be in the event that the "domino situation" did not occur
- Community members articulated the need for extensive PR to bring about community awareness regarding what defines a magnet school. They felt that the media as a "magnet school" carries with it a negative connotation singling out LASA
- Want a campus that can support the extensive programming they have and both parents and students are very enthusiastic about diversifying and making LASA more accessible to others. If it were more central they would be happy. Not looking to displace any other students and are open to partnering with the city and community if that could help with resources/facilities
- Would be happy with ALC if the programming and culture of LASA did not break. It is extremely important to the students and parents that the culture of LASA remains. There is concern that football, robotics, band etc. would not come with them and they emphasized this was a huge part of their culture
- LASA is bursting at the seams. They are violating fire codes, chairs are breaking, they sit on the floor during lunch and they ran out of toilet paper last spring. What are Plan B and C if the bond does not go through? What can they do in the meantime to help?
- REALLY IMPORTANT - to have sports, band and comprehensive curriculum with all of this included
- Students are appreciative of opportunities to mix with LBJ community - but not all that much right now
- Student body supports the idea of moving to ALC to central campuses. They are working together to improve LASA and LBJ relationships. LASA continues to grow
- Definitely a lot of enthusiasm about being able to expand LASA - expand diversity and access to student body
- Concern about moving and not having robotics, football etc. If LASA does not have full complement, it is no longer LASA - does not support a plan that does not incorporate elements
- A major community event is football. LASA isn't a huge part of football team. Marching band is huge part of LASA culture. Look into community partnerships to expand community
- Think there is a lot of sentiment that having more space for bigger LASA is a good thing - also a sense that there are some advantages to smallness and intimacy. As LASA grows

- a goal that should be clearer stated and worked for is how to create the advantages of intimacy in a smaller school within a larger school
- If LASA can't have all that curriculum then we will move – if unfeasible to have a band hall, theater, academic, journalism – then moving is a deal breaker for me – have all extra curriculars or build on LBJ site
  - New facility must be fully comprehensive with all extra-curriculars
  - Unfair for students that come from South – bus time is so much. Being at Eastside will bring us closer to the south. May take the pressure off having to build a South LASA site
  - If ALC was not feasible and co-location with another high school was the only other option, they'd prefer to remain at LBJ and a modernized campus plan that better situates the two programs (more so two schools with some shared spaces vs. co-located within one). They would also not want to displace a school where the preliminary recommendation was not already to consolidate (i.e. Eastside)
  - Like the accessibility that ALC provides and the location, but I had concerns about the campus design providing the full set of co-curricular spaces and stressed that a comprehensive high school experience was very important to them, and missing key spaces could be a deal breaker
  - Felt it was very important to expand student enrollment to promote diversity as soon as possible and raised concerns about the timeframe of the project to be able to do so, as well as expressed concerns about current overcrowding at LBJ if project work occurs several years out
  - Needs to stay as current - plus growth – must accommodate a comprehensive High School, and this should be guaranteed up front
  - Keep the comprehensive programing and add space – don't want to share space with another school – Long-term leases and partnerships in ALC area – What happens if bond fails?
  - All other programs are essential to student experience for ALL students. LASA community knows it may not be all on-site, and flexibility may be required. We'll be creative and resourceful
  - LASA community doesn't want to cause any issues for anyone else. We want to be a proactive part of the solution
  - Some liking for a possible option to build on LBJ/LASA site
  - Why not combine Eastside and LBJ? Build on ALC; move LASA, Eastside or LBJ
  - Parent doesn't think the ALC community would support LASA. Parent wonders if LBJ could move instead and not LASA. Parent suggested combining East Side Memorial and LBJ
  - Parents don't want to combine LASA with another school because it will continue the “bad” politics
  - Parent doesn't think building more space would solve the problem. She wants to know what the LBJ community thinks if LASA moves—would their enrollment drop?
  - Continued concerns about location selection and the political nature of the decision
  - Emphasized relocation is about program expansion
  - Discussed how growing the program is important for allowing for students into the program than staying small for the sake of a small school community

- Open to discussions on co-curricular, feel very important to be comprehensive but can come to the table to talk about creative uses of spaces and fields to make it work if there is not the perfect location that offers all
- Raised questions on why Eastside and LBJ consolidation had not advanced due to numbers and raised concerns about the size of LBJ's enrollment without LASA and what it may mean for the student opportunities that come from having more students on a campus
- Comprehensive high school or remain at LBJ
- When considerations are being made as to where to move LASA it is extremely important to provide UIL activities to LASA students as part of the overall high school experience
- If staying in same campus with LBJ, we need additional academic space and expansion of gym and other shared spaces
- Strongly against moving LASA o ALC. Be more beneficial to invest in the LBJ/LASA relationship. If LASA is moved out, both schools will lose out on valuable community building opportunities and moving LASA out would leave a lot of empty space in LBJ

#### **Ann Richards School for Young Women Leaders**

- As a fine arts academy, we'd like to look at permanent capacity enrollment. We'd like the seven classrooms that are being used for fine arts to be preserved as capacity issues are addressed
- Maintain and approve what the school has by way of fine arts. Definitely need some technological upgrades (iPads in classrooms, perhaps)
- We're at 50% transfers coming in, but can't lose our fine arts space.
- It's people that make the difference, not the program. Let's factor human sentiment in more to these decisions
- In pathetic shape and in serious need of renovations
- No theatre (separate of cafeteria)
- The track is in terrible shape and too small
- If the school was open seven days a week, there's a population of girls who want to be there seven days a week because it is safer than where they live. We have some girls living in cars. If the facility stayed open all the time, maybe 15% of the girls would stay on campus. Something to think about
- Consider targeted project to fix issues like the gymnasium
- Ann Richards is a MS/HS in a MS building; the facility does not meet the needs of the HS programs; needs more meeting space and accommodations done for core/shared spaces
- This school rocks academically – need total building makeover

#### **Rosedale**

- Rosedale - The school has been accepted within our community, and moving would mean more time to make the school feel welcome. I feel good about the current relationship the school has with surrounding areas. Rather build up (more floors) than move to a larger plot
- The 1930's facility is terrible and in no way meets the needs of the students

- Rosedale - Make sure that the educational specifications are as unique as the student population

**Alternative Learning Center**

- I don't think anyone has a big idea on what they want. They just want a campus that can support the programming they want to do - if it is more central they would be happy. Not looking to displace. ALC they would be happy with. What is feasible and doable where the program can go?
- ALC slope may be a perfect space for the theatre
- Is the ALC neighborhood open to having a school there? Traffic patterns, etc.

2/16/17

**Akins Vertical Team****Paredes MS****No direct comments received/transcribed as of 2/3/17****Blazier ES**

- Blazier Langford, Palm, Perez - Outreach seems to be difficult at these particular campuses and suggestions include sharing information with vertical teams
- Langford/Palm/Perez – Concern about competition with Blazier
- Collaborative designated space / flexible rooms, courtyard, current track is too small, losing space because of adding portables
- Take walls down, top of the line technology, Blazier is not an AVID school but the culture is there
- MS Site to serve 4-8 design build
- Original recommendation was 3-6 so the grade preference would be: Pre-k-3 Primary and 4-8 Intermediary
- Pathways to connect to Akins, will make a smooth transition, relationships are already built
- Blazier Option 2, strong employees will stay, inclusion settings are going well
- The principle says they are experiencing extreme overcrowding; she says they are at 129% now. At the Akins Vertical team meeting, both she and (Blazier Principle) agreed that if the new proposed SE Elementary was closer to 35, either on the west or east side, that that may work for both. That could serve both of them and their overcrowding. But the main issue is the proposed 6 to 12-year time frame
- Offer spaces that reach all student learning – open learning space – flexible furniture

**Casey ES****No direct comments received/transcribed as of 2/3/17****Kocurek ES**

- Need smaller space for alternate community uses (instead of joint cafeteria)
- What are the requirements or availability for advanced education (GT)?
- Need a better track/upgrade playground and feature better drainage for athletic facilities

**Langford ES**

- Langford/Palm/Perez – Concern about competition with Blazier
- Building needs to be a sophisticated school, technology, Langford is losing kids to KIPP
- Blazier Langford, Palm, Perez - Outreach seems to be difficult at these particular campuses and suggestions include sharing information with vertical teams

**Menchaca ES**

- Menchaca is concerned about the projected 6 to 12-year time frame for a new faculty Currently at 129% capacity. Community is okay with staying on their current site
- Menchaca community: They seemed to think that the opportunity to rebuild on the current site is completely off the table. So there was a little confusion with that

- In relation to the future SE Elementary, both principles from Blazier ES and Menchaca ES would be in favor of that elementary being located closer to I-35. This would enable both schools to have relief and in turn may save money by preventing an entire new build for Menchaca
- Group did not want to see the following programs go away: Dual Language, GT and PPDC Scores program
- The group indicated that the location of the school was very important. They propose a rebuild at the same location
- Major concern about the building centered on repairs that have been made to address safety and health concerns for those that use the building. At this point, the group stated that the repairs still did not address the constant need to take care of electrical, plumbing and safety concerns
- Facility needs/improvements: doors, windows, walls, water, electrical, bathrooms, roof, mold, ants, roaches, smells, parking, noise, leaks, mice
- Dual language, computer lab, PPCD program, complete rebuild, no running water or immediate bathroom access. We need a complete rebuild of our facility. We sit on 20 acres of land and would be the perfect opportunity for the district to rebuild
- Need a new re-build, not a full-modernization
- Why isn't the 20 acres that Menchaca sits on being used for a replacement facility?
- Lack of walls in classrooms makes student concentration a challenge; kindergarten classrooms do not have sinks or bathrooms; and playgrounds and walkways flood when it rains
- 47% of the students are in classrooms with no doors or walls. 12% of the students are in classrooms with no running water. 31% of the students do not have immediate bathroom access, and 22% do not have windows in their classrooms
- 6-12 years is too long to wait for improvements to be made to the Menchaca campus in consideration of safety/health and learning environment
- 6-12 year timeframes is not acceptable due to open concept plan poses security risks. Stated that 47% of students don't have walls/doors. The lockdown recommendation for these students is to exit the building
- Multi-purpose/flex space room flooded and is now being used as a classroom
- Air quality is a major concern. Staff has felt sick. Building smells due to roof leaks.
- Safety concerns due to road
- Why are we spending money on under-enrolled schools?
- Why was re-build taken off the table? Parents and staff want a re-build

