

Draft FMP Table of Contents

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This draft FMP Table of Contents is provided for informational purposes. Adjustments, changes, additions and/or deletions will be necessary as new information, community feedback and the Board's additional guidance are received.

HEALTH, SAFETY AND SECURITY

GUIDING PRINCIPLE

First and foremost, the health, safety and security of our students and staff is the number one priority. The Facility Master Plan will support safety and security measures at all District facilities through compliance with all safety codes and regulations. The District will incorporate safety and security best practices in the design, construction, maintenance and operation of the District's facilities.

Expectations for the development of the Facility Master Plan:

- The District will consider current and planned utilization and enrollment when evaluating the safety of a facility.
- The District will establish benchmarks using school safety best practices and establish a regular cycle for review.
 - As an example of best practices, the *Safe Schools: A Best Practices Guide*, by the Council of Educational Facilities Planners International, lists infrastructure as one of its primary areas to address under safety. Some of these best practices are to provide:
 - a safe environment with the ability to lock students behind doors;
 - secured controlled entries; and,
 - secure keying systems and camera monitoring systems.
 - Examples of other best practices that will be considered include:
 - "Texas Unified School Safety and Security Standards" by the Texas State University Texas School Safety Center; and
 - "U.S. Department of Homeland Security Standards and Guidelines."
- The District will ensure a healthy school environment (e.g. through attention to physical materials, supplies, air exchange, etc. and how those items interact with students and staff).

STRATEGIES

- Strategy 1: Maintain compliance with health and indoor air quality building codes.
- Strategy 2: Exercise building system design practices that produce and maintain good indoor air quality.
- Strategy 3: Exercise proven building design practices for the creation of sustainable clean and healthy facilities.
- Strategy 4: Implement effective critical incident prevention and mitigation measures through facility design and construction.
- Strategy 5: Maintain and enhance the district's critical incident response infrastructure.
- Strategy 6: Employ attendance boundary adjustments and/or new facility construction strategies to address the safety aspects of overcrowding at campuses whose student populations far exceed the school's permanent capacity.

ACADEMICS AND CO-CURRICULAR SUPPORTS

GUIDING PRINCIPLE

The Facility Master Plan is academically-driven, recognizes that physical environment and facilities affect learning and student achievement, and supports the achievement of academic and co-curricular (e.g. physical education, athletics, fine arts, and career and technical education, etc.) goals and strategies articulated in the District's Strategic Plan and the Board of Trustees' Guiding Principles.

Expectations for the development of the Facility Master Plan:

- The Facility Master Plan will support the revision of Educational Specifications on a four-year cycle. Consideration will be given to legislative changes and Board priorities for updates to the Educational Specifications.

STRATEGIES

Strategy 1: Construct new school facilities and renovate existing facilities to produce physical environments that support differentiated 21st Century instruction and varied student learning methods, and have the flexibility to accommodate both present and future means and methods.

- Ensure that the District's Educational Specifications (Ed. Specs.) are updated on a four-year cycle to reflect the most current space and instructional support standards, so that they may be utilized as the design program for the construction of new schools and the renovation and expansion of existing schools in a manner that provides facility equity across the District.

Strategy 2: Construct new facilities and renovate existing facilities to produce physical environments that reflect current instructional, spatial and operational standards for co-curricular programs (e.g. physical education, athletics, fine arts, and career and technical education, etc.).

- Physical Education: Identify and implement in new school construction and renovations improvements that support physical education programming that encourages high levels of student participation and addresses the growing concern over childhood obesity.
- Athletics: Identify and implement new school construction and renovations that support the growing numbers of student participants in co-curricular athletics offerings, by upgrading and updating existing facility spaces and adding facility space and features that are essential to meet expectations for quality programs.
- Fine Arts: Identify and implement in new school construction and renovations, facility improvements that support the growing numbers of student participants in co-curricular fine arts programs and carries out the District's Any Given Child Fine Arts Initiative, by upgrading and updating existing facility spaces and adding facility space and features that are essential to this arts-rich programming.

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- Career and Technical Education (CTE): Identify and implement new school construction and facility renovations that meet new state requirements for CTE programming that supports innovative and relevant programming tailored to current workforce demands, and provides District students universal access to CTE programming.

PROTECTION FINANCIAL INVESTMENT

GUIDING PRINCIPLE

The Facility Master Plan will include the protection of the taxpayers' investment in the District's facilities through a 10-year long-term plan with a two-year review cycle for maintenance, repairs and renovations to extend the useful life of existing facilities coupled with the development of parameters for building replacement.

Expectations for the development of the Facility Master Plan:

- The District will use current data about conditions of its facilities to inform the need for repair, renovations and new construction.
- The District will spend M&O funds for facility maintenance and operations at a level consistent with national best practices and comparable to local and urban peer districts. The District will prioritize maintenance that prevents larger, more costly systemic repairs within financial limitations, while maintaining the District's financial integrity.
- The District will consider the rapid evolution of technology and attention will be given at the beginning of each phase to purchase the most current hardware and software to meet academic and administrative needs.
- The District will weigh the cost of improvements and renovations as they relate to return on investment (ROI) in relation to the long-term cost of new construction.

