

White Paper:

Facility Condition Index (FCI) at Austin ISD

The assessment of school facilities and the development of long-range master plans, is Magellan Consulting's core business. District-wide master plans, by their very nature, recommend changes across a district. In nearly every district in which we work, there are building condition and student capacity challenges. Often, there exists enough capacity across the district when compared to total student enrollment; however, that capacity is rarely in the right place. In the last five years, every large urban district we have worked with has faced considerable loss of enrollment district-wide which eventually necessitates reducing overall footprint and closing schools. We typically see changes in educational programs that make the alignment of facilities a challenge, as curriculum and delivery methods are everevolving. Nearly 90 percent of our country's 21st century schools were designed and constructed in the 20th century, most in the mid 20th century, under an industrial age factory model with a long row of classrooms down a double-loaded corridor. The condition of schools, with the exception of very wealthy districts, is declining across the country. The recent economic climate is exacerbates this problem as maintenance funds are decreasing. Texas the new education funding system in Texas is placing greater emphasis on the use of Maintenance and Operations (M&O) funds. Unfortunately, deferred maintenance does not go away with reduced funding, and the unmet need continues to build until the cost to repair eventually exceeds the cost to replace the facility.

Commonly, communities have a widespread perception that school districts shape, hide, or manipulate building condition data to obtain a desired result. This perception may even result in a law suit, which creates the necessity to engage in projects that are driven by legal requirements. While years ago there may have been school districts that were guilty of these charges, particularly in the era of racial segregation and the court-ordered desegregation that followed, the fact is that we have not seen data manipulation at any of the districts in which we have worked for over a decade.

School district administrators and facility staffs continually request that we simplify the data and planning parameters. The process of engaging the community offers a broad spectrum of individuals who want to participate. These diverse groups of individuals may speak different languages, have different educational backgrounds, different levels of school planning experience. Some may have a deep understanding of mathematics and can easily read charts and graphs, while others will not. The main challenge herein, is that the amount and type of data used in the planning process is very complex. Depending upon the issue, capacity can include a variety of factors. Capacity may include only permanent space, or it may include both permanent and temporary space. Capacity can be adjusted for smaller class sizes, and utilization can affect capacity when smaller class sizes are required for special needs students. In addition, the Facility Condition Index FCI may include only current costs, or it may include a forecast of future system replacements that are going to occur within the next three to five years. Enrollment data is often complicated by official enrollment, staffing enrollment, average daily membership, and even the time of year. Although there is often a desire to simplify the information presented, it is not always possible to do so while maintaining access to the kinds of data that are presented in the complex planning process. The variables in data mean to the outside individual that numbers may be different from one context to another. Capacities change from year to year, buildings deteriorate on a daily basis, and enrollment fluctuates. School planners are always working with a moving target.





Since 1991, the facility management industry has used an index called the **FCI** to benchmark the relative condition of a group of schools. This index simply divides the identified repair costs in a facility by the total cost to replace the facility. For example, take a 100,000 square foot building that might

theoretically cost \$10 million to construct new and now has \$1 million in identified repairs. Dividing \$1 million by \$10 million results in an FCI of 10 percent. The National Association of College and University Business Officers has suggested for college planning that an FCI of less than 5 percent is good, an FCI between 5 and 10 percent is fair, and an FCI greater than 10 percent is poor. In K-12 public school planning, the gulf between 10 percent and 100 percent is just not stratified enough. For several years, Magellan Consulting has used the chart displayed to the right, with clients to provide a little more gradation.

We often find district-wide FCI averages in the 20 to 30 percent range. Schools in the 30 to 60 percent range are probably the most difficult to plan for long-term. Financial modeling has shown that over a 30-year period, schools that fall in the 65 percent or greater range are more cost-effective to replace than to repair. This is due to efficiency gains with more modern facilities and the value of the building at the end of the analysis period. Of course, FCI is not the only factor used to identify buildings that need renovation, replacement or even closure. Historical significance, enrollment trends, community sentiment, and the availability of capital are additional factors that are analyzed when making school facility decision.

FCI	Campuses
<10%	Repair
10-19%	Renovate
20-29%	
30-39%	
40-49%	
50-59%	
60-69%	Replace
70-79%	
80-89%	
90-100%	
>100%	

The FCI calculation, while seemingly simple, yields a consistent result that can commonly be compared across districts, as the same factors are almost always considered in deriving the numerator and the denominator. It should also be noted that there are nuances regarding the process for calculating FCI that must be understood.

FCI: The Denominator

The denominator is the bottom part of the equation and possibly the easiest with which to start. The denominator is the theoretical cost to replace the facility. It is important to recognize that this cost is based on the **replacement of a building with another facility that is the same size** and is fully code compliant. If, for example, you are comparing the FCI on a 3,450 square foot gymnasium building at a campus, the replacement cost is the theoretical cost to replace that same 3,450 square foot building. For the purpose of FCI, it is not important whether the district actually replaces that building. Depending on campus type and other factors that might include joint use, the district might decided to replace the 3,450 building with a 12,000 square foot gymnasium building that would be built to the district's current educational specifications and cost considerably more. For the purposes of FCI, we are trying to establish a benchmark to compare a group of facilities so the repair costs are compared to the theoretical cost to replace that same facility.

Since the replacement cost comparison is primarily driven by the type of facility (elementary school, middle school, high school, administration, etc.), a set of cost models have been developed that estimate the cost per square foot for new construction. The cost models take into account national industry averages from a recognized industry data source called RSMeans®, adjusted to Austin, Texas, as well as





the district's recent experience in the Austin construction market. The costs per square foot are then multiplied by the size of the school or building under consideration.

"Construction Cost" is a term that may mean different things to different people. To contractors, construction cost generally means the amount they are paid to construct the building, and that figure generally does not include a contingency for unforeseen conditions. To the school district facilities staff, construction cost typically refers to the planning budget to construct the building plus a small contingency for unforeseen conditions and may also include the cost to bring utilities to a site. To the school board, construction cost often means the total costs spent on the project which includes the architects' fees and the cost to manage the overall construction program. Therefore, it is important to be careful which costs to include in the replacement cost denominator calculation. For FCI purposes, we include all of the costs associated with completing the project for the amount of funding that is required in total. That includes the base construction cost (often referred to as "hard costs"); plus inflation; plus professional fees; plus administrative costs for testing, surveys, and advertising; plus management costs; plus contingencies; plus escalation to an estimated mid-point of construction (often referred to as "soft costs"). These total costs are significantly more than the base construction cost paid to the contractor. The following table shows the average costs used in determining the replacement cost for AISD, based on the building type and the buildings' gross square footage measured to the outside of exterior walls.