#### **Palm ES**

- Langford/Palm/Perez – Concern about competition with Blazier
- Blazier Langford, Palm, Perez - Outreach seems to be difficult at these particular campuses and suggestions include sharing information with vertical teams

#### **Perez ES**

- Langford/Palm/Perez – Concern about competition with Blazier
- Blazier Langford, Palm, Perez - Outreach seems to be difficult at these particular campuses and suggestions include sharing information with vertical teams

**Akins HS**

- Akins community wants magnet or IB programming to address need for higher academic rigor to offer the southern part of the district a stronger academic/magnet programming, like that offered north at McCallum, Anderson and LASA
- Concerned with overcrowding at Bowie and Akins. Hoping children can attend LASA or LASA like program in South Austin. Long bus ride if students go to LASA or McCallum Fine Arts or Anderson IB. Feels South Austin has been overlooked with both magnet and/or new school. Has been waiting for magnet for several years. Hoping children will continue to be challenged at Akins. Feels it's an equity issue. Children interested in science, math, and fine arts
- LASA-like program within a comprehensive school helps develop well-rounded students with school spirit
- Vertical teams with Academies – the earlier the better with academies, desire to create them in earlier grades for early exposure to Akins Academies

2/16/17

**Crockett Vertical Team****Bedichek ES****No direct comments received/transcribed as of 2/3/17****Odom ES****No direct comments received/transcribed as of 2/3/17****Pleasant Hill****No direct comments received/transcribed as of 2/3/17****St. Elmo**

- Parking - With St. Elmo PUD and possible consolidation into St. Elmo, someone commented that parking and transit challenges may increase in the future based on "if this ends up as a mini-Mueller." South Austin neighborhoods that have had complexes and multi-use commercial/PUD's quickly experience street parking challenges and have the option to petition the city for no on-street parking

**Williams****No direct comments received/transcribed as of 2/3/17****Covington MS**

- Covington is interested in more significant district support, especially around marketing their Fine Arts Academy designation. Individuals seemed to be excited about arts partnership opportunities
- Stressed the importance of the earlier targeted project for Fine Arts Academy and the role it would be play in attracting more students. That their ability to market themselves is hampered by the lack of supporting spaces, as well as challenges with operational budgets, to supply their teachers with proper teaching materials. They also mentioned their robotics program is important to them and that they prefer to focus at being great at those two
- If AISD is to support looking at other uses on that site for excess capacity that it be with fine arts-based partners and consider how it could help augment operations and their struggle to get teachers more up-to-date materials
- They were critical of AISD's current marketing campaign (cited the billboards of skinny jeans) that do not focus on their programming and would really like to talk to the District about how a marketing campaign can be developed for them to let their immediate community know about their fine arts programming
- Double-check and explain the school capacity numbers. As a fine arts school, their square footage needs per student are greater given the space needed for dance studios, music rooms, etc. They also said that a few years ago when the numbers were still lower than the capacity number on the fact sheet, they still needed to put students in trailers
- Lots of great discussion around how community partnerships could enhance both the school and the larger community. It's an arts academy, but they don't do much with the larger Austin arts scene. Very good discussions about how a modernized facility could



support that

- They feel that they are “the best kept secret” in Austin, and that with the right marketing effort their numbers would go up significantly
- Targeted project: upgrade spaces (1-6 years), helping the school support the fine arts programs currently in place at Covington MS
- Individual who came from a charter school to access FA Academy; kids are looking for something they can relate to. Able to access computers, technology. Different options are available at Covington. This prelim rec is fixing a problem that isn’t there. Student is able to interact with different people, including teachers and students; wants to grow to school and feels comfortable and happy there. Academic issues or problems are addressed (strong culture). Teacher knows students (not too big, especially compared to charter schools)
- Could incorporate dual language or other world languages to lend to college readiness
- 6-12 reaction: Student in SCORES with auditory sensitivity – able to enjoy and thrive in school through small classes and individual attention; doing better in middle school than elementary
- 6-12 reaction: Incorporating middle school with high school – boys preying on girls
- 6-12: socially not ready for incorporation
- 6-12: extracurricular support – will kids be able to access fields, equipment, activities? Unsure if that is possible
- 6-12; age gap is an issue; dislike putting MS and HS together as HS has adult age
- Facility investment would need to be immediate and that would shift enrollment numbers. If investment happened later, we would not see the growth. We are competing with shiny new schools in our area, need help with that
- Covington is the only fine arts school in the south area and one of the better ones. Covington doesn't have the partners to support a HS and also doesn't really have the space. Also, would you want to bus children to other schools? What about the reasons to live in the area and wanting kids to go to a specific school?
- Should stay as a middle school – stop transferring kids to other schools
- Technology needs – new maker space
- Move forward ASAP with the FABPAC recommendations for all updates at the Dyslexia Center; Covington is the only Fine Arts opportunity in South Austin

### **Boone ES**

**No direct comments received/transcribed as of 2/3/17**

### **Cunningham ES**

- If Covington grows, Cunningham can feed into Covington. Peas Farm can feed into Covington's greenhouse
- Cunningham very involved and hosted lots of meetings - AISD didn’t listen in 2012. They have been crying out for a long time. This area of Austin has been neglected
- Modernization projects for Cunningham and Covington need to begin ASAP! Keep families here and active in their school by showing support and improvement
- Parent upset that PreK moved from the building to a portable due to the relocation of Admin staff. PreK portables do not have bathrooms

- The district states students are the priority, and moving Prek into portables to relocate Admin staff into the building does not signify "students first"

### **Galindo ES**

- Make sure after-school activities and supports will be in place after consolidating a school and in turn doubling the size of another - namely Extend-a-Care not having enough space and there being very limited options at schools currently being consolidated into. Galindo doesn't have on-site "Extend-a-Care" and they're bussed (parents don't like this), options at schools currently are lacking so they want to see what they'll have available to them to know that this school may even be an option due to work and life schedules

### **Joslin MS**

- The boundary history of Joslin was questioned. It was the feeling that the boundary area has never been drawn in a way that allows Joslin to grow. Examples were shared of specific neighborhoods that had been divided down the middle in the 70's and never changed
- Why is a school with a successful academic program being considered for consolidation? Other schools are in worse condition (poor FCAs) with worse academic performance that was not being considered just because they were in an affluent neighborhood. There was an understanding that consolidation is possibly necessary in the district but they felt the choice of their school was poor planning
- The location of Joslin being on a major bus route in combination with it's small; intimate setting makes it an ideal school to keep open. The district's definition of an elementary school being around 900 was entirely too large and that there was research to back up the definition of the ideal size of an elementary school at around 400
- Would not support a bond if Joslin were slated for consolidation.
- Joslin was recognized by TEA as being 1 of 9 schools in Texas that offered high performance for lower income schools
- They mentioned nearby schools have overcrowding issues (Barton Hills without portables and Zilker) and it could be a more effective solution to investigate boundary changes to relieve their overcrowding and send more kids to Joslin which has room
- There is a new Park and Ride coming to the area that they believed would make the area more accessible, and therefore more able to draw transfer students. It was discussed how the school was a desirable school to transfer into, and how many of the students now are transfers
- Parents also strongly felt the demographer numbers will change, and believe they are seeing a big influx of young families into the area
- Demography is in question because there are many kids in the school neighborhood. If Joslin were modernized, would it bring them back? Attendance boundaries are also in question
- There is no desirable alternative school that is not causing parents angst about the commute and traversing the city streets
- By looking at facilities as facilities, we're removing the community aspect and the neighborhoods and Austin culture. The city's history is largely centered around education

and schools should be at the core of every neighborhood. By closing Joslin, there will no longer be a walkable public school for their neighborhood, and additionally add to traffic congestion. Eden Park Academy Charter school is walkable

- This part of town has a growing number of Charters and Montessori/Alternative schooling programs as well as many homeschoolers - there is concern that closing Joslin will quickly push people to move and/or seek alternative schooling options for their children rather than re-locate or accept a boundary change
- Culture - families have chosen Joslin because it is welcoming and diverse. Parents are allowed on campus and concerns are listened to and acted upon. They do not believe they will have the same experience at other schools
- Hope that the FABPAC and/or the School Board will choose to make material enhancements, if not full modernization to exceptional elementary schools, like Joslin. Schools, like Joslin, that are serving low-income families and families that have benefited from not having to send their child to a larger elementary school, are already "reinventing the urban school experience"
- With Joslin split, Covington would lose Joslin students who move to Galindo and St. Elmo. Joslin is a strong part of the Covington community. Boundary adjustment/expansion is desired
- If you are going to consolidate to St. Elmo, you HAVE to clean house. It is not about technology
- Sunrise community church is directly across the street from Joslin and there is also an Extencicare program right on Joslin's campus; really good afterschool care, kids play outside, get a snack from food bank - great partnerships; there is no church that does that or hosts that at St Elmo - pretty sure they have to cross First street and go into apartment complex; everyone at Sunrise has background checks
- Parents felt that telling a community that your school (Joslin) will close so far in advance effectively kills the school early. They worry that being on the chopping block for so many years impacts the school community negatively, but understood that schools must be modernized first. They think the plan makes sense, but have noticed the Joslin community "taking swipes" at the Sunset Valley community to prevent their closure from happening
- Joslin is doing really well. Why would you want to divide that between three different schools? Expand the boundaries. Younger families are moving into the area, new condos are being built, and all of Western Trails should be in Joslyn's area
- Keep Joslin open. Redraw boundary lines for Joslin. Allow families the option of sending their children to Joslin in lieu of Sunset Valley, which is dual language
- Study boundary lines – please do not consolidate us into a bigger school
- Joslin's facility has a higher rating than the 2 schools our neighborhood would be forced to zone to
- Please redraw the boundary for Western Trails Neighborhood – the demographic has changed
- Southwest Austin must have a non-DL option elementary school
- An empty building attracts attention. We have issues near Joslin with a community of panhandlers. If the building is shuttered it is a security risk. Before a building is abandoned by the ISD, it needs to have a new tenant already identified

- I write regarding my younger daughter's campus Joslin Elementary School which is currently under threat of closure in 2017 after a previous threat of closure in 2011. Although the reasons for possible closure have changed [statewide budget crisis then vs. district streamlining now], the reasons for my fighting for Joslin remain steadfast: preserving high quality education provided in a neighborhood school to develop future contributors to our great city, state, country and world. I wish to ask you for your support of our campus in whatever way you can. These are my concerns and suggestions to offer to you to keep our public education moving forward vibrantly. We know that the District has to balance serving our kids with running things from a financially responsible position. As a campus, Joslin has contributed great test scores and amazing learners who have gone on to contribute to AISD, Austin and beyond. In order to keep the campus going and releasing these amazing students out into the world, we ask that you consider these options among some of many we have been discussing on our campus and in the community: 1. Reassess boundaries -- Decades ago, changes were made to alleviate overcrowding and send kids to nearby schools. Updates that make geographical sense would increase our enrollments. 2. Consider more in-depth demographics -- Work with neighborhood leaders to do canvassing to identify families who plan to send their kids to Joslin in the next year[s] for a truer projection instead of using a zip code or birth rate. 3. Specialization programs -- When the Auditory Impaired program moved off campus, we were not invited to consider other specialty programs that could enhance Joslin, [like Becker did with dual language] so we ask that you consider ideas proposed in the 2011 document submitted by Joslin parents under FMP as well as newer ideas for our campus in early discussion stages at this time. 4. Plan comprehensively from a financial standpoint -- We ask that the FABPAC and Board of Trustees review the overall financial plans of the district to see how FABPAC fits into an overall management strategy to insure we are all good stewards of our tax resources across the district and for all of our kids, not just in the buildings.