STRATEGIES

- Strategy 1: Maintain and update facility condition database, using it to inform the prioritized need for new facility construction and the repair, renovation and upgrading of existing school and support facilities.
- Strategy 2: Maintain and annually update Facility Condition Index (FCI) data to inform facilities decisions on site and building systems improvements, and to establish priorities for the implementation of these improvements.
- Strategy 3: In decisions regarding the repair or renovation of existing facilities, or the repair or renovation of site and building systems of existing facilities, determine the return-on-investment (ROI) and on-going long-term operational cost associated with those repairs or renovations compared to the cost of replacing those existing facilities or site and building systems.
- Strategy 4: Considering the rapid evolution of technology, always consider current product, platform and data management trends in making decisions about the replacement and acquisition of technology hardware, firmware and software, and the expansion, modification or replacement of technology infrastructure. In addition, develop and implement an acquisition philosophy and process that anticipates and accommodate evolutionary changes in the technology market place.

OPTIMAL UTILIZATION

GUIDING PRINCIPLE

The Facility Master Plan will identify specific plans and/or remedies to achieve a target range of 75% - 115% of permanent capacity when compared with projected student enrollment, beginning with the opening of the 2016-17 school year and every school year thereafter, and will contain a two-year cycle of review for enrollment projections for subsequent years.

Expectations for the development of the Facility Master Plan:

- The District will develop strategies to address both under-enrolled and overcrowded schools that may include boundary changes, grade level reassignment, modifications to transfer and space use policies and/or practices. Any strategies that address improving utilization should be vetted with the affected community for feedback before decisions are made.
 - Strategies for under-enrolled schools should begin with identifying the reasons for low enrollment. Attendance areas with declining neighborhood populations may benefit from boundary changes, grade level reassignments or consolidation. Schools with large numbers of students choosing to enroll at schools outside their neighborhood may benefit from the balanced and thoughtful addition of academic programs to retain and attract students or restricting out-migration via modifications to transfer policies or practices.
 - Strategies for overcrowded schools may include provisions for additional capacity.
 - The definition of optimal utilization may include available classrooms used to house district-wide staff or programs.
- The District will support the concept of designing and operating schools as centers of the community that support high-quality educational outcomes and encourage a mix of community use, services and programs through collaboration with other public and private entities, as defined by Board priorities or Board policy.
- The District will minimize disruption to the lives of students, families and community.
- Projected student enrollment will include students outside of attendance zone population.
- Absent exigent circumstances, the District, in consultation and collaboration with the affected campuses, should be given at least three years to implement a plan to bring enrollment within the target utilization range.

STRATEGIES

Strategy 1: Identify schools with a student enrollment / permanent capacity ratio that fall outside the target range of 75% to 115% and categorize as either under-enrolled or overcrowded.

Strategy 2: Analyze the causes for under-enrollment or overcrowding, and further categorize the schools as one of the following:

- Under-enrolled due to declining attendance area population;
- Under-enrolled due to high rates of out-migration, either via transfer or school choice options;
- Overcrowded due to attendance area population growth; or,
- Overcrowded due to high rates of in-migration, either via transfers or school choice options.

Strategy 3: Working with the affected school community, employ one of the following strategies to address under-enrolled schools with a declining attendance area population:

- Identify and employ programmatic changes that will attract students from other attendance areas to increase student enrollment and bring the permanent capacity / student enrollment ratios into the target range through the Biennial Academic and Facility Recommendations (BAFR) process;
- Identify and employ attendance boundary adjustments with proximate overcrowded school(s) to balance enrollment and bring the permanent capacity / student enrollment ratios into the target range; and/or,
- Identify and employ methods, such as Pre-K – 8 or Early Learning Centers, with proximate under-enrolled school(s) to bring the permanent capacity / student enrollment ratio into the target range.

Strategy 4: Working with the affected school community, employ one of the following strategies to address under-enrolled schools with high rates of out-migration:

- Identify and employ programmatic changes that will retain students within the attendance area to increase student enrollment and bring the permanent capacity / student enrollment ratios into the target range through the BAFR process; and/or,
- Analyze transfer and school choice policies for specific adjustments to limit or restrict transfers out of the under-enrolled attendance area.

Strategy 5: Working with the affected school community, employ one of the following strategies to address overcrowded schools with attendance area population growth:

- Identify and employ attendance area boundary adjustments with proximate under-enrolled schools to balance enrollment and bring the permanent capacity / student enrollment ratios into the target range;
- Identify and employ grade level reassignments, either to proximate under-enrolled schools or by adding capacity to proximate campuses via portable buildings or modular constructions to create grade specific learning centers (i.e. Pre-K Villages, Primary Centers, or 9th grade academy); and/or,
- Provide capacity additions through new facility construction strategies, either classroom additions or new schools, for future bond programs.
- Working with the affected school community, analyze transfer and school choice policies for specific adjustments to further limit or restrict transfers into the overcrowded school.