		ES	MS	HS	Admin	Portable
Square Feet		82,500	170,000	330,000	20,000	1,536
Cost / SqFt	\$	185.54	\$ 204.20	\$ 201.53	\$ 176.65	\$ 85.97
Construction Cost	\$	15,306,924.11	\$ 34,714,158.47	\$ 66,504,421.68	\$ 3,532,981.28	\$ 132,047.22
A/E Services	\$	1,224,553.93	\$ 2,777,132.68	\$ 5,320,353.73	\$ 317,968.32	\$ 11,884.25
Site/Survey		30,613.85	\$ 69,428.32	\$ 133,008.84	\$ 7,065.96	\$ 264.09
Permits/Fees		68,881.16	\$ 156,213.71	\$ 299,269.90	\$ 15,898.42	\$ 198.07
Testing	\$	114,801.93	\$ 260,356.19	\$ 498,783.16	\$ 26,497.36	\$ 660.24
Furn/Fixt/Equip (FF&E)	\$	918,415.45	\$ 2,082,849.51	\$ 3,990,265.30	\$ 141,319.25	\$ 7,262.60
Other	\$	612,276.96	\$ 1,388,566.34	\$ 2,660,176.87	\$ 137,654.34	\$ 6,602.36
Project Budget	\$	18,276,467	\$ 41,448,705	\$ 79,406,279	\$ 4,179,385	\$ 158,919
Program-level contg @ 10%		1,827,647	4,144,871	7,940,628	417,938	15,892
Program Management	\$	1,005,206	\$ 2,279,679	\$ 4,367,345	\$ 229,866	\$ 8,741
Escalation - 3 yrs. @ 5%	\$	3,431,999	\$ 7,783,337	\$ 14,911,101	\$ 784,815	\$ 29,842
Total Program Cost		24,541,319	\$ 55,656,592	\$ 106,625,354	\$ 5,612,004	\$ 213,393
Cost Per Square Feet	\$	297.47	\$ 327.39	\$ 323.11	\$ 280.60	\$ 138.93

FCI: The Numerator

The numerator is the top part of the equation and is a little more complicated. The numerator is the estimated cost to complete the repairs on the building in its current condition. This repair cost is generally considered to be like-for-like repairs. Within reason, the deficient conditions would be repaired or systems replaced to put the building into fully serviceable condition to meet current codes. This is where it gets complicated. In determining which costs to include in the repair cost, one has to consider if the same conditions would be included in the replacement facility. Classroom additions, for instance, would add square footage to the building. It would not be comparable to include the addition's new construction cost portion of the repaired facility to a facility of the same size, unless the square footage was added to the replacement facility cost estimate. One would not include building needs that have not yet occurred, also called "projected needs," as that would be comparing a building's future





state to that of what would be replaced today. Generally, studies or hazardous material costs that might be encountered even under a demolition scenario would not be included.

At AISD, the district retained a firm in 2006 to assess all of the facilities in the district and develop cost estimates to make needed repairs. That effort included a walkthrough of all facilities using architects and engineers to identify deficient conditions in the buildings. This survey focused, for the most part, on the condition of the existing buildings and did not include educational adequacy or functional equity type needs (more on that later). All of the identified needs were grouped into building systems, and a Uniformat® cost structure supported by RSMeans® nationally-based cost data adjusted to the Austin, Texas area was employed to develop consistent cost estimates across all schools. These cost estimates, using the industry standard line item costs, comprise the majority of the costs in the AISD facility assessment database and are included in the numerator of the FCI calculation. The construction cost value of all of these deficient conditions, prior to adding soft costs for professional fees, contingency, and escalation total approximately \$444.9 million.

However, the facility condition assessment did not focus on what the assessment industry calls "educational adequacy" items. Where a building assessment focuses on the condition of the building and what is broken, an educational adequacy assessment focuses on how well the school supports the instructional mission and looks objectively at what is missing. As part of this master planning effort, AISD conducted an educational adequacy assessment of all schools. This assessment made use of the district's educational specifications, supplemented with information collected during a three-day workshop that involved numerous staff, principals, and teachers. A set of standards was developed for each school type, the buildings typically found on the campus, and for each instructional space. These standards identified in detail the size of the teaching spaces, the number of students in each space, physical conditions, plumbing requirements, the number of computer outlets and electrical plugs, and the type of instructional support for each space, in addition to safety and supervision considerations. During the summer of 2010, a team of assessors went to each school and collected an inventory of each space at the classroom level. This data was then compared to the previously developed standards to identify when an individual space did not meet a specific standard. When an item did not meet the standard, the condition was noted and a line item was added to the assessment database with a budget to correct that condition. This has resulted in the identification of approximately \$184.8 million in educational adequacy-related deficiencies.

The combination of the building condition and the educational adequacy items currently represents over 41,000 line items district-wide. Base costs must added up to provide a total that is comparable to the replacement cost total program budgets use as the denominator of the calculation. Again, the design and construction industry commonly refers to these costs as "soft costs." The soft costs factoring is done at a deficiency level, and every deficiency receives a specific cost allocation. The facilities staff of AISD has conducted a review of recent projects to gain a better understanding of the associated costs based on a variety of different types of repairs. The district has an established default soft costs factor that is added to deficiencies of a standard nature. However, air conditioning and mechanical-related deficiencies are typically done by mechanical contractors that may require additional engineering requirements. For this reason, a separate model was established for all HVAC/mechanical repairs. For life safety-related deficiencies, including security cameras and alarms, the costs are primarily equipment related and do not have requirements for design and engineering so they too have their own model. The deficiencies noted for ADA repairs were developed under a slightly different cost structure so a different factor is applied to these items to provide consistent cost estimates at the project level. Finally, the functional equity needs for additions and new construction on existing campuses have their





own soft cost model. The following chart shows the percentage factors that are applied to every \$100 of estimated repair cost to derive the total repair cost figure used in calculating the FCI.

	Default	HVAC	Life Safety	ADA	Equity
Cost Basis	\$ 100.00	\$ 100.00	\$ 100.00	\$ 100.00	\$ 100.00
Construction Cost	\$ 138.46	\$ 138.46	\$ 103.46	\$ 196.37	\$ 196.37
A/E Services	\$ 20.77	\$ 20.77	\$ 4.14	\$ 29.46	\$ 29.46
Permits/Fees	\$ 0.62	\$ 0.62	\$ 0.47	\$ 0.88	\$ 0.88
Testing	\$ 0.42	\$ 0.42	\$ -	\$ 0.59	\$ 0.59
Other	\$ 23.26	\$ 28.11	\$ 1.34	\$ 32.99	\$ 32.99
Project Budget	\$ 184	\$ 188	\$ 109	\$ 260	\$ 260
Program-level contg @ 10%	18	19	11	26	26
Program Management	\$ 10	\$ 10	\$ 6	\$ 14	\$ 14
Escalation - 3 yrs. @ 5%	\$ 34	\$ 35	\$ 21	\$ 49	\$ 49
Total Program Cost	\$ 246	\$ 253	\$ 147	\$ 350	\$ 350
Soft Cost Factor (%)	78%	83%	42%	78%	78%

The total facility condition cost totals approximately \$963.1 million after adding soft costs to the costs for correcting deficient building and ADA conditions and the educational adequacy costs. During the August work sessions, the need was approximated at \$875 million, but at that time it was believed that the need would eventually be lowered as data was reviewed. The \$875 million figure really represented the total construction cost (hard cost) required to correct current deficiencies. Indeed the comparable cost has decreased to about \$558.4 million; however, the overall total need is now about \$1.1 billion, including functional equity needs at 44 campuses (discussed in more detail below). Since the August worksession:

- I Deficiencies have been reviewed and, in some cases, modified by AISD facilities staff (part of ongoing AISD facility management procedures) decreased cost.
- 2 Overlapping cost between ADA studies and building condition deficiencies have been addressed decreased cost.
- 3 Overlapping cost between functional equity deficiencies, ADA deficiencies, and building condition deficiencies have been addressed decreased cost.
- **4** Overlapping cost between educational adequacy deficiencies and building condition deficiencies have been addressed decreased cost.
- **5** Location factor that adjusts RSMeans® data to the Austin area has been corrected decreased cost.
- **6** Algorithm that applies the location factor to RSMeans® data has been corrected decreased cost.
- **7** Revised soft cost models have been developed and applied to accurately reflect the total cost required to correct deficiencies in a potential capital improvement program increased cost.