### **Sunset Valley**

- Ability to opt-out of dual language program is very important; many families that attend Joslin are zoned to Sunset Valley, but Sunset Valley does not have an opt-out option from dual-language. Dual-language can be challenging for children with learning disabilities, dyslexia, or reading challenges
- Older facilities could use updating but overall satisfied with this approach

### **Crockett HS**

- Everything in the facility needs a complete overhaul
- We're often saying that we're under-populated but the school right next to us is at 140 percent capacity. When will the boundaries change so that we can get the population? Our live-in population is 1600 and our capacity is 2100
- I'd love to get the feeder schools in here
- You've got Bowie and Akins so overcrowded, but we're here and have the capacity!
- What about boundary changes? Why can't some of those be put into Travis, Crockett and Austin High?

- We're hearing a lot about renovation. We're fine arts. We just want to make sure... our building was rated really low. We just want to know if something is going to be done. This past beginning of the school year when everyone was getting new desks, etc., I guess we're just feeling left out. There's so much great technology out there for fine arts, too. There are so many great programs out there for kids, keeps all these kids interested in school. We're so much more than marching band. We have so many small little groups. Building needs some lipstick. We need these rooms acoustically treated
- Glad to see 6-12 program for Crockett/Covington is no longer an option. Many were not aware the option had changed
- An early college HS at Crockett HS

#### **Thematic Findings Unattributed to Specific School Within Vertical Team**

- Redo the boundaries so that the live-in population matches more closely the school's capacity. It was believed that the without this, under enrollment was likely to continue
- Desire to see programming at every school within the Crockett Vertical Team, especially at the elementary levels where many schools lack unique offerings. They also want to see Dual Language offered at Crockett so students can access that programming through all levels
- Strongly believe that AISD has unique offerings that aren't highlighted enough. Modernizing schools is critical to keeping students in public schools and drawing students back. Simply keeping the grass mowed can do a lot to show off a public school since charter parents often provide those services as volunteers to charter schools

**Reagan Vertical Team****Dobie MS**

- At Reagan we had 8th grade added to our school and those kids had a smooth transition once moving into 9th grade. The issues that Webb and Dobie have that we do not have a true vertical team. It splits into everywhere. If we truly have the same feeder pattern and feed into the same HS that would be the best. It would strengthen everything. Half of Dobie's and Webb's go to Lanier and Half go to Reagan. It doesn't make sense. It probably has been around for a long time and needs to be revisited. We have 5 charter schools in our radius because we do not have Pre-K so they take their kids elsewhere. Kids from Andrews cross 290 then IH 35. These kids have to cross these roads and since there isn't bussing they choose charter schools
- The fear that you get from PK you want to shelter them from the bigger kids in MS. How is it going to be organized for kids not to get run over. The plan that they are going to have their kids dispersed and moved to other schools
- The transition becomes difficult, if it stays together – Dobie PK – instead of transferring kids it would be better
- Webb and Dobie Middle School would both like to have a K-8 school model with the DL program offered from top to bottom.
- Webb and Dobie Middle School would both like to feed only into the Reagan HS Vertical Team. They'd also like to have a "cleaner" vertical team – with less gerrymandering of the vertical team

**Graham ES**

**No direct comments received/transcribed as of 2/3/17**

**Hart ES**

- Hart is my school - am I waiting 12-25 years to see the improvements?
- Concerns about portables and conditions, charters were perceived to have better buildings

**Walnut Creek ES**

**No direct comments received/transcribed as of 2/3/17**

**Dobie Pre-K**

- There are many doubts about the cost-effectiveness of the decentralization of Dobie Pre-K and Lucy Read. Even if sending these children back to their home campuses were deemed less costly, they argue that ECE intervention costs upfront pay off big long-term in terms of transition to elementary and future standardized test scores (for these arguments attendees point to AISD's internal study of these programs' efficacy)

**Webb MS**

- Why would you want to stay in the location that you are at? The parents understand modernization. They want to know the implementation. The parents want to stay. Even if they did stay they want to know the choices. K-8 program that they were going for. If the long-term goal is to stay a K-8 then what specific neighborhood, what will be our

boundaries, we want a stable feeder pattern. They like the idea of the kids staying together. They like the community piece of it

- What are the ideas they have about boundaries? They feel strongly of a true feeder pattern if we have kids from Pickle come to Webb. Primary issue is we have kids from Barrington, Andrews etc. Some go to Lanier others go to Reagan and it causes some confusion
- There were not any reservations about being the first group. They prefer to remain a K-8 school. They liked that we create the facility within Webb. We have refugee families that like that their kids are together
- Vertical alignment, sustainable programs, can be more consistent. I can have a well-implemented program, then I know what is coming up to MS because I have control of the program
- Webb would like to see if they could examine the boundaries around their school to make it so that kids don't have to cross 35. They'd like to have everyone flow up from a "neighborhood" local level so that it does not have the dangers and transportation impact of crossing main roads (e.g., 35)
- Webb and Dobie Middle School would both like to have a K-8 school model with the DL program offered from top to bottom
- Webb and Dobie Middle School would both like to feed only into the Reagan HS Vertical Team. They'd also like to have a "cleaner" vertical team – with less gerrymandering of the vertical team

### **Barrington ES**

**No direct comments received/transcribed as of 2/3/17**

### **Brown ES**

- The longer the process takes, the more chance kids may leave. Can there be a boundary shift between Brentwood and Brown? So more kids go to Brown?
- Build school immediately, keep community and school collaboration and grow the arts and science programs
- Location: more parking! And safer drop-off zones. Larger entrances. They want the same location as original TA Brown. Face the entrances away from 183. Have safer crosswalks
- FINE ARTS! POD school pullout concepts for space. Could incorporate robotics teams that are fluid. Creates a safer environment with a POD. Each class has a central core. It teaches collaboration. Brings students with different abilities and teachers together. Fine arts, science and world cultures like Webb
- Pre-K 8 school for the future? Brown would be in a new modern facility. Want to increase enrollment. Webb is in portables. Webb could feed into TA Brown. Thoughts? They want family and students to stay together and they are open to it. Would prefer PK-8th grade. Webb would be a similar family to TA Brown. Both have similar issues, including cultural. Barrington students would feed into the schools
- Have a "green area" and open areas like a home. A place to support social workers and other supports. Indoor/outdoor environments. Places for parents. Flexible workspaces that can alternate and rotate for dentists, haircuts, etc. They referred to pickle. Flexible conference rooms. Quiet spaces for dental care and clinic areas

- Happy there are plans to rebuild on its former site, although I hope this project takes priority. Since the school's recommendation, the school was split between two campuses - disorienting students and separating siblings. Great idea for sharing space with Webb Primary
- ADA compliance and adequate bilingual resources
- Would like to see a fine arts themes in the new school and a connected community of services
- Would like to be a part of the Lanier vertical team since Lanier offers many programs they would like. Many students go to Lanier

### **Pickle MS**

**No direct comments received/transcribed as of 2/3/17**

### **Webb Primary**

- When Webb Primary and Brown are combined what happens to the jobs of the staff and faculty?
- Do not send Webb Primary students to Brown. Webb Primary students are apart of Webb MS and should remain there and be involved in the K-8 model proposed by many
- Are there some concerns regarding the children crossing IH 35. Bus routes, work for the MS students and primary. Majority of students have to walk
- Strong support and preference to have Webb Primary students (in portables) stay with Webb Middle School students in a K-8 model
- Need to create more space; building would be better than the portables. Right now it looks small and each portable is crowded with only one bathroom for both boys and girls, and small gym space

### **Winn ES**

- Fully support, great information related to renovation. Largest pieces, Montessori project, support that initiative. Believe the discovery model supports the districts urban experience
- Supportive of Montessori method, important for future, info becoming more free. Intrinsic motivation and being self-directed. Spoken to hundreds of family supportive of Montessori, would come back if Montessori school
- Backing away from support from Montessori program, have questions, 6-12 year plan, would Montessori be put out to six-year mark. Facilities don't drive program, question on rollout of Montessori. Program?
- Ideas: if not Montessori, what other program. STEM. Thinker, partnership, around corner, complimentary program
- We need a little bit of upgrades, older facility, build in 79, doors don't have windows, most other buildings have windows you can look through, hardware doors. More access, new elevator for one wing, but leaves other wing with two floors, no ADA compliance.
- Warranted to know Winn has long history, having to overcome history that developed, in good place, good things going on, but history has a lot to do with community. Not what we have done, but what has happened



- Spanish and English classes, partnering up with a library, in community and create afterschool program for parents, community and kids. Make available new conference room for community if need meetings. Trying to mix stronger afterschool programs, get vendors, more attractive for our students. More solid programs. Some programs ok but need more, critical thinking
- Community schools model, beneficial, community is important around school, teacher focusing on increasing parent engagement and readdressing. Parent outreach community and redefine what looks like. We see in classrooms every day that they have to gain from parents being involved. Recreate culture. Difficult because parents don't do traditional flyers, etc. difficult for meaningful outreach, at state of one on one level. We as teachers trying to do that and teach. Programming, PK3 program, children mental health program, counseling, and ESL classes for adults
- Parent resource center. Take kids and do activities and homework with them, while parents learn how to read and how to do vocab, etc. A new playscape structure, to engage new families. A health clinic, on campus for parents to get services. English and Spanish classes for parents
- Consider Winn as 2-school and 1-house facility
- Check for asbestos in the wall

