

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

Key Takeaways:

1. Community seems responsive to alternative other than building high school in southwest Austin if they are convinced that there are other needs, like an elementary school to address overcrowding.
2. There is community meeting fatigue in southwest Austin, not just with the school district, but with the city, traffic, and library engagement efforts too.
3. Meeting promotion needs to occur earlier and better.
4. Use the CACs and PTAs in southwest Austin to get the word out.
5. To best engage the Spanish community you need to “educate” them on what the process is/means to them. Just saying facilities doesn’t mean anything.
6. Perception is reality. For Bowie, “our school is overcrowded” when in reality they are at 75% enrollment so it is more of a space utilization issue.
7. The attempt of using technology in the district is good however the infrastructure is hindering the ability to staff and students to be proficient at it. Sometimes the students’ personal phones are better than district equipment.
8. 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.
9. Students enjoy and often prefer peer-to-peer learning with their teachers playing the role of a facilitator.
10. “We’ve been through this dog and pony show before and we want to see specific recommendations.”
11. 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 the voter 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.
12. Condense the information, bring solutions, and make decisions.
13. Need to build career pathway options in 6th grade so students can explore without credit penalties at the high school level.
14. What is this? Brand it and explain it.
15. “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 between 21st century learning.”
16. The largest student demographic feeding Bertha Sadler Means and Winn Elementary was conspicuous by their absence. Perhaps another engagement strategy is in order to involve the Hispanic population feeding into these schools.
17. “West Austin schools have more resources.”
18. Safe, warm, and dry was a concern and school materials.
19. Principals stated the need for more conversation at their level.

20. “Hispanic community may be new here see our facilities and say, “wow, these are great!” We are not going to get people to come out and talk about buildings, need to be something more that ties into overall education system and their kids.”
21. Less testing, more student focused, and build strong community schools.
22. Allow for the school’s voice to be heard and that the campus community is a part of the process.
23. Equity and parity means that each campus has a feeling of pride when it thinks about the school environment and program resources and that no matter where you live in the district that students have the same opportunities to participate in district programs and resources.
24. Align facilities with academic plan and city comprehensive plan.
25. Consider traffic and transportation and impact to school day when making recommendations.
26. 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.
27. We need a vision of schools without portables. Portables prohibit student activities and student-based learning. The focus is all on the teacher.
28. We need a design framework and partners for maker spaces.
29. 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.
30. It’s important to include means reaching other not attending the regional meetings (e.g., continuing to Periscope meetings and provide Twitter Town Halls). Just because it isn’t happening in the room, doesn’t mean it is not happening.
31. Provide an equitable distribution of student provided opportunities based on student population.
32. The messaging should focus on student education and use facilities as a piece of that.
33. Last bond issue was divisive, need to be collaborative/cooperative – bring disparate voices together.

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

Engagement Series 1 (April - May 2016)

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 (6th 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 fund 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 18th) – Rosewood Bank and Juneteeth 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

Engagement Series 1 (April - May 2016)

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 26th 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) – 1st 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 5/6th 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 21st 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 2nd 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 5th 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 3rd graders work with a class in Austin)
- Individual paced learning, team based learning, and project based learning – 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 instructors 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