Functional equity needs are different from educational adequacy needs. Educational adequacy is an analysis of the existing conditions to determine if they meet the district's educational specifications and to determine which corrections can logically be made to achieve the standards in an existing structure. Functional equity is an analysis comparing the area allocations for areas within the school to determine if they meet the current educational specifications based on the target number of students at the school. This analysis has resulted in the recommendation for additions to expand libraries, gymnasiums, cafeterias, administration spaces, and classrooms at several locations. These additions constitute new space and are therefore not included in the calculation of the FCI. A summary of the functional equity improvements, although not included in the FCI calculation, is included for reference below.





Functional Equity Additions / Renovations

School	Number and Name	Library	Gym	Cafeteria	Admin	Classroom	Total
009	Anderson HS	-	7,558,381	-	-	737,651	8,296,032
002	Austin HS	93,707	1,000,768	-	341,590	6,583,925	8,019,990
005	McCallum HS	1,056,715	974,456	-	-	_	2,031,171
007	Travis HS		497,614	-	_	_	497,614
						10.000 100	
054	Bedichek MS	1,226,494	1,200,183	-	279,273	10,809,492	13,515,442
046	Burnet MS	-	-	1,121,709	-	-	1,121,709
057	Covington MS	-	-	-	-	1,256,499	1,256,499
055	Dobie MS	-	4,791,499	778,272	-	290,814	5,860,584
051	Martin MS	830,896	1,996,919	-	-	-	2,827,815
058	Mendez MS	-	-	-	-	1,323,155	1,323,155
052	Murchison MS	382,212	-	791,197	252,361	6,564,076	7,989,847
047	O. Henry MS	-	-	702,568	-	2,492,687	3,195,256
048	Pearce MS	-	-	-	-	751, 4 99	751,499
053	Webb MS	-	-	-	703,953	-	703,953
142	Allan ES	756,946	-	-	-	-	756,946
102	Andrews ES	1,197,967	110,786	=	-	-	1,308,753
149	Barrington ES	-	2,377,285	119,095	-	-	2,496,380
107	Brentwood ES	-	720,110	718,725	-	-	1,438,834
109	Brown ES	101,554	2,561,928	-	-	-	2,663,482
161	Cook ES	-	2,949,680	115,402	-	-	3,065,082
113	Cunningham ES	-	2,543,464	115,402	812,893	-	3,471,759
114	Dawson ES	-	913,985	-	284,351	-	1,198,336
154	Doss ES	-	-	-	486,074	-	486,074
116	Govalle ES	847,514	2,460,375	-	177,258	-	3,485,146
117	Gullett ES	1,154,714	482,843	1,442,527	698,414	1,307,276	5,085,774
119	Highland Park ES	-	886,289	796,275	-	517,002	2,199,566
155	Hill ES	-	2,404,981	135,713	-	-	2,540,694
162	Houston ES	-	191,106	=	-	-	191,106
120	Joslin ES	960,146	-	580,704	-	-	1,540,850
160	Linder ES	2,901,672	2,331,124	109,863	-	109,863	5,452,522
122	Maplewood ES	-	=	1,315,585	-	76,858	1,392,443
123	Mathews ES	-	-		47,777	2,160,329	2,208,105
150	Norman ES	516,771	-	268,195	670,256	-	1,455,222
151	Pillow ES	1,140,404	-	-	979,995	-	2,120,400
130	Pleasant Hill ES	-	-	-	33,697	249,269	282,966
136	St. Elmo ES		809,200	-	-	517,002	1,326,202
127	Sanchez ES	-	2,441,910	168,026	-	-	2,609,936
139	Sims ES	-	717,340	-	-	-	717,340
158	Sunset Valley ES	-	1,955,836	-	101,554	-	2,057,390
140	Travis Heights ES	-	-	-	978,611	-	978,611
166	Williams ES		1,695,489	-	-	-	1,695,489
157	Winn ES	2,880,438	2,654,250	839,205	-	124,634	6,498,528
144	Wooten ES	-	406,216	-	704,415	-	1,110,631
146	Zilker ES	-	2,409,598	-	-	1	2,409,598

Figures have been adjusted to eliminate overlap between Condition Assessment and ADA Studies





FCI Results

For AISD, the FCI calculations include the building condition assessment results, the educational adequacy assessment results, and the type one and two ADA compliance considerations and then compare them to the cost of replacing the same facility. These FCI figures provide a benchmark that can be used to consistently compare AISD facilities district-wide. The planning team refers to the FCI to aid in decision making when a school or building is subject to renovation, when a change in educational program is contemplated, or when the school is targeted for replacement, consolidation, or closure for efficiency reasons. It is not the principle driver, but rather a supporting consideration to guide the district and hopefully prohibit the district from making additional investment into a building that is close to or has reached the end of its serviceable life. The following chart is a summary of all of the district's facilities by FCI. The one school that falls in the 70-79 percent range is Pease Elementary, a historic location celebrated as the longest operating public school in the state.

FCI		Camp	uses
<10%	Re	pair	18
10-19%	Ren	ovate	35
20-29%			30
30-39%	***************************************		31
40-49%			9
50-59%	***************************************		2
60-69%	ŀ	Replace	: <mark>-</mark>
70-79%			I
80-89%			-
90-100%	000mmm00mm00mmm00		_
>100%	***************************************		-
Total			126