#### **Reagan HS**

- Every school in Reagan Vertical should follow the community-school model. Include mentorships, social worker, Family Resource Center, ESL, and Love & Logic
- Current programs at Reagan are working fine

**LBJ Vertical Team****Sadler Means YWLA**

- 6-12 model is more effective but requires separation of MS/HS
- If grade's expansion happens must happen at both campuses
- Continue to provide attractive programming at both campuses to ensure students continue to select schools
- Continue with the option and provide resources so a Mueller campus won't drain enrollment
- Poor infrastructure, which should be fixed in renovations in the coming years. Need to strengthen STEM spaces to complement new science lab

**Andrews ES**

- Think outside the box for Andrews ES; we are a very poor and underserved community that could use a different approach and ideas to bring parents, teachers, and community members together. More food giveaways, transportation, and one-on-one engagement

**Blanton ES**

- More homes in Mueller should be zoned for Blanton to provide greater equity for that school

**Harris ES**

- Can improve Harris' challenges with a multi-lingual population
- Lack of parking at Harris

**Pecan Springs ES**

- Why did 1-12 change to 6-12? Based on FCA of 36, why are they in years 6-12? They thought they were the 4th worst FCA school? Do they not agree with sequencing?
- Want open, green, flexible learning spaces, and access for shared parent spaces
- Lack of parking at Harris

**Garcia YMLA**

- Concerns around grade expansion K-8 not an effective model
- 6-12 model is more effective but requires separation of MS/HS
- Additional programs to reflect programming from the initial year of opening
- If grade expansion happens, it must happen at both campuses
- Continue to provide attractive programming at both campuses to ensure students continue to select schools
- Use GGYMLA site to have both boys and girls within the one campus, but separate.
- Two large facilities, can they accommodate additional grades within the building? (under-enrolled)
- Sinking of the grounds at Garcia
- Continue with the option and provide resources so a Mueller campus won't drain enrollment
- Sinking facility structure

**Jordan ES****No direct comments received/transcribed as of 2/3/17****Overton ES****No direct comments received/transcribed as of 2/3/17****Sims ES**

- Sims is smaller and smaller site
- Sims FCA is lower than Normans
- Sims traffic will be dangerous on small neighborhood streets if all kids consolidated there
- Where will Sims kids go during construction? Probably to Norman
- They do not perceive FedEx Facility as issue because it is “far away”, and kids are arriving by car
- They do not perceive Sims location as preferable over Norman location as discussed in FABPAC meetings
- Questioning 12-25 year timeframe? Do demographics and population trends align with that forecast?
- Montessori program at Sims (Administration invested in planning/training and program was not implemented)
- Need for more guidance counselors and support staff when Norman and Sims merge

**Norman ES**

- Sims location is not perceived as preferable over Norman location
- Sims FCA is lower than Norman's
- Concerned with the class size when combining schools. Would teachers from Norman transfer to Sims? Would additional support staff be added? An AISD staff stated that an increase in the student population provides the opportunities for more special programs. Will they cut program such as 504?
- Concerned with the class size when combining schools? Would teachers from Norman transfer to Sims? Would additional support staff be added? An AISD staff stated that an increase in the student population provides the opportunities for more special programs. Will they cut program such as 504?
- Need for more guidance counselors and support staff when Norman and Sims merge

**(Proposed) Mueller MS**

- Large contingent of my table [Sadler Means, Gus Garcia parents, and Blanton parents] want a middle school at the Mueller site. They believe there is data out there to support and provide anecdotal evidence of charter principals bragging about recruiting kids from AISD. They want AISD to explore the numbers more closely and survey the neighborhood
- Parents [Sadler Means, Gus Garcia parents, and Blanton parents] want a middle school in the Mueller area, no matter where it's built and even if their kids will never get to attend based on timing of construction. They believe the land is a good opportunity, but are not tied to a MS on that site. Parents are forced to drive their children to multiple schools that

are not nearby, which also makes it difficult to be an active parent at the school. Additionally, rather than keeping the neighborhood together, it forces families to choose "what's best for me" and be in competition with other families rather than working together in a neighborhood middle school

- Ardent support for a middle school at Mueller. Community members want a coed middle school option in the neighborhood. They will not select single-gender schools, and they do not know anyone at Blanton who has gone to the YWLA or the YMLA. Want kids at Blanton to be able to continue on to a middle school as a community. They want their kids to stay with the same group for elementary, middle, and high school
- Strong support and desire for co-ed middle school in this part of town
- Please consider a natatorium. The tract at Mueller is too small for a modern middle school. Also, it avoids the problems of Garcia and Sadler Means under-enrollment and does not make sense fiscally

### **LBJ/LASA**

- Parents believe that LASA at ALC would take too long to accomplish. LASA needs a site more quickly and identified Bedichek MS and Crockett HS as options. He doesn't like LASA at LBJ
- Parent interested in seeing a magnet program at the middle school level in South Austin. Considers Fulmore Central Austin
- Parent would like to see a specialized program for hearing impaired individuals, especially at the 9 months to 3 years stage. Having access to American Sign Language is essential to the foundation of life and should be incorporated into schools at every level within AISD
- Need to create one magnet program. Desegregate the school. Assess what the kids think. CHANGE THE PROGRAM...ONE PROGRAM...ONE SCHOOL
- LASA to move to ALC. NO! Make the program encompass the entire school body.
- Concerned about the school year 15-16, not showing the enrollment of two schools. Not showing 48%, but rather 110%
- Information that was presented was identical, but it would say inadequate for LASA and adequate for LBJ. One thing that they are missing is the combined assessment. Lack of meeting space, lack of community planning space, lack of collaborative space, very strained for space, classrooms inadequate, space up against the wall. Why aren't we in the expedited field? Change is not going to come in six years. What are we supposed to do within that time? Gym was adequate for LBJ and inadequate for LASA - need to combine the data. 6-12 is insulting
- Cannot get our neighborhood kids comfortable because we are bringing other kids in. Don't want neighborhood kids put at a disadvantage because there is no room in classrooms
- Don't share extracurriculars - share some of sports. We can always do sports, but we don't get the journalism/other experiences - LBJ
- Need to look at Eastside Memorial, it would be option for it to be LASA
- Deal with the diversity, equity, social/emotional aspects of campus and how they operate with segregation in the 21st century

- New buildings on LBJ campus - discontent because they are not dealing with the social/emotional aspects. Disconnect between cultural things of school, band choir, sports etc
- Don't have any black or brown kids going into LASA. Really need to start talking about how to increase those numbers. White and Asians seem superior to us intellectually and one of the best schools in country. Really just need to increase the numbers and stop all the madness
- Regarding keeping both schools on the campus, the current trend of separating classes needs to be reversed at the administration level
- To think of desecrating the old Anderson HS building is affront to the African American community!
- Strongly opposed to separating LASA from a comprehensive campus. Austin would be much better served to find ways to have the highest quality education in community-based comprehensive campuses that represent the diversity of the neighborhood and the city

2/16/17

**Travis Vertical Team****Travis HS**

- LASA cannot come in
- Travis should not be a magnet
- We want to keep specialized programs, like Advance Academics
- Need to have a partnership that would yield having a clinic that would serve the school and outside community
- Need for upgrades now, not in 6 years as proposed
- Need to have a separate entrance to GPA
- Many specific targeted needs were offered by the community aligned with modernization and flexible learning spaces (e.g., upgraded library, gallery space, accessibility features)

**Fulmore MS**

- Need for better technology
- Need for social justice classes
- Need to address parking concerns
- Elementary schools with poor FCA and unsatisfactory ESA; need to be prioritized 1-6 year timeframe

**Becker ES**

- Demographic projections – reality is far more dynamic, ever-changing. Closure is permanent. Fill schools with transfers with programs – Becker was once slated to close and now has a waitlist

**Dawson ES**

- There is a concern that the transfer students will not follow zoned students that would be moved as part of the consolidation, which is about 175 students. Some of this is related to the specific location of Dawson and ease of access for parents dropping students off and picking them up to/from work
- There was a concern for traffic congestion and access of walkers to Galindo if consolidation occurs
- The SPED students and the variety of specialized associated programming reduces the recorded efficiency of the building when comparing square foot/student. There are a number of SPED students that are integrated into the program at Dawson and the scale and location of the school are a benefit to those students
- The District does not support the efforts of individual schools to brand themselves and, as a result, increase student population and enrollment. The community group and parents believe that Dawson should be the model school for AISD with its strong sense of community and its holistic program integration for ALL learners
- Concern about Special Ed students and how actually use the facility in relation to how capacity is calculated since they have a smaller student to teacher ratio and they feel the Special Ed programs administered at this site are part of their school culture and community

- Feel their school culture is very strong, with a diverse student body, innovative programs, and hitting performance objectives and that together they embody AISD's reinvented urban school definition
- Stressed the location of Dawson – ideal for drop off and pick up to downtown on 1<sup>st</sup> street and location is proximate to urban core and goals of City of Austin and Mayor to protect these areas for affordable family housing (felt that Galindo would be challenging for drop off and pick up)
- Desire for metrics over the next 6 years for reaching adequate enrollment numbers and support from AISD to help with that
- Multiple individuals questioned why utilization is the main factor in determining a consolidation. They are only slightly under the ideal utilization ("We're one family short of 75%."). They believe the student/square foot calculation doesn't account for the high number of SPED students that reduces their utilization. They also questioned the demographic projections, indicating that they see a lot of young adults in the neighborhood who will have kids soon. "What happened at Becker 5 years ago is happening to us"
- There is the sentiment that they are exactly what the District is looking for - an urban school that is performing well and inclusive of diverse individuals. They believe academic performance should be taken into account for consolidation criteria and a school shouldn't be consolidated into a school that records lower performance ratings.
- The point was made that disadvantaged children - those with special needs or low income - do not thrive in a larger school nor do they thrive during transitions
- Current traffic in Galindo cannot handle a consolidation. Would not feel comfortable having their children walk across South First Street
- Multiple stories and data points about Dawson being a special place with real meaning to the community. It's very clearly a tight-knit school that students, teachers, parents, and administrators love, which they do not believe can be capture with data points or notes.
- Limited/chaotic parking (Galindo) and concerns about how consolidation may impact traffic
- Concerns that consolidating schools along w/ a growing community may create large numbers of students in each classroom
- We want to be able to send our kids to Fulmore and Travis - Dawson is best potential; these ES will strengthen the Travis VT
- The decision to consolidate Dawson with Galindo is purely an operational choice and not an education decision. As a Dawson parent I couldn't be more impressed with the education my children are receiving! The programming and staff at Dawson are above reproach. Paul Cruz himself used Dawson as a backdrop to further his optics in an article for Texas Monthly. I would encourage each one of you to visit Dawson this week to see and feel for yourself the incredible nurturing and learning that take place everyday. Dolphins can reach speeds of 35mph and that is the speed limit on South 1st Street. So slow down as you approach Havana Street to enter an area where these Dolphins flip and swim with the greatest of ease. Your vote next Monday will PERMANENTLY affect the jewel that is Dawson and its neighbors that wholly treasure the Dolphins that swim within it.
-