Strategy 6: Employ robust education and outreach efforts in the community regarding current programming.

EQUITY IN FACILITIES

GUIDING PRINCIPLE

The Facility Master Plan addresses equity in facilities based on current Educational Specifications for Board-approved programs at the campus level. These facilities will provide students access to quality academic and specialized programming and technology by constructing and/or renovating facilities through a strategic, phased modernization strategy.

Expectations for the development of the Facility Master Plan:

- Equity for facilities may require unequal investments among all facilities.
- The District will address facility needs through a process of long-range planning so that equity in facilities is achieved despite any perceived inequities of investment over short periods of time.
- Although complete compliance with current Educational Specifications is not always possible, meaningful improvements can often be developed to achieve the maximum equitable solution on a school-by-school basis.
- The District will ensure district-wide equity of facilities that supports the academic mission of the District within the context of the District's financial limitations.

STRATEGIES

- Strategy 1: Utilizing the District's Functional Equity (FE) and Educational Adequacy (EA) analyses, and other available assessment processes, identify and prioritize instructional and instructional support space deficiencies, conditions that inhibit the proper delivery of instruction, create schematic design solutions and associated cost models to address these deficiencies in an equitable manner.
- Strategy 2: Ensure that the District's Educational Specifications (Ed. Specs.) are updated on a four-year cycle to reflect the most current space and instructional support standards, so that they may be utilized as the design program for the construction of new schools and the renovation and expansion of existing schools in a manner that provides facility equity across the District.
- Strategy 3: Utilizing the District's Individual Campus Plan (ICP) process, receive feedback from all individual schools and support facilities relative to their space deficiencies when compared to current Ed. Specs., their instructional support deficiencies identified through the Educational Adequacy assessment process, and their existing site and building system deficiencies identified through the Facility Condition Assessment process, as part of consideration for a capital bond proposal.

ENVIRONMENTAL STEWARDSHIP AND SUSTAINABILITY

GUIDING PRINCIPLE

The Facility Master Plan will be developed to support and protect the environment and strengthen academics through the use of sustainable and conservation-focused practices for its buildings, grounds and equipment. The plan will be informed by best practices in daily operations of facilities and equipment using green energy, energy efficiency, resource recovery, water conservation, waste minimization and sustainable building practices.

Expectations for the development of the Facility Master Plan:

- The cost of energy improvements and sustainable construction will be considered as it relates to return on investment (ROI) such as new construction vs. retrofit costs of improvements.

STRATEGIES

- Strategy 1: Design, construct and operate high performance schools and other facilities that are sensitive to natural resource use; conserve energy and water; reduce pollution and waste; promote responsible land development; and deliver a high-quality in-door environment ensuring access to fresh air and daylight.
- Strategy 2: Ensure sustainable and conservation-focused practices for buildings, grounds and equipment are integrated into the District's design standards, and used in new construction and renovations.
- Strategy 3: Ensure decisions about energy improvements and sustainable construction are evaluated on the basis of return on investment by comparing new construction versus retrofit costs.
- Strategy 4: Identify and incorporate into AISD's Educational Specifications and design standards specific facility improvements needed to enhance the delivery of instruction related to environmental stewardship and sustainability.

COMMUNICATION AND COMMUNITY ENGAGEMENT

GUIDING PRINCIPLE -

The Facility Master Plan development process must provide multiple opportunities for meaningful input and varied means of engagement tailored to community needs.

Expectations for the development of the Facility Master Plan:

- Stakeholders include, but are not limited to, parents, staff, campus and community-based organizations, parent-teacher associations, the business community (e.g., chambers of commerce), neighborhood associations, historically under-represented communities, and other key community individuals or groups identified as key communicators.
- The District will strive to provide stakeholders an understanding of the content to educate and inform the public about the proposed Facility Master Plan, and provide opportunities for input as part of the decision-making process, and inform and educate school communities of the institutional facility investments over time at specific school sites.
- The District will engage affected communities to be partners in developing solutions.
- The District will show respect for the community by preserving the history of the community and those things (e.g., buildings) that are important to the community.
- The District will take into consideration the desires and needs of the campus.

STRATEGIES

- Strategy 1: Engage the larger AISD audience in FMP development, including activities such as community-wide meetings, Board-initiated community conversations, and webinars as established through the Board's Ad Hoc Committee on Community Engagement recommendations (attached), Board approved on October 28, 2013.
- Strategy 2: Reach out to Austin's diverse communities and organizations to encourage their participation in the Facility Master Plan development process. Engage the Spanish speaking community through the website, and other media in Spanish.
- Strategy 3: Use existing advisory bodies, such as the Community Bond Oversight Committee, Boundary Advisory Committee, and Environmental Stewardship Committee for input and feedback on the Facility Master Plan.
- Strategy 4: Incorporate the use of the Biennial Academic and Facilities Recommendation (BAFR) 18 month timeline, as approved in the Facility Master Plan Framework.