AISD S	chool/Facility FCI Summary											Total minus NC				
İ	,									Pi	riorities 1-5	and Some ADA				
											Total Facility		Total			
		Grades					Total Priority				Condition	FCI Related	Replacement		Functional	Educational
No.	Campus Name	Served	Age	Site	Priority I	Priority 2	I and 2	Priority 3	Priority 4	Priority 5	Cost	Facility Cost	Cost	FCI	Equity	Adequacy
Elementa	ary Schools															
142	Allan Elementary School	PK-5	1957	19.5	\$ 1,254,683	\$ 1,688,882	\$ 2,943,565	\$ 6,645,881	\$ 558,919	\$ 1,074,557 \$	11,222,922	\$ 10,148,366	\$ 33,497,560	30.3%	\$ 1,030,588	\$ 1,511,428
101	Allison Elementary School	PK-6	1955	10.7	\$ 173,617	\$ 1,354,132	\$ 1,527,749	\$ 2,450,503	\$ 210,014	\$ 10,288 \$	4,198,553	\$ 4,188,265	\$ 20,556,998	20.4%	\$ -	\$ 907,125
102	Andrews Elementary School	PK-5	1962	7.7	\$ 573,941	\$ 2,633,109	\$ 3,207,050	\$ 3,502,631	\$ 190,659	\$ 1,517,264 \$	8,417,604	\$ 6,737,774	\$ 21,020,456	32.1%	\$ 1,453,514	\$ 1,030,292
187	Baldwin Elementary School	PK-5	2010	0.0	\$ -	\$ -	\$ -	\$ -	\$ -	\$ - \$	-	\$ -	\$ -	0.0%	\$ -	\$ -
182	Baranoff Elementary School	K-5	1999	15.6	\$ 197,873	\$ 531,250	\$ 729,123	\$ 1,814,399	\$ 277,997	\$ 121,554 \$	5 2,943,072	\$ 2,821,518	\$ 25,651,479	11.0%	\$ -	\$ 1,069,123
149	Barrington Elementary School	PK-6	1969	12.1	\$ 329,948	\$ 476,461	\$ 806,409	\$ 5,220,479	\$ 311,342	\$ 2,708,483 \$	9,046,714	\$ 6,338,231	\$ 29,888,351	21.2%	\$ 2,688,134	\$ 1,146,187
103	Barton Hills Elementary School	K-6	1964	9.9	\$ 1,022,269	\$ 236,671	\$ 1,258,939	\$ 2,637,192	\$ 447,186	\$ 2,391 \$	4,345,708	\$ 4,343,317	\$ 14,588,847	29.8%	\$ -	\$ 439,914
104	Becker Elementary School	PK-5	1936	3.7	\$ 1,114,902	\$ 2,117,554	\$ 3,232,456	\$ 3,621,985	\$ 252,949	\$ 118,363 \$	7,225,752	\$ 7,107,389	\$ 18,663,896	38.1%	\$ -	\$ 977,746
105	Blackshear Elementary School	PK-5	1903	5.3	\$ 188,148	\$ 2,178,265	\$ 2,366,412	\$ 4,202,512	\$ 796,536	\$ 58,019 \$	7,423,480	\$ 7,365,461	\$ 21,038,900	35.0%	\$ -	\$ 705,474
106	Blanton Elementary School	PK-5	1964	8.0	\$ 642,778	\$ 1,082,233	\$ 1,725,011	\$ 2,850,419	\$ 230,709	\$ 59,146 \$	4,865,285	\$ 4,806,139	\$ 24,561,843	19.6%	\$ -	\$ 1,313,917
185	Blazier Elementary School	PK-5	2008	15.4	\$ 136,781	\$ 177,879	\$ 314,660	\$ 897,555	\$ 205,711	\$ - \$	1,417,926	\$ 1,417,926	\$ 27,857,817	5.1%	\$ -	\$ 978,883
170	Boone Elementary School	PK-5	1986	12.5	\$ 489,966	\$ 135,370	\$ 625,336	\$ 2,854,265	\$ 348,141	\$ 318,391 \$	4,146,133	\$ 3,827,742	\$ 21,920,602	17.5%	\$ -	\$ 991,368
107	Brentwood Elementary School	PK-5	1951	16.7	\$ 286,613	\$ 693,809	\$ 980,422	\$ 3,381,304	\$ 190,212	\$ 1,625,875 \$	6,177,813	\$ 4,551,938	\$ 19,622,049	23.2%	\$ 1,622,094	\$ 973,002
108	Brooke Elementary School	PK-5	1954	5.9	\$ 466,533	\$ 728,683	\$ 1,195,217	\$ 2,708,300	\$ 262,136	\$ 37,886 \$	4,203,538	\$ 4,165,652	\$ 16,699,995	24.9%	\$ -	\$ 888,465
109	Brown Elementary School	PK-6	1957	10.1	\$ 1,580,199	\$ 1,153,153	\$ 2,733,352	\$ 1,909,309	\$ 635,293	\$ 2,665,997 \$	7,943,951	\$ 5,277,954	\$ 18,761,168	28.1%	\$ 2,663,484	\$ 801,611
110	Bryker Woods Elementary School	K-6	1939	6.3	\$ 189,411	\$ 1,119,527	\$ 1,308,938	\$ 2,979,081	\$ 348,606	\$ 44,654 \$	4,681,279	\$ 4,636,625	\$ 13,901,689	33.4%	\$ -	\$ 863,756
Ш	Campbell Elementary School	PK-5	1992	9.7	\$ 311,592	\$ 379,698	\$ 691,291	\$ 3,030,703	\$ 197,160	\$ 377,355 \$	4,296,509	\$ 3,919,154	\$ 18,838,511	20.8%	\$ -	\$ 766,024
173	Casey Elementary School	PK-5	1998	17.9	\$ 332,832	\$ 218,621	\$ 551,453	\$ 1,280,715	\$ 2,281,070	\$ 78,748 \$	4,191,986	\$ 4,113,238	\$ 24,702,547	16.7%	\$ -	\$ 930,563
112	Casis Elementary School	PK-5	1951	14.2	\$ 280,022	\$ 632,024	\$ 912,046	\$ 3,096,268	\$ 731,873	\$ 60,579	4,800,767	\$ 4,740,187	\$ 27,288,458	17.4%	\$ -	\$ 1,460,287
184	Clayton Elementary School	K-5	2006	16.8	\$ 136,427	\$ 382,446	\$ 518,872	\$ 1,142,866	\$ 215,392	\$ - \$	1,877,130	\$ 1,877,130	\$ 31,551,211	5.9%	\$ -	\$ 1,404,862
161	Cook Elementary School	K-5	1974	12.7	\$ 847,723	\$ 3,046,998	\$ 3,894,721	\$ 2,836,484	\$ 275,616	\$ 3,529,726 \$	10,536,548	\$ 7,006,822	\$ 25,515,832	27.5%	\$ 3,472,684	\$ 1,093,546
183	Cowan Elementary School	PK-5	1999	22.5	\$ 441,004	\$ 282,482	\$ 723,486	\$ 1,163,772	\$ 269,668	\$ 287,289 \$	2,444,215	\$ 2,156,926	\$ 23,634,032	9.1%	\$ -	\$ 1,007,303
113	Cunningham Elementary School	PK-5	1963	8.8	\$ 174,656	\$ 203,988	\$ 378,644	\$ 8,662,602	\$ 475,256	\$ 3,523,663 \$	13,040,166	\$ 9,488,259	\$ 27,695,695	34.3%	\$ 3,471,761	\$ 1,336,362
179	Davis Elementary School	PK-5	1993	13.2	\$ 375,946	\$ 245,779	\$ 621,725	\$ 4,466,364	\$ 242,164	\$ 172,691 \$	5,502,944	\$ 5,330,253	\$ 22,832,945	23.3%	\$ -	\$ 1,062,050
114	Dawson Elementary School	PK-5	1954	8.7	\$ 825,023	\$ 1,788,448	\$ 2,613,471	\$ 2,164,807	\$ 124,053	\$ 1,374,936 \$	6,277,266	\$ 4,902,331	\$ 18,054,973	27.2%	\$ 1,332,942	\$ 812,429
154	Doss Elementary School	PK-5	1970	9.7	\$ 277,493	\$ 1,753,192	\$ 2,030,684	\$ 3,366,419	\$ 262,383	\$ 585,467 \$	6,244,954	\$ 5,659,486	\$ 21,571,372	26.2%	\$ 548,668	\$ 867,630
176	Galindo Elementary School	PK-5	1989	10.8	\$ 718,525	\$ 472,173	\$ 1,190,697	\$ 1,724,238	\$ 237,955	\$ 162,944 \$	3,315,834	\$ 3,152,890	\$ 27,712,949	11.4%	\$ -	\$ 1,255,082
116	Govalle Elementary School	PK-5	1940	8.4	\$ 340,133	\$ 1,139,527	\$ 1,479,660	\$ 4,269,803	\$ 1,386,730	\$ 3,711,107 \$	10,847,299	\$ 7,136,192	\$ 23,095,017	30.9%	\$ 3,614,398	\$ 935,305
159	Graham Elementary School	PK-5	1972	9.9	\$ 776,380	\$ 3,942,191	\$ 4,718,571	\$ 2,175,356	\$ 462,863	\$ 145,540 \$	7,502,330	\$ 7,356,790	\$ 24,196,550	30.4%	\$ -	\$ 874,097
117	Gullett Elementary School	K-5	1956	17.9	\$ 296,279	\$ 477,899	\$ 774,178	\$ 3,404,040	\$ 278,491	\$ 5,578,522 \$	10,035,231	\$ 4,456,709	\$ 15,275,706	29.2%	\$ 5,538,153	\$ 1,100,391
118	Harris Elementary School	PK-5	1955	7.3	\$ 168,662	\$ 462,786	\$ 631,447	\$ 3,593,988	\$ 351,166	\$ 26,321 \$	4,602,922	\$ 4,576,600	\$ 21,247,129	21.5%	\$ -	\$ 1,301,321
163	Hart Elementary School	PK-5	1998	15.7	\$ 440,103	\$ 429,303	\$ 869,405	\$ 1,705,738	\$ 330,538	\$ 150, 4 02 \$	3,056,083	\$ 2,905,681	\$ 28,219,837	10.3%	\$ -	\$ 1,071,119
119	Highland Park Elementary School	K-5	1952	6.3	\$ 378,590	\$ 549,487	\$ 928,077	\$ 5,117,848	\$ 220,844	\$ 2,357,371 \$	8,624,139	\$ 6,266,769	\$ 20,158,386	31.1%	\$ 2,314,969	\$ 1,112,435
155	Hill Elementary School	PK-5	1970	8.9	\$ 369,298	\$ 762,743	\$ 1,132,041	\$ 4,753,883	\$ 395,173	\$ 2,849,188 \$	9,130,285	\$ 6,281,096	\$ 23,453,170	26.8%	\$ 2,816,276	\$ 921,105
162	Houston Elementary School	PK-5	1976	13.8	\$ 347,984	\$ 5,056,005	\$ 5,403,989	\$ 4,782,952	\$ 313,940	\$ 513,050 \$	11,013,932	\$ 10,500,882	\$ 28,771,349	36.5%	\$ 452,838	\$ 1,698,239
178	Jordan Elementary School	PK-5	1992	11.5	\$ 344,244	\$ 526,308	\$ 870,552	\$ 4,497,788	\$ 305,917	\$ 366,415 \$	6,040,673	\$ 5,674,257	\$ 25,804,974	22.0%	\$ -	\$ 1,294,151
120	Joslin Elementary School	PK-5	1954	5.1	\$ 365,427	\$ 1,658,814	\$ 2,024,241	\$ 3,828,081	\$ 489,316	\$ 1,761,730 \$	8,103,367	\$ 6,341,638	\$ 15,618,987	40.6%	\$ 1,726,417	\$ 905,386
180	Kiker Elementary School	K-5	1992	12.4	\$ 465,453	\$ 285,692	\$ 751,145	\$ 3,481,469	\$ 231,480	\$ 270,058 \$	4,734,153	\$ 4,464,095	\$ 27,275,667	16.4%	\$ -	\$ 945,244
172	Kocurek Elementary School	PK-5	1986	12.3	\$ 276,757		\$ 1,015,969	\$ 4,710,718	\$ 337,850		6,148,946	\$ 6,064,538	\$ 23,816,680	25.5%	\$ -	\$ 1,239,761
168	Langford Elementary School	PK-5	1980	10.7	\$ 543,183	\$ 5,823,122	\$ 6,366,305	\$ 2,847,265	\$ 293,128	\$ 600,073 \$	10,106,772	\$ 9,506,698	\$ 28,303,131	33.6%	\$ -	\$ 1,519,228
121	Lee Elementary School	K-6	1939	4.8	\$ 426,784	\$ 1,565,236	\$ 1,992,020	\$ 3,564,212	\$ 200,247		5,793,153	\$ 5,756,478	\$ 13,990,931	41.1%	\$ -	\$ 1,268,395
160	Linder Elementary School	PK-5	1972	9.1	\$ 170,717		\$ 1,657,659	\$ 3,064,256	\$ 373,892		10,920,607	\$ 5,095,807	\$ 25,625,896	19.9%	\$ 5,754,971	\$ 876,187
131	Lucy Read Pre-K School	PK	1961	9.9	\$ 191,332		\$ 1,034,762	\$ 1,221,125	\$ 154,414		2,419,771	\$ 2,410,301	\$ 21,971,173	11.0%	\$ -	\$ 715,064
122	Maplewood Elementary School	PK-6	1951	6.4	\$ 1,630,235		\$ 1,997,762	\$ 3,955,287	\$ 119,540	L	8,078,158	\$ 6,072,588	\$ 16,243,675	37.4%	\$ 1,958,007	\$ 648,571
123	Mathews Elementary School	PK-6	1916	2.3	\$ 103,898		\$ 1,511,822	\$ 2,537,969	\$ 285,980		6,618,692	\$ 4,335,770	\$ 13,897,228	31.2%	\$ 2,258,699	\$ 841,669
165	McBee Elementary School	K-5	1999	10.9	\$ 237,524	\$ 319,343	\$ 556,867	\$ 1,036,048	\$ 242,383	\$ 57,384 \$	1,892,682	\$ 1,835,298	\$ 23,236,719	7.9%	\$ -	\$ 883,087