**Linder ES**

- Brooke/Linder/Zavala feel there will be sub-communities if there is a consolidation, and the school will not be cohesive
- Brooke/Linder/Zavala They call themselves "the triangle" schools - based on their location and good relationship and apparently do a lot of resource sharing and have families that overlap schools based on grade levels
- Distance from Linder and Uphaus is too far for consolidation to work for families and walkability/transportation
- SE Austin is where most of the affordable housing is left in the city and where the most rapid growth is "right now." By not doing anything at these schools in the immediate future, it comes across as the District is not addressing immediate needs and that we're systemically continuing to let buildings deteriorate rather than address a holistic plan for all the buildings needs NOW. They questioned if FMP/FABPAC/Facilities will lay out a plan as part of our work to make sure that we address cyclical maintenance and simple aesthetic improvements on the short term - fresh paints, gates, landscaping for a more "welcoming and prideful feel"
- There is a new Oracle campus under development in this area, and they expect additional tech and commercial growth, which will bring more families
- There is a lot of competition in this area from charters

**Travis Heights ES**

**No direct comments received/transcribed as of 2/3/17**

**Uphaus ECC**

- Uphaus, Widen, Houston wanted to investigate splitting grade levels into 3 categories beginning with early childhood. The community felt it would work in their area because the campuses are so close
- Uphaus wants to continue to support early childhood
- Widen thinks a stronger academic alignment with Mendez would strengthen both schools
- Distance from Linder and Uphaus is too far for consolidation to work for families and walkability/transportation
- SE Austin is where most of the affordable housing is left in the city and where the most rapid growth is "right now." By not doing anything at these schools in the immediate future, it comes across as the District is not addressing immediate needs and that we're systemically continuing to let buildings deteriorate rather than address a holistic plan for all the buildings needs NOW. They questioned if FMP/FABPAC/Facilities will lay out a plan as part of our work to make sure that we address cyclical maintenance and simple aesthetic improvements on the short term - fresh paints, gates, landscaping for a more "welcoming and prideful feel"
- There is a new Oracle campus under development in this area, and they expect additional tech and commercial growth, which will bring more families
- There is a lot of competition in this area from charters



- Uphaus was built for early child students—facilities, professional development for the teachers, Child Inc., “Headstart” program, parenting classes. There is a desire to continue to use this school for that use

### **Mendez MS**

- Widen thinks a stronger academic alignment with Mendez would strengthen both schools

### **Houston ES**

- Uphaus, Widen, Houston wanted to investigate splitting grade levels into 3 categories beginning with early childhood. The community felt it would work in their area because the campuses are so close
- Community wishes updates would happen sooner
- They have some wraparound services, but want more community services on site and involved with their schools

### **Rodriguez ES**

**No direct comments received/transcribed as of 2/3/17**

### **Widen ES**

- Uphaus, Widen, Houston wanted to investigate splitting grade levels into 3 categories beginning with early childhood. The community felt it would work in their area because the campuses are so close
- Feel like there is a lack of attention to aesthetics or preservation to the building as well as lack of consideration to planning this when considering improvements and concern that previous work and current perception of schools do not align
- "Welcoming/Community/Neighborhood School ideals" - ex: mismatched floor tiles, ceiling tiles, paint colors. "There is a long history of just patching things up and no pride or quality to the work"
- 6-12 years feels like a long time for implementation—the facility needs are urgent
- Widen funnels Mendez, Akins, and Travis

### **Eastside Memorial Vertical Team**

#### **Eastside Memorial**

- Both Martin and Eastside believe that the 1-6 year timeline is more appropriate. Students and teachers from both campuses discussed problems with rats, rooms that could not be used because they were unsuitable, holes in walls, and other maintenance issues
- Can't wait 6-12 years, if only due to systemic enrollment issues, which they believe holistic attention from the district, will bring positive impact on not just the schools themselves, but community at-large
- Eastside Memorial has applied to be early college program. Is this due to Eastside Memorial being deemed to have "underutilized space - unacceptable"?
- Highest test score 2 years ESMH. Health science program united w/ acc. Automotive classes available early development while in HS
- Eastside memorial commitment to coordinate with Martin to welcome the students to join. Healthcare programs at ESMH proactive to make community giveback
- Innovation academy/focus on grades as well as interaction with community service hours. Push for academics with high teacher and parent engagement
- Eastside Memorial has dramatically changed in the last few years and student growth is evident through meeting accountability. We have a blooming Health Science Program that is certifying students and gives them skills necessary to find a job (also have good automotive program and graphic design internship program)
- EMHS and IHS share buildings and the age of the buildings shows. The campus is in great need of updates

#### **Martin MS**

- Martin is much more than a school, but a community institution. They are a place that provides support for both students and families. Legal services are provided and use Martin as their meeting place, community services that provide counseling, mentoring, and after school support (lacrosse, bike club, etc) for students. As of now, all the programs are functioning, but they are making do with limited space
- The Martin neighborhood is changing. One gentleman explaining that his grandmother is a realtor and that the area is one that is up and coming. Advocates believe that Martin needs to "keep up" with the modernization of the neighborhood, and if it does not, they are concerned that the school will lose those families to other campuses more up to date
- Can't wait 6-12 years, if only due to systemic enrollment issues, which they believe holistic attention from the district, will bring positive impact on not just the schools themselves, but community at-large
- The location alone attracts the families and the school and community partners has done everything right to turn themselves around. Now it's time for the district to complete its reinvention with attention to our appearance and take advantage of our spotlight.
- Concerns about having to move students if remodeling occurs
- Martin affects feeder school to East Side Memorial as well as elementary schools. 1-6 year range benefits Martin feeder schools. Make or break East Side Vertical team
- The Breakthrough Program has proven successful in the community. It has pushed kids to attend college while supporting the journey

- The Innovation Academy is very successful and all enjoy being a part of it and are committed to it
- Modernize Martin now! Not in 6-12 years. This school needs to be updated to keep up with the gentrification that is occurring
- Would like to see more culturally responsive pedagogy and curriculum at Martin. The school should be modernized in years 1-5 between the rats and the AC we may not last long
- I'd like to see the inclusive model Martin historically employs expanded to schools with tracking like Fulmore

**Allison ES**

- Concerns about having to move students if remodeling occurs
- Concerns about safety at Allison; heavy traffic, a bus stop in front, traffic not respecting crossing guard. The group discussed writing up the issue and requesting someone from the city to come look at it (put a stop light at Vargas and Ponca and have someone else directing traffic behind the school?)
- School bus service wanted, but is not available to families living closer
- Eastside vertical team schools have been overlooked and losing a lot of kids to charter schools. Allison hasn't lost a lot of kids because parents have been patient. They want to be considered in the first round. Consider charter schools around them

**Brooke ES**

- 75-year-old AISD graduate reiterated the importance of doing what's right for kids even if that means making hard decisions. Nobody wants their school to close, but if that's what it takes to get modernized facilities with high-tech learning then it's worth it. (these kinds of voices need to be heard)
- Concerns around traffic and safety with Zavala neighborhood streets. Plan renovation to include traffic plan for increased enrollment
- Brooke doesn't want to consolidate due to unique community that has been developed over time
- Brooke has worked hard to come close to a green flag and create a very sustainable environment with outdoor learning at the core of academics. There is concern this would not carry over with a consolidation
- Brooke/Linder/Zavala feel there will be sub-communities if there is a consolidation, and the school will not be cohesive
- Brooke/Linder/Zavala They call themselves "the triangle" schools - based on their location and good relationship and apparently do a lot of resource sharing and have families that overlap schools based on grade levels
- Did not like or agree with the designation of being "industrial"

**Govalle ES**

- Concerns about being pushed down on the list - that the surrounding neighborhood has been rapidly gentrifying and seeing improvements and the school looks abandoned/old/un-maintained - "The school district is not keeping up with gentrification"

and aesthetic improvements and people consider the appearance of a school in deciding how welcoming we are"

- Noted rats and having to chase them and children or staff possibly being bit
- Complaints of rats, bugs, and windows and lights in need of repair
- Concerns about why older schools are not being remodeled/repaired/updated w/ new technology before newer schools or whether it's even cost efficient to make so many repairs
- Request to create more programs (such as classes for adults)/ more of a community space
- Pre-K-3 at Govalle
- Will our school still be standing in 12-25 years? We need support to move forward in getting it up to standards
- Would like to see committed two way dual language program and teachers trained
- Govalle would benefit from the Community in Schools program. Only 1 counselor but more are needed

### **Metz ES**

- Metz is a congested site when it comes to parking/traffic flow. With the merge of the two schools this will have to be addressed to improve safety
- Metz and Sanchez are willing to come together and form one family but attention must be paid to their cultures, history and the traditions each one has established on their own and help them blend. Student identities and relationships are important. Ensuring the feel of a small size school will be important to keeping those connections
- Academic programming at the younger age levels for the "fundamentals" are very important to them, and wanted reassurances the district would work with them on providing this. Pre-K programs were very valued by both Sanchez and Metz
- When merging both campuses, remember the history and be culturally competent and respectful of both campuses. The group believed the consolidation will work, but it must be done in a thoughtful and collaborative way
- "Not a shotgun wedding" - Merging the campuses starts with parents and teachers. The new campus should still "feel" like a small neighborhood school; there need to be efforts such as a forming a Co-PTA, staff development and community events before moving anyone. The school communities drive the process
- History of Sanchez and Metz: First statewide bilingual/dual language programs established at these schools, strong active political base, Cesar Chavez visited Metz, Cultural competency/proficiency
- Co-locate social services at schools. Small non-profits serve to provide various counseling services, etc. and support students and their families
- Rumors of turning into big central office - No!

### **Ortega ES**

- Ortega has distinguished itself as a beacon of academic achievement. Its teachers and staff have shown its commitment in closing the gap in education. It is also a center of community
- Safety and health should always come before "extra" modernization efforts.