AISD School/Facility FCI Summary

		Grades						To	tal Priority	
No.	Campus Name	Served	Age	Site	P	riority I	F	Priority 2		I and 2
147	Menchaca Elementary School	PK-5	1975	19.8	\$	237,446	\$	4,313,709	\$	4,551,155
124	Metz Elementary School	PK-5	1993	6.4	\$	245,693	\$	2,198,147	\$	2,443,840
181	Mills Elementary School	PK-5	1998	10.7	\$	254,583	\$	438,024	\$	692,608
150	Norman Elementary School	PK-5	1970	10.2	\$	491,997	\$	1,618,873	\$	2,110,870
148	Oak Hill Elementary School	PK-5	1974	13.7	\$	577,910	\$	2,562,750	\$	3,140,659
125	Oak Springs Elementary School	PK-5	1958	8.6	\$	436,196	\$	1,544,778	\$	1,980,974
156	Odom Elementary School	PK-5	1970	8.6	\$	314,793	\$	555,080	\$	869,872
126	Ortega Elementary School	PK-5	1959	7.4	\$	554,133	\$	2,585,580	\$	3,139,712
189	Overton Elementary School	PK-5	2007	70.4	\$	129,148	\$	222,703	\$	351,852
171	Palm Elementary School	PK-5	1987	13.2	\$	326,618	\$	355,630	\$	682,248
143	Patton Elementary School	PK-5	1986	24.1	\$	553,125	\$	1,351,958	\$	1,905,083
128	Pease Elementary School	K-6	1876	2.8	\$	366,438	\$	2,838,820	\$	3,205,258
129	Pecan Springs Elementary School	PK-5	1957	7.6	\$	204,113	\$	354,593	\$	558,706
190	Perez Elementary School	PK-5	2006	28.0	\$	1,206,199	\$	216,162	\$	1,422,361
164	Pickle Elementary School	PK-5	2001	17.5	\$	267,092	\$	283,194	\$	550,286
151	Pillow Elementary School	PK-5	1969	10.0	\$	223,451	\$	347,521	\$	570,972
130	Pleasant Hill Elementary School	PK-5	1985	10.1	\$	338,974	\$	421,776	\$	760,750
132	Reilly Elementary School	PK-5	1954	10.8	\$	397,166	\$	785,780	\$	1,182,946
133	Ridgetop Elementary School	PK-5	1939	5.0	\$	165,485	\$	1,164,852	\$	1,330,337
174	Rodriguez Elementary School	PK-5	1999	15.0	\$	229,804	\$	335,591	\$	565,395
127	Sanchez Elementary School	PK-5	1976	9.2	\$	169,463	\$	3,527,025	\$	3,696,487
139	Sims Elementary School	PK-5	1956	8.4	\$	929,492	\$	624,530	\$	1,554,022
136	St. Elmo Elementary School	PK-5	1960	9.4	\$	516,693	\$	681,703	\$	1,198,396
138	Summitt Elementary School	PK-5	1986	14.5	\$	459,077	\$	411,250	\$	870,328
158	Sunset Valley Elementary School	PK-5	1971	10.4	\$	170,770	\$	2,801,633	\$	2,972,404
140	Travis Heights Elementary School	PK-5	1938	3.2	\$	964,451	\$	2,480,760	\$	3,445,212
141	Walnut Creek Elementary School	K-6	1961	11.5	\$	378,361	\$	1,157,572	\$	1,535,934
175	Widen Elementary School	PK-5	1986	10.7	\$	344,749	\$	519,889	\$	864,638
166	Williams Elementary School	PK-5	1976	14.0	\$	207,027	\$	3,996,735	\$	4,203,762
157	Winn Elementary School	PK-5	1970	10.0	\$	449,115	\$	758,666	\$	1,207,781
152	Wooldridge Elementary School	K-5	1969	11.6	\$	681,037	\$	1,779,983	\$	2,461,020
144	Wooten Elementary School	PK-5	1955	6.7	\$	1,154,161	\$	3,089,669	\$	4,243,830
145	Zavala Elementary School	PK-6	1937	3.4	\$	874,332	\$	410,359	\$	1,284,691
146	Zilker Elementary School	PK-6	1950	11.8	\$	895,527	\$	1,978,488	\$	2,874,015

					orities 1-5		and Some ADA
					otal Facility		
					Condition		FCI Related
Priority 3	F	Priority 4	Priority 5		Cost	_	Facility Cost
\$ 2,516,965	\$	693,652	\$ 82,611	\$	7,844,383		\$ 7,761,772
\$ 3,224,075	\$	239,898	\$ 213,073	\$	6,120,886		\$ 5,907,813
\$ 2,241,637	\$	604,743	\$ 163,005	\$	3,701,993		\$ 3,538,989
\$ 3,488,359	\$	249,133	\$ 1,961,658	\$	7,810,019		\$ 5,819,127
\$ 5,082,614	\$	417,412	\$ 46,822	\$	8,687,508		\$ 8,640,685
\$ 1,913,526	\$	218,887	\$ 30,328	\$	4,143,715		\$ 4,113,386
\$ 3,051,516	\$	304,204	\$ 75,095	\$	4,300,687		\$ 4,225,593
\$ 2,666,838	\$	188,616	\$ 55,295	\$	6,050,462		\$ 5,995,167
\$ 812,642	\$	285,677	\$ -	\$	1,450,171		\$ 1,450,17
\$ 1,716,073	\$	302,890	\$ 156,623	\$	2,857,834		\$ 2,701,21
\$ 2,641,513	\$	172,467	\$ 309,114	\$	5,028,177		\$ 4,719,062
\$ 4,030,819	\$	795,232	\$ 51,831	\$	8,083,139		\$ 8,031,308
\$ 5,221,971	\$	1,542,355	\$ 90,134	\$	7,413,166		\$ 7,323,032
\$ 1,028,182	\$	150,809	\$ -	\$	2,601,352		\$ 2,601,352
\$ 1,241,301	\$	347,992	\$ 116,853	\$	2,256,432		\$ 2,139,580
\$ 7,437,607	\$	293,128	\$ 2,716,120	\$	11,017,828		\$ 8,301,708
\$ 3,408,419	\$	101,031	\$ 473,908	\$	4,744,109		\$ 4,270,200
\$ 2,658,687	\$	203,051	\$ 11,517	\$	4,056,202		\$ 4,044,685
\$ 1,527,895	\$	899,377	\$ 22,541	\$	3,780,150		\$ 3,757,609
\$ 1,437,448	\$	305,732	\$ 64,181	\$	2,372,756		\$ 2,308,575
\$ 2,600,313	\$	340,250	\$ 2,934,744	\$	9,571,794		\$ 6,637,050
\$ 4,091,216	\$	273,990	\$ 868,224	\$	6,787,451		\$ 5,919,228
\$ 4,849,681	\$	238,602	\$ 1,342,548	\$	7,629,227		\$ 6,286,679
\$ 5,355,622	\$	258,428	\$ 177,876	\$	6,662,254		\$ 6,484,378
\$ 5,549,996	\$	235,908	\$ 2,385,867	\$	11,144,175		\$ 8,758,308
\$ 3,035,427	\$	505,213	\$ 1,545,119	\$	8,530,971		\$ 6,985,852
\$ 2,650,418	\$	199,636	\$ 10,090	\$	4,396,078		\$ 4,385,988
\$ 2,387,370	\$	207,421	\$ 244,825	\$	3,704,253		\$ 3,459,428
\$ 3,314,316	\$	634,239	\$ 2,107,462	\$	10,259,778		\$ 8,123,194
\$ 2,895,852	\$	360,778	\$ 6,696,886	\$	11,161,297		\$ 4,464,41
\$ 3,258,538	\$	345,503	\$ 3,072	\$	6,068,132		\$ 6,065,060
\$ 6,189,133	\$	541,732	\$ 1,429,495	\$	12,404,189		\$ 10,974,694
\$ 5,062,642	\$	414,056	\$ 19,700	\$	6,781,088		\$ 6,761,389
\$ 6,699,936	\$	776,182	\$ 2,565,129	\$	12,915,262		\$ 10,350,133
				•			

Total minus NC

	Total					
Re	eplacement		F	unctional	E	ducational
	Cost	FCI		Equity		Adequacy
\$	21,040,089	36.9%	\$	-	\$	1,093,862
\$	19,328,741	30.6%	\$	-	\$	958,961
\$	27,859,900	12.7%	\$	-	\$	1,316,271
\$	17,864,592	32.6%	\$	1,896,243	\$	880,325
\$	25,741,908	33.6%	\$	-	\$	1,650,197
\$	15,839,115	26.0%	\$	-	\$	712,476
\$	22,017,089	19.2%	\$	-	\$	783,022
\$	14,984,780	40.0%	\$	-	\$	794,706
\$	30,773,624	4.7%	\$	-	\$	1,014,803
\$	24,438,393	11.1%	\$		\$	1,129,509
\$	26,010,525	18.1%	\$	•	\$	969,016
\$	10,597,089	75.8%	\$		\$	743,252
\$	19,694,928	37.2%	\$		\$	1,346,708
\$	29,028,065	9.0%	\$	-	\$	1,027,736
\$	37,780,539	5.7%	\$	-	\$	1,225,897
\$	19,335,286	42.9%	\$	2,695,012	\$	1,237,573
\$	21,837,014	19.6%	\$	367,071	\$	767,791
\$	14,216,116	28.5%	\$	-	\$	623,670
\$	11,956,232	31.4%	\$	-	\$	492,082
\$	28,810,020	8.0%	\$	-	\$	1,238,887
\$	25,069,329	26.5%	\$	2,843,511	\$	1,158,542
\$	15,016,609	39.4%	\$	837,082	\$	928,787
\$	15,255,478	41.2%	\$	1,326,203	\$	1,045,047
\$	25,777,010	25.2%	\$	-	\$	1,075,677
\$	20,685,803	42.3%	\$	2,339,157	\$	1,005,839
\$	19,096,715	36.6%	\$	1,471,609	\$	991,804
\$	28,685,677	15.3%	\$		\$	1,064,371
\$	26,737,543	12.9%	\$	-	\$	1,026,980
\$	22,031,262	36.9%	\$	2,037,080	\$	1,806,830
\$	19,839,796	22.5%	\$	6,617,626	\$	1,369,856
\$	26,329,413	23.0%	\$	-	\$	961,821
\$	21,453,872	51.2%	\$	1,380,857	\$	1,403,037
\$	20,624,524	32.8%	\$	-	\$	1,032,634
\$	18,351,848	56.4%	\$	2,409,599	\$	1,023,970