- Ortega has deep roots in the community. Thank you for moving us from consolidated to modernize.
- Pre-K and Kindergarten bilingual programs should be separated, not combined

**Zavala ES**

- Brooke/Linder/Zavala feel there will be sub-communities if there is a consolidation, and the school will not be cohesive.
- Brooke/Linder/Zavala They call themselves "the triangle" schools - based on their location and good relationship and apparently do a lot of resource sharing and have families that overlap schools based on grade levels.
- How can we really begin to modernize in the 6-12 year timeframe?

2/16/17

### **Anderson Vertical Team**

#### **Anderson HS**

- Would prefer 2 smaller MS in the Anderson VT as compared to one large MS. A 1700 student MS would be a very large school for young teens/pre-teens
- Concerned about 17-25 years out because didn't get last stuff in the bond.
- We need lots of spaces to fit all students in one space, such as gym.

#### **Murchison MS**

- Split Murchison into 2 schools and build a new NW middle school. Davis and Summitt could easily split off – it's a pain to get down to Murchison from those area
- Ideal would be 2 smaller MS; but if 1 large MS had to be the answer then staff (other than teachers) needs to be increased
- Support the idea of a “6th Grade Community” as part of the plan for the large 1 MS proposed model
- If build-out is done at Murchison then it would be ideal to have that be a 6th grade mini-campus, staffed accordingly
- Really need to re-examine the 2025 population projection for Murchison because neighborhoods feeding Murchison are mostly built-out
- Build separate 6th grade campus – buildings currently are satisfactory, but should be modernized
- Murchison 6<sup>th</sup> grade merged with 5<sup>th</sup> grade from Doss and Hill and put in new facility instead of a brand new K-5 facility
- What about modernizing Murchison first, then Doss and Hill? Because Doss and Hill need class space before modernization
- Would be more comfortable, but would be most comfortable with two schools at 900 students
- The reality that exists at Murchison is that we're already a really large middle school that people might be concerned about. But, I'm confident that with the right systems, staff, and plan, it can work
- Questions raised about the 1,500 number versus 1,700 population
- Very Interested in world language immersion program at middle school within their Vertical Team - opposed to attending programming outside their vertical team
- Hesitant to accept a 1,500 capacity middle school for a few reasons:
  - The model does not currently exist and they feel the district won't provide the support staff they need (librarians, clerks, counselors, principals, etc.). Want a guarantee that staffing models will reflect their needs
  - They feel that 6th graders would get lost in the shuffle. Would like a 6th grade center including commons spaces for them to help with transition
  - Building 2 middle schools was discussed. While they really liked this option (due to size), want relief now and understand finding land/building new would take time. They asked about creative solutions (leasing warehouse space, renovating office space, etc.)
- Feel 1,500 isn't enough Murchison seats. They don't trust projections (see a lot of turnover in the neighborhood - folks WANT to get kids into Murchison) and believe

1,500 capacity won't hold all the in-boundary students plus transfers. They indicated that the District continues to allow students to transfer to their school despite overcrowding

- Concerns about Anderson timing. Want to make sure gym and common spaces at Anderson are right-sized before their modernization project
- That large of a middle school diminishes activities for kids. Kids are affected by it—two bands. Deprives students of all those things
- SEL: Seems unhealthy to go from 1:1 (middle to high school). One strength is 1 middle feeding into one high school is that multiple elementary schools feeding into those makes us a small town within a town. So many of our schools split from elementary and middle and high and that makes it harder for parents to know who their friends are. One of our strengths is we have a little small town

### **Doss ES**

- The overcrowding at Doss and Hill needs to be relieved immediately, but parents are concerned about the disruption to their children's education if they have to be bussed to another facility during renovation
- These same parents are just as concerned about Murchison's modernization and feel that Murchison should be modernized before the elementary schools
- The parents and the trustee believe that the strength and community of the vertical team should be taken into consideration for any decision that will impact them.
- Current facilities and conditions are not safe and present health concerns (due to overcrowding). Priority should be addresses to these soon
- Community will be resistant to boundary changes – a new area elementary school would be beneficial
- Create STEM magnet-type track and improve the community's ability to use the Doss "Park" by modernizing spaces like these also
- What about creating a 5th-6th grade center? Or adding 5th into middle school
- Supportive of new ES – either provide DL immersion language program to track (2 classes per grade level) to incite interest in the new elementary school being proposed
- The Mandarin Immersion parents at Doss would be comfortable moving to a new school – if a second tract was added
- Doss-Has there been consideration about a new Magnet middle school?
- Doss-We are all crowded, our kids have no room to place. Need bond to be realistic so that the kids can have relief. Sense of urgency is important, assume bond passes, will it be 1 year or 6. Has there been discussion of a 5<sup>th</sup> and 6<sup>th</sup> center instead of a new school?
- Parents will not support a boundary change to relieve overcrowding unless there is specialized programming in a middle school because they don't want to break up the vertical team. IB (Globalization) is the thread that ties the vertical team together
- Major emphasis on the use outdoor space. Outdoor space for community recreation and physical activity
- Strong sense of urgency for elementary relief as soon as possible. Current portables at location are not conducive to collaborative learning and collaborative team teaching

- Additional language immersion tracks world language immersion program at middle school
- Doss and Hill have some major / major needs – strong feelings that those needs cannot wait to be addressed. They also felt the schools are so bad that on-site replacements should be considered especially if their projects were going to be at the end of the 6 year period after the new elementary comes online. They felt building new would be more efficient than trying to work with what they have. They felt the spaces are so undersized there is no feasible way a full modernization or renovation could fix their issues
- Reduction of portables was the top priority, and is considered to be at an unsafe level. They were pleased with the plan to do so, though they anticipated growth could be even more than expected and wonder if the sizing of the schools didn't allow for enough flexibility to expand even more if needed

### **Proposed New ES**

- Location should be outside 360 loop to avoid traffic. Will the facilities allow for potential population influx that is higher than what is expected? What about building up if that happens versus out?
- Quality of academics must be really high. (i.e. language immersion.) Public may be more attracted to going to the new elementary school of there was a Mandarin immersion program. More people would be able to get their kids into an immersion program. Possibly, even a 2nd or 3rd immersion track other than just Mandarin.
- When new school is built what happens with Hill and Doss students? Will they have the opportunity to choose where to go?
- Move Chinese immersion to New school and add more sections of it, because parents would be willing to send their kids but within the vertical team.
- Major emphasis on the request for outdoor space. Outdoor space for community recreation and physical activity
- Strong interest in making new school a Chinese immersion school and the addition of other language tracks
- Boundaries are a major concern. This table felt strongly the district should have a response for this and a plan as to how these might work when the new school comes online
- As a result of the new school coming online, this group wanted to know if their vertical team was going to change. Strong opinion was with all the growth and the addition of schools and the need to relieve pressure at Murchison MS something was going to have to change and if so how and when will that occur?
- The table had a strong and lively discussion doing a 5-6 attendance center in lieu of elementary school. This would alleviate the need to change boundaries and split up friends / relationships. They were not concerned with additional transitions or the cost of this and felt that alleviating the stress over boundaries was a stronger positive. They were still in support of the elementary school but felt that option should be strongly considered
- Doss and Hill are very valued schools in their communities so academic programming at the New Elementary School will be important to attract people to the school. A language immersion program was suggested

### **Davis ES**



- ESA score is not representative of the school. There are no multipurpose/flexible spaces. The building is bare bones, with only classrooms and hallways.
- Flooring issue is scheduled to be addressed in 6-12 years but needs to be taken care of now
- Support for a community garden as a dedicated community space
- Flooring issues at Davis need immediate attention
- All schools want flexible learning spaces
- All three schools want a second gym for bad weather days (no rec space when gym is being used)

### **Hill ES**

- Community support for boundary changes will increase if Hill/Doss/New ES are assured they will end up at Murchison together. I know boundary changes are not up for discussion now but the possibility is in the mind of the community as they consider a future bond
- Concerned about the likelihood of finding a site for the new Elementary School in this part of town. What is plan B if a reasonable site cannot be found?
- Many of the flex spaces have been forced to be converted into classrooms
- Urgent need for a permanent, free-standing gymnasium
- A 2-story 5th grade commons/building – currently have a 1-story 5th grade building
- Support a new school in NW Austin
- Major emphasis on the use outdoor space. Outdoor space for community recreation and physical activity
- Strong sense of urgency for elementary relief as soon as possible. Current portables at location are not conducive to collaborative learning and collaborative team teaching
- Additional language immersion tracks world language immersion program at middle school
- Doss and Hill have some major needs – strong feelings that those needs cannot wait to be addressed. They also felt the schools are so bad that on-site replacements should be considered especially if their projects were going to be at the end of the 6 year period after the new elementary comes online. They felt building new would be more efficient than trying to work with what they have. They felt the spaces are so undersized there is no feasible way a full modernization or renovation could fix their issues
- Reduction of portables was the top priority, and is considered to be at an unsafe level. They were pleased with the plan to do so, though they anticipated growth could be even more than expected and wondered if the sizing of the schools didn't allow for enough flexibility to expand even more if needed
- Felt strongly that the sequencing of all the projects to add capacity needs to be well coordinated and happen somewhat simultaneously, so that Hill students don't feel pressure to leave the school to attend a new and improved Doss or vice versa. Hill ES has just as strong of a need as Doss to have capacity relief. We're surprised to see this in years 6-12, and suggested this needed to happen early or some form of targeted projects were needed to address unsafe conditions.