AISD S	chool/Facility FCI Summary											Priorities 1-5		al minus NC I Some ADA	Total					
No.	Campus Name	Grades Served	Age	Site	Priority I	Priority 2	Total Priority I and 2	ı	Priority 3	Priority 4	Priority 5	Total Facility Condition Cost		CI Related	Replacement Cost	FCI	F	Functional Equity		ducational Adequacy
Middle So	chools																			
059	Bailey Middle School	6-8	1993	41.3	\$ 718,590	\$ 2,307,324 \$	3,025,915	\$	4,249,984	\$ 1,260,797	\$ 175,348	\$ 8,712,044	\$	8,538,264	\$ 52,022,435	16.4%	\$	_	\$	2,483,427
054	Bedichek Middle School	6-8	1972	23.3	\$ 6,051,876	\$ 3,947,712 \$	9,999,588	\$	4,289,394	\$ 1,517,014		\$ 29,626,237	\$	15,805,996	\$ 51,604,343		\$	13,761,948	\$	2,467,186
046	Burnet Middle School	6-8	1961	23.7	\$ 696,528	\$ 7,228,821 \$	7,925,349	\$	8,242,121	\$ 1,461,392		\$ 18,856,946	\$	17,628,862	\$ 51,140,088	34.5%	\$	1,167,871	\$	2,786,054
057	Covington Middle School	6-8	1986	21.3	\$ 961,398	\$ 3,791,641 \$	4,753,039	\$	5,457,787	\$ 679,240				10,890,066	\$ 58,357,322		\$	1,633,542	\$	2,218,938
055	Dobie Middle School	6-8	1973	20.2	\$ 819,317	\$ 1,032,156 \$	1,851,474	\$	3,993,260	\$ 1,153,996			\$	6,998,729	\$ 46,067,662	15.2%	\$	6,294,500	\$	2,605,739
043	Fulmore Middle School	6-8	1911	9.8	\$ 1,675,047	\$ 7,905,746 \$	9,580,793	\$	11,125,201	\$ 1,520,831	\$ 353,775	, ,	\$	22,226,825	\$ 54,800,107	40.6%	\$	-	\$	1,873,471
056	Garcia Middle School	6-8	2008	41.3	\$ 341,779	\$ 375,320 \$	717,098	\$	1,477,213	\$ 256,690		\$ 2,451,001	\$	2,451,001	\$ 52,634,348	4.7%	\$	_	\$	1,785,189
062	Gorzycki Middle School	6-8	2009	14.2	\$ 309,464	\$ 330,542 \$	640,006	\$	1,551,469	\$ 435,269	-	\$ 2,626,743	\$	2,626,743	\$ 57,473,012		\$	-	\$	1,948,774
044	Kealing Middle School	6-8	1986	13.2	\$ 375,942	\$ 4,974,961 \$	5,350,903	\$	5,384,570	\$ 962,232		\$ 12,162,026	\$	11,697,705	\$ 62,920,315	18.6%	\$	_	\$	2,797,674
045	Lamar Middle School	6-8	1955	14.3	\$ 868,115	\$ 2,862,857 \$	3,730,973	\$	3,240,381	\$ 1,109,337		+ · · · · · · · · · · · · · · · · · · ·	\$	7,963,458	\$ 41,245,693	19.3%	\$	_	\$	2,294,389
051	Martin Middle School	6-8	1966	9.9	\$ 529,628	\$ 6,008,583 \$	6,538,211	\$	4,037,673	\$ 630,629			\$	11,206,513	\$ 38,873,997	28.8%	\$	3,222,769	\$	1,488,156
058	Mendez Middle School	6-8	1987	20.7	\$ 1,080,210	\$ 4,069,741 \$	5,149,951	\$	3,162,498	\$ 903,869		1 1	\$	9,216,319	\$ 61,291,493	15.0%	\$	1,701,214	\$	2,294,128
052	Murchison Middle School	6-8	1967	26.2	\$ 485,127	\$ 1,623,549 \$	2,108,676	\$	5,951,701	\$ 1,040,012			\$	9,100,388	\$ 45,706,537	19.9%	\$	7,989,851	<u>\$</u>	1,754,965
047	O. Henry Middle School	6-8	1953	13.8	\$ 287,063	\$ 788,273 \$	1,075,336	\$	4,249,201	\$ 368,706		1 1	\$	5,693,243	\$ 42,714,090	-	\$	3,236,248	\$	1,604,680
061	Paredes Middle School	6-8	2000	78.2	\$ 639,397	\$ 655,597 \$	1,294,994	\$	2,788,004	\$ 1,505,034			\$	5,588,032	\$ 50,694,496	11.0%	\$	-	\$	3,031,743
048	Pearce Middle School	6-8	1958	14.8	\$ 797,160	\$ 1,469,168 \$	2,266,328	\$	3,870,033	\$ 437,683	\$ 797,883	+	\$	6,574,044	\$ 43,914,998	15.0%	\$	770,887	\$	1,421,448
028	Ann Richards School	6-10	1958	15.3	\$ 1,751,415	\$ 2,490,074 \$	4,241,489	\$	10,459,899	\$ 775,306			\$	15,476,695	\$ 45,071,376	34.3%	\$	-	\$ \$	1,975,612
060	Small Middle School	6-8	1999	36.5	\$ 354,444	\$ 1,045,835 \$	1,400,279	\$	1,980,661	\$ 354,205		1 1	\$	3,735,145	\$ 54,088,993	+	\$	_	\$	1,928,150
053	Webb Middle School	6-8	1961	15.6	\$ 420,533	\$ 3,515,438 \$	3,935,971	\$	3,080,033	\$ 1,413,498		\$ 9,163,164	\$	8,429,502	\$ 42,628,637	19.8%	\$		\$	2,101,392
High Sch				1	120,000	y 5,515, 155 4	3,200,211	<u> </u>	5,000,000	1,,	755,661	7,100,101	<u> </u>	0,127,002	+ 12,020,001	1	_ +	100,701	*	
017	Akins High School	9-12	2000	57.7	\$ 954,259	\$ 1,208,558 \$	2,162,817	\$	3,966,511	\$ 1,452,488	\$ 134,171	\$ 7,715,986	\$	7,581,815	\$ 115,209,011	6.6%	\$	-	\$	4,294,809
009	Anderson High School	9-12	1973	38.8	\$ 883,879	\$ 7,269,324 \$	8,153,203	\$	9,335,056	\$ 1,959,665			\$	27,743,960	\$ 100,442,692	+	\$	8,296,036	\$	5,596,292
002	Austin High School	9-12	1975	44.3	\$ 1,821,769	\$ 8,599,187 \$	10,420,955	\$	17,067,949	\$ 4,155,102		, ,		31,644,007	\$ 101,704,101	31.1%	\$	8,019,994	\$	4,786,572
013	Bowie High School	9-12	1988	66.0	\$ 1,142,743	\$ 13,619,484 \$	14,762,227	\$	14,517,730	\$ 15,147,412			_		\$ 141,414,289	31.4%	\$	-	\$	16,682,721
008	Crockett High School	9-12	1969	39.5	\$ 1,822,148	\$ 10,610,065 \$	12,432,213	\$	19,394,213	\$ 3,011,592		+ · · · · · · · · · · · · · · · · · · ·		34,838,018	\$ 111,743,044	31.2%	\$	-	<u> </u>	3,899,330