### **Summitt ES**

- Concerned the facilities, including technology, will outpace the staffing
- Sustainable energy and resource (grey water capture/collection) could save financial resources
- Traffic flow currently unsafe
- All schools want flexible learning spaces
- All three schools want a second gym for bad weather days (no rec space when gym is being used)

**Pillow ES**

- Instead of buying new property to relieve population at Hill and Doss, and to feed into updating Pillow, I would suggest that Pillow be redone into a 2-story building. AISD owns the property so instead of paying for property and building construction you only have to pay for construction
- To relieve the population we should redistrict so that the population near Parmer and Metric attends nearby Padron, thereby reducing our population and accommodating the influx of Doss and Hill
- Pillow needs to track to Murchison instead of Burnet to keep it a true feeder pattern
- Summitt land is AISD-owned. A new appropriate track would support student recess as well as community needs
- All schools want flexible learning spaces
- All three schools want a second gym for bad weather days (no rec space when gym is being used)
- Pillow students should be considered to be fully integrated into the Anderson Vertical team (feeder pattern included)

**Lanier Vertical Team****Lanier HS**

- Bathrooms in Lanier are in very poor condition

**Burnet MS**

- Call for a number of targeted projects (parking for teachers, electrical requests, walkway covers for portables)
- Need more/larger meeting space for community use
- Teacher at Burnet MS sees that Dual Lang. has permeated into middle schools. Ridgetop is a model of DL and compliments idea of growing DL across the district

**Cook ES**

- Place for collaborative thinktank space to interact with the content through a variety of modalities. Mindfulness – open space for emotional social learning
- Parents not opposed to receiving children back
- I agree that a learning center for PK is very important
- Keep Pre-K in their Early Learning Centers. In fact, K should/could be incorporated into their model. Space dedicated to primary so that testing doesn't affect our learning schedules and ability to move on campus

**Guerrero-Thompson ES**

**No direct comments received/transcribed as of 2/3/17**

**McBee ES**

- Parents not opposed to receiving children back

**Padron ES**

**No direct comments received/transcribed as of 2/3/17**

**Lucy Read PK**

- Why rebuild a replica of Lucy Read on another campus w/o all of the amenities, when you could move towards the future and rebuild Lucy Read on its current space?
- We sit on 10 acres – rebuild on our current space
- PK is the foundation – data shows that early childhood education is fundamental in how a child grows. Sending children back to their home campus where the focus is not on PK/early childhood could have a negative impact
- Strong support to keep a pre-K center and even expand it to include younger students and Kindergarten students and add more parent and community resources. Several members cited research showing the effectiveness of pre-K centers. The need for classrooms of 20 eligible students in order to utilize Head Start resources was another strong argument for keeping pre-K students centralized
- Does it need to be all or nothing? Could there be pre-K center and pre-Ks on campuses?
- PreK centers are not a pilot program. It has been proven to be successful. Building Uphaus shows that AISD believes it works

- How many preK classrooms would you have on each campus if students return to their campuses? Will there be enough teachers to allow for team collaboration?
- What worries me is if they close Lucy Read, when they move the kids to the other schools, the quality of the programs will be lost. For example, the principals at Lucy Read focus only on the young children, so the pre-k students receive programming appropriate. I'm worried about that being lost if they were to go to a school with older students
- I know that what I'm seeing here is an investment about the school. I think all of us know what it's like to have older students in our schools. I would prefer for my small students to be able to learn in an environment for young children, and so that they're prepared to be with older children
- Great concern about "getting rid of" Pre-K Centers. Many families prefer the protected nature of the 4-year-old only campus. No attachment to the building itself. All attachment to program, teachers, and sense of community
- Has district considered birth to 3 campuses? Research shows huge opportunity to close achievement gap here
- Provide parents options-some Pre-K on Elementary campuses, some in centers.
- Read teachers are able to receive and access focused professional learning regarding early childhood. Because of this, Read's teachers can implement high quality strategies that fuse the child's developmental ability and the content. Individuals were concerned that integrating PK on elementary campuses would remove the focus on PK and the teachers and students would get lost in the mix
- The culture and climate of the campus regarding professional learning and early childhood, the campus is implementing a number of partnerships, two-generation supports, and innovative initiatives to support students and families. This includes partnerships like Headstart (which provides additional staff and supports for families) and the YMCA (which provides one week of free swim classes for students) and innovative like a tricycle trail and community gardens
- PK centers enable the district to better partner with entities such as Headstart that require a certain number of eligible students to implement the program. The mass of PK students in a centralized location give our district the ability to provide and potentially expand partnership programs like Headstart
- Academics - Lucy Read provides the highest level with special areas and academics specifically targeting young children. Facilities - AISD built Uphaus because we were committed to early childhood. Closing EC Centers would be a major step back, no matter the condition or cost. Serving parents specifically with best practices, behavior and academic support for early childhood. AISD future should be committed to early childhood campuses and students
- Read PreK site as relief school for Hill/Doss
- Rebuild Lucy Read Pre-K
- There are many doubts about the cost-effectiveness of the decentralization of Dobie Pre-K and Lucy Read. Even if sending these children back to their home campuses were deemed less costly, they argue that ECE intervention costs upfront pay off big long-term in terms of transition to elementary and future standardized test scores (for these arguments attendees point to AISD's internal study of these programs' efficacy)

**Wooldridge ES**

- Parents not opposed to receiving children back

**Wooten ES**

- Larger class square footage (technology, PBL, collaboration)

2/16/17

**Austin Vertical Team****Austin HS**

- Need to make sure short-term needs are part of the bigger plan, not a Band-Aid in the next bond package
- Need to make sure our academics are supported going forward. Keep all current programs and add AP classes
- Very poor condition for athletic fields – unsafe as is
- Life skills space needs natural light; outdoor area track needs repair. Fine arts expansion. Add wellness center so we can expand STEM/CTE wing
- Need to have a tech audit to determine what is needed for modernization
- Needs money dedicated to Austin HS in the first bond to begin work on the modernization of the school
- Like to see expansion of dual language program; targeted project for academics; we are an urban school and would like to continue community partnerships and see more expanded
- Layout is antiquated, needs modernization. Areas are fragmented and needs a redesign. Parent community has presented a vision for the 4-academy model, which outlines how the space needs to be redesigned
- Wellness center to use current building space and athletics to be reconfigured, without the creation of a new footprint. These steps will benefit the entire community, not just the campus
- Must continue to work with stakeholders to benefit the citizens within Austin. School community feels encroached upon. How do we continue to create a stronger sense of community and partner with clubs and organizations utilizing the school community? It is important to support Austin High Alliance and stakeholders work to build these positive and strong relationships. AISD must support the work of stakeholders to support Austin High. This will allow for continued community development and partnership
- 12-25 years feel too long for facilities development at the campus
- Expanding the library to include a central, flexible learning space to support individualized learning for all students will allow for a diversity of programming for all students

**O. Henry MS**

- Align more closely with Austin High School offerings to better prepare students for the new academics. Would desire outdoor learning area, which can be great for the community better fields. Multi-purpose space for project-based learning major technology upgrade
- OHMS also serves the community as a church meeting place on Sundays. Would like to modernize while being mindful of the 50+ year old history of the school
- All students participate in sports – need 3rd gym/multi-use area. Creative multi-use outdoor spaces would make use of OHMS acreage. Create LASA-like academy programs at every high school, not just one location
- Technology updated/modernized throughout school in order to stay up to speed with our society

- More cross discipline collaboration and learning similar to global students at Austin
- Please modernize, do more for CTE/STEM and fix drainage/flooding issues
- Zilker and O. Henry are historic and modernization needs to respect the character of school
- The Fine Arts facilities are so small and inefficient that they are almost unusable. Larger auditorium/theatre and an additional gym (that could also serve as a multipurpose room) is needed to accommodate all the teams
- Great concern from parents about LIONS Municipal Golf Course across the street. UT owns it and leases it to the City of Austin. Lease is up in 2018 and they fear it will be sold and developed, which will totally change dynamics of O. Henry and other schools in area
- Align middle school curriculum for curriculum readiness for Austin High as well as elementary for middle
- Would like vertical team to align from elementary to middle to high; need for academically strong neighborhood campuses. Traffic will get worse in Austin, programs will be important at all high schools, would like a LASA like program at every high school, so parents/ students don't have to drive across town for LASA, rigorous curriculum. We want an advanced Academic experience at every high school
- Portables are a concern for O. Henry parents, especially 6th grade students
- Should 6th grade be placed at a different school? For the Fine Arts program they need to start at grade 6.

#### **Barton Hills ES**

- Need to better understand the BHE impervious cover. Would appreciate specific numbers – where are we now? Do we have any expansion capacity now at all? Are there opportunities to expand the schools impervious cover allocation through negotiations with the city including the Parks Department which shaves land with BHE
- Better space for dedicated space for community functions (e.g., voting poll) other community meetings, and school performances
- Flexible spaces for collaboration, eliminate portables, find a way to not have permeable cover restrictions

#### **Bryker Woods ES**

**No direct comments received/transcribed as of 2/3/17**

#### **Casis ES**

- Community and school expect and receive a level of academics. But, our facilities need to match that
- It is very important to work to phase the project in such a way that all kids can be kept on the campus during the construction – no child should be displaced
- Need new and updated facilities but wants to maintain the family/community feel of the campus
- Community would prefer a very creative way to get a big project done while remaining at Casis. Plus our growth is not decreasing and needs building to reflect growth

- The primary concern was that while they agreed Casis needed to be raised and replaced (with the exception of very new buildings like the art building) they did not want to see the school closed and the kids relocated during the rebuild. They hoped that it could be done slowly, such as one building at a time. They were willing to endure considerable hardship (changes to the school calendar to accommodate construction, etc.) to make it happen in that way. They said they believed 100s of parents would pull their kids and place them in private schools instead if the building was closed for a year or two, and that many of them would not return to public school later if they left

### **Mathews ES**

- Dual language opportunities would be great
- Needs more space to support a current level of enrollment. There is no teacher break space or work space. This feels like a more pressing need (more pressing than 6-12 years)
- More support for our homeless/special needs populations. Support to keep UT married student housing at Mathews (in our zone) even after the move of that housing
- Flexible learning space and need community space
- Improve and add new buildings spaces are too crowded
- Feel strongly about keeping 6th grade in the school
- “431 students” (numbers incorrect on handouts): crowded/limited space
- Want more flexible space (with furniture, storage that can be adjusted to meet various needs to show that various learning can take place in one space)
- We love the boundaries. We love that they bring such diversity.

### **Pease ES**

- Staying at the same site would be more peaceful for students, allowing them to maintain the same pattern and comfortable environment
- Kids range so much in diversity and needs. If the goal is to replace a school, how do we balance out all those needs throughout the transition and planning in terms of classroom, hygiene, safety, etc. needs
- The school is so centrally located which families’ love, so if it is moved off-site over construction we’re going to be unhappy
- My only concern is that I think we are in this position because we didn’t spend enough money to maintain our buildings in the first place, so I don’t want to just throw money at these projects again just to have to redo this process. Want to make sure all this work is maintained
- Keep 6th grade and make advancements to the science lab
- Green initiatives with cafeteria and campus wide as a set standard working towards – waster
- Pease is historic building – something all Pease parents love – we cannot change much about it or add-on. How can we use space in the best way (maximize what we have?) for special/pull-out programs?
- Desire to keep 6<sup>th</sup> grade in the school
- Make 6<sup>th</sup> grade more of a Middle School experience to facilitate smooth transition



- More support for Special needs (Special Education or Gifted and Talented learners) (e.g.: Reading Specialist only has a small corner in a room to work w/ students which is not conducive for an alternative learner.)
- 6-12 years is too long. The current parents will be gone by then and incoming parents may not be as aware of the issues or as passionate about promoting change
- We have lost a lot of diversity and we want everyone to be welcome to transfer in. “We are Austin’s school. We want more students of color and a more socio-economic diversity.”

### **Sanchez ES**

- Do not sell Sanchez or turn it into district administrative uses. It should be used as a space to benefit the neighborhood, whether as a space for community-focused nonprofits, a business incubator or Hispanic-arts and cultural space. Can be co-located with ALC and nonprofits could provide ALC students mentorship opportunities
- If and when Sanchez is consolidated; these communities do not want the school sold. Desire for the district to use it for other programs so that it supports the community. A lot of discussion centered on the importance of non-profit organizations that need a place to go. Social support and family support are all important. The community seems OK with ALC and understand that the location of this school plays an important role for others to access district programs
- Academic programming at the younger age levels for the “fundamentals” are very important to them, and wanted reassurances the district would work with them on providing this. Pre-K programs were very valued by both Sanchez and Metz
- When merging both campuses, remember the history and be culturally competent and respectful of both campuses. The group believed the consolidation will work, but it must be done in a thoughtful and collaborative way
- “Not a shotgun wedding” - Merging the campuses starts with parents and teachers. The new campus should still “feel” like a small neighborhood school; there need to be efforts such as forming a Co-PTA, staff development and community events before moving anyone. The school communities drive the process
- Mediation Program & Community Policing were very successful programs at Sanchez in past. It would be helpful for teachers/parents to get mediation services during merger
- History of Sanchez and Metz: First statewide bilingual/dual language programs established at these schools, strong active political base, Cesar Chavez visited Metz, Cultural competency/proficiency
- Co-locate social services at schools. Small non-profits serve to provide various counseling services, etc. and support students and their families

### **Zilker ES**

- Spanish more integrated; outdoor hands-in learning; more technology coding
- Remove portables; get negotiation and regulations with COA fixed first
- Maintain historic features of the school
- Renovate/modernize able being sensitive to aesthetics of school and community
- Project-based learning and more outdoor time

- Zilker and O. Henry are historic and modernization needs to respect the character of school
- Student live-in projections seem way off-base, projected to go down – will definitely go up as all construction in neighborhood geared towards families with school/age kids and Zilker as an attractive school for families
- You must re-examine student live-in population projections
- Can after school activities be funded through tuition-based AISD programs instead of third party? Like an AISD Extencicare for after school hours?
- Not enough space to support full community (School Community) to attend at Zilker
- If we can't get ride of portables, can we update to a new portable after 15-20 years?
- Large Kg classes; unsure why the student live-in population projections are decreasing over the next 10 years; older people are moving out of the neighborhood and younger couples with children are moving in for the express purpose of having their children attend Zilker; what was the exact research and methodology used to arrive at these figures?
- Federal subsidized housing increasing with approximately 100 families moving in the attendance zone

#### **Small MS**

- Programming that is in line along the Vertical Team from elementary – high school
- Continue green tech programming – technology is outdated
- Larger space is needed in music areas, would it be possible to move interior walls to do this. Departments are every isolated
- Band hall needs repair and renovation, need renovations so students want to continue in band, it is affecting students and their desire to remain in band
- Fine Arts teachers don't feel like a part of the school team. Fine Arts are isolated
- Teachers do not see each other, no sense of community, recommendation is tearing down walls

#### **Oak Hill ES**

- Not sure why report says the site has limits to expanding capacity since it is 10+ acres. School boundary is landlocked and neighborhoods schools are all full/overcrowded. It is very important to have flexible learning space to accommodate growth

#### **Patton ES**

- Portables have been deteriorating at a rapid rate. They are unsafe, infested with rodents, and affect the quality of education to our students
- Campus is not ADA compliant. These same children do not have access to any of our three playgrounds. There is absolutely zero access to the playscapes

**Bowie Vertical Team****Bowie HS**

- The arts wing is severely too small. That building needs to be enlarged. Please explicitly state the fine arts improvements as part of the goal for Bowie
- Confused about the land purchase for a south high school, Trustee Wagner came over and helped clarify and helped relieve angst about future capacity of south high schools
- Want to start master planning site to tackle warm/safe/dry and other immediate needs in a way that would be coordinated with future comprehensive work
- Would like to see STEM/Tech/Robotics and overall building technology plus an emphasis on career and college counseling center to support college recruitment and coaching of students
- Many felt a magnet program was still needed in the south (stand alone or an academy to provide a rigorous alternative option)
- Overall excited about the potential for modernization, but living in the moment where it's hard to dream big when they worry about real problems – overcrowding, HVAC issues, parking, bugs, humidity, lack of water fountains, etc.
- Would like to see fixes to their building even before modernization, but understand not wanting to duplicate efforts
- Lots of ideas over what they want in their facility – important to engage during design process
- Would like to see added programming including more language options, computer science, and STEM
- Concern and distrust of how funds from 2008 for new South high school were never used; questions were raised about if/how the funds could be used now for this cycle?
- Improvement of core and shared spaces (e.g., cafeteria and gym)
- Fine arts is a huge part and anchor of the community of Bowie, involving parents, alumni, and community. It need a major facility overhaul and VT alignment to support the demand
- Question: Struggling we are not offering a new southwest high school. Why is it being said we are built out? Would not mind "splitting" Bowie (a new school and keeping Bowie) - would like kids to go to a new SW school. Went to Bowie himself. Connections between Circle C and Dripping Springs with new development occurring
- Excitement around potential IB program at Bowie
- Traffic flow is an issue
- Not excited about IB at Bowie making up for SW magnet access. Asked why we are focused on advanced education at HS and no attention on El. schools

**Bailey MS**

- Programming needs a magnet
- Vertical Team alignment for programming
- Principal of Bailey said "write down this quote for the FABPAC - GO BIG! BE COURAGEOUS!"

- They like wraparound services and community school ideas and said that should be implemented per vertical team and not to assume that people in non-title one schools don't have needs for what these services might be
- Bailey and Gorzycki have needs for large spaces that can be converted into flexible spaces or transforming. There is not room on the campuses to hold a meeting with the whole school, have parents and a whole grade level in a meeting at one time
- Bailey is older, but it is on the same renovation schedule as older schools. Bailey needs significant maintenance. The campus needs to be retrofitted for technology.
- We like all of the programs that we currently have now (orchestra, band, theater, CTE). We would like to see more technology (robotics), E-zine, magazine design, layout design. Any magnet signature program should be available to all students because this provides a rich learning environment for all students. Currently the electives at the magnets vs. other campuses is apparent. Programs should be made available to all students regardless of academic and socioeconomic status
- There are no safe routes to school for kids at Gorzycki, Bailey, and Baranoff- no sidewalks and no crossing guards so kids can't walk to school even though they live nearby.

#### **Baranoff ES**

- Did not want to have a 2-story building (felt it was not best for ES)
- Do want a new school, but are weary of location, size, and site
- What fixes will fill the gap between when the new school and Baranoff overcrowding occurs?
- Space to house innovation and technology to support.
- There are no safe routes to school for kids at Gorzycki, Bailey, and Baranoff- no sidewalks and no crossing guards so kids can't walk to school, even though they live nearby.

#### **Cowan ES**

- I realize that both Cowan and Baranoff are overcrowded. Recently learned that the district may want to relieve Baranoff 's overcrowding by moving children to Cowan. Why would you move students to Cowan when we are also overcrowded? Kocurek is very close to Cowan and much smaller. Let's move some students to Kocurek. They are quite small

#### **Gorzycki MS**

- Entire Vertical Team: for the 2nd time in our vertical team (especially Clayton and Gorzycki) we have been shut-out of building issues – first with Clayton (severe overcrowding) and forcing kindergarteners to transfer and now a high school is built in SE Austin
- Improvement of core and shared spaces (e.g., cafeteria and gym)
- Programming needs a magnet
- Vertical Team alignment for programming
- Questioned how Gorzycki FCA could be so low as the newest Middle School - The fact that schools are so quickly in poor condition raised doubts in how a 20 year plan would

actually work and how accountability might work over 20 years. "The scores seem are extremely disappointing and off-putting due to Gorzycki's age"

- Timeline is too long, though they like that AISD is finally doing a long term plan, but there are many more short term needs - revolving around safety and making schools last to that 12-25 year timeline, that they don't believe will happen unless schools have maintenance and improvements for the interim short term
- Bailey and Gorzycki have needs for large spaces that can be converted into flexible spaces or transforming. There is not room on the campuses to hold a meeting with the whole school, have parents and a whole grade level in a meeting at one time
- 12-25 year plan for Gorzycki makes sense. Lights in building need to be replaced, so how do we fix this?
- Population projections are off. With the amount of building in the SW area, there will be more students than is being shown on these documents. Shady Hollow is set to turn over. Circle C will turn over
- There are no safe routes to school for kids at Gorzycki, Bailey, and Baranoff- no sidewalks and no crossing guards, so kids can't walk to school even though they live nearby

#### **Baldwin ES**

- They like wraparound services and community school ideas and said that should be implemented per vertical team and not to assume that people in non-title one schools don't have needs for what these services might be

#### **Clayton ES**

- If extra foreign language or other programs are added they should not be funded with existing funds. Private or development money should be raised
- Language (Spanish) offered at Clayton

#### **Kiker ES**

- Campus needs improved security measures. Relocating playground behind the school and creating a secure front would greatly improve security. Security should be prioritized long before the 12-25 year timeframe
- Need more money spent on high-achieving students; pull-out services for those who received commended or higher
- Desperately need fixes at existing schools rather than bond for new school; fix what you have
- Would like to see portable assessment/inspection scores rolled into the overall campus FCA and ESA reports
- Would like to see more enrichment programs and alternative learning programs
- More storage space our infrastructure and school day have not been able to keep up with our enrollment. Overcrowding affects our ESA

#### **Mills ES**

- I have concerns about the erosion at Mills and the tarp on the roof, but it's a pretty good school overall

- Mills takes over 20% transfers and I see no reason to have another elementary school in SW Austin. Boundaries need to change, which is painful, but I would prefer any new school building money go to Bowie. We should also close or repurpose under-enrolled schools. Offer a maker-space like Anderson High in South Austin

2/16/17