019	Eastside Memorial High Schools (EMHSJC)	9-12	1960	27.6	\$ 3,510,942	\$ 12,123,425 \$	15,634,366	\$	7,266,111	\$ 650,888	\$ 213,544		_	23,551,366	\$ 87,276,402	27.0%	\$	-	\$	2,370,779
015	Garza Independence High School	11-12	1939	3.1	\$ 528,781	\$ 925,712 \$	1,454,494	\$	1,791,072	\$ 516,483		1 1	\$	3,762,050	\$ 17,523,392	21.5%	\$	-	\$	1,160,890
029	International High School	9-10			\$ -	\$ - \$; <u>-</u>	\$	-	\$ -	\$ -	\$ -	\$	-	\$ -	0.0%	\$	-	\$	-
014	Johnson (LBJ) High School	9-12	1974	41.4	\$ 1,082,734	\$ 3,932,853 \$	5,015,587	\$	7,240,361	\$ 1,922,200	\$ 96,326	\$ 14,274,474	\$	14,178,148	\$ 98,621,982	14.4%	\$	-	\$	3,610,445
004	Lanier High School	9-12	1966	28.5	\$ 1,328,937	\$ 4,526,958 \$	5,855,895	\$	12,659,556	\$ 1,639,563	\$ 176,389	\$ 20,331,402	\$	20,155,013	\$ 91,315,888	22.1%	\$	-	\$	3,798,556
018	LASA	9-12			\$ -	\$ - \$	i -	\$	-	\$ -	\$ -	\$ -	\$	-	\$ -	0.0%	\$	-	\$	-
005	McCallum High School	9-12	1953	31.1	\$ 1,149,580	\$ 3,763,557 \$	4,913,137	\$	10,864,608	\$ 1,362,340	\$ 2,583,395	\$ 19,723,479	\$	17,140,084	\$ 83,866,651	20.4%	\$	2,352,452	\$	3,347,251
006	Reagan High School	9-12	1965	31.8	\$ 1,208,310	\$ 865,508 \$	2,073,817	\$	12,941,528	\$ 3,120,501	\$ 348,003	\$ 18,483,850	\$	18,135,847	\$ 81,643,031	22.2%	\$	-	\$	5,067,540
007	Travis High School	9-12	1953	34.8	\$ 1,049,482	\$ 1,617,099 \$	2,666,581	\$	24,320,432	\$ 1,903,928	\$ 870,745	\$ 29,761,687	\$	28,890,942	\$ 95,250,042	30.3%	\$	685,951	\$	3,901,369
Other Fa	cilities																			
852	Clifton Center	Alt. Ed.	1977	7.8	\$ 255,304	\$ 1,789,699 \$	2,045,003	\$	2,557,341	\$ 752,437	\$ 36,615	\$ 5,391,397	\$	5,354,782	\$ 13,110,071	40.8%	\$		\$	1,163,512
012	Ridgeview ALC	6-12	1953	19.8	\$ 594,690	\$ 1,052,657 \$	1,647,347	\$	7,759,365	\$ 1,468,980	\$ 32,018	\$ 10,907,709	\$	10,875,692	\$ 31,629,925	34.4%	\$	-	\$	843,199
251	Rosedale School	Alt. Ed.	1939	4.9	\$ 492,433	\$ 462,750 \$	955,183	\$	3,490,585	\$ 251,739	\$ 68,255	\$ 4,765,762	\$	4,697,506	\$ 14,472,614	32.5%	\$	-	\$	777,226
252	Baker Center		1911	4.8	\$ 282,216	\$ 1,676,261 \$	1,958,477	\$	1,224,224	\$ -	\$ 202,910	\$ 3,385,610	\$	3,182,700	\$ 18,483,157	17.2%	\$	-	\$	-
951	Burger Athletic Complex		1977	48. I	\$ 1,189,463	\$ 7,099,714 \$	8,289,176	\$	3,529,618	\$ 35,546	\$ 42,012	\$ 11,896,352	\$	11,854,340	\$ 50,681,646	23.4%	\$	-	\$	-
941	Carruth Administration Center		1991	2.8	\$ 180,247	\$ 903,444 \$	1,083,691	\$	5,448,615	\$ 269,285	\$ -	\$ 6,801,590	\$	6,801,590	\$ 37,598,528	18.1%	\$	-	\$	-
922	Central Warehouse		1983	18.7	\$ 268,665	\$ 404,270 \$	672,935	\$	725,905	\$ -	\$ 11,195	\$ 1,410,034	\$	1,398,840	\$ 27,023,496	5.2%	\$	-	\$	-
949	Delco Activity Center		2003	44.1	\$ 259,623	\$ 205,193 \$	464,817	\$	170,579	\$ 10,355	\$ -	\$ 645,750	\$	645,750	\$ 16,919,044	3.8%	\$	-	\$	-
948	House Park		1936	11.1	\$ 137,227	\$ 70,034 \$	207,260	\$	730,632	\$ -	\$ 157,489	\$ 1,095,381	\$	915,722	\$ 8,999,133	10.2%	\$	-	\$	-
281	Nelson Field		1963	20.1	\$ 422,773	\$ - \$	422,773	\$	1,663,288	\$ -	\$ 91,966	\$ 2,178,027	\$	2,086,061	\$ 16,557,338	12.6%	\$	-	\$	-
959	Nelson Field Bus Terminal		1995	6.6	\$ 70,197	\$ 81,921 \$	152,119	\$	58,564	\$ 61,039	\$ 24,167	\$ 295,889	\$	271,722	\$ 4,105,030	6.6%	\$	-	\$	-
950	Noack Sports Complex		2004	11.2	\$ 126,224	\$ - \$	126,224	\$	-	\$ -	\$ -	\$ 126,224	\$	126,224	\$ 906,929	13.9%	\$		\$	
942	Pleasant Hill Annex		1936	2.0	\$ 270,019	\$ 180,761 \$	450,779	\$	2,381,648	\$ 94,588	\$ -	\$ 2,927,015	\$	2,927,015	\$ 7,228,209	40.5%	\$		\$	
960	Saegert Transportation		1975	10.6	\$ 128,439	\$ 185,122 \$		\$	1,456,374	\$ 172,306	\$ 28,659		\$		\$ 7,983,889	24.3%	\$	-	\$	-
962	Service Center - Building & Grounds		1991	16.7	\$ 170,528			\$	1,102,379	\$ 44,245			\$		\$ 15,239,037	10.0%	\$	-	\$	15,999
Total	-				\$ 77,451,146	\$ 242,076,008 \$	319,527,153	0 \$	522,702,751	\$ 88,789,541	\$ 144,246,781	\$ 1,075,266,227	\$ 9	938,928,480	\$ 4,112,139,818	22.8%	\$	130,776,864	\$	184,824,729

Second S								Classroom Capacity				Caf	eteria = 4,200 SI 4.77 SF per S		nts	(ym = 3,000 SF 3.41 SF pe		nts	Lib		F / 880 Student	S	
Property								Cit		delly							3.41 3F pe	i siodeili			3.76 3F pe	er Stodern		
Decompton Part Pa					% of Perm.		% of Perm.		Special	_				Co	pacity				Capacity				Capacity	
16 16 16 17 18 18 18 18 18 18 18			Permanent		Capacity			Classroom	Rooms	per	,		Café Area	4.77 SF per ba	sed on C	Café /	Gym Area	3.41 SF per b		Gym /	Library			brary /
100 100		,				-					.						` '		·		` '		· ·	
100 Person 100																								
100									_															
40 100	187		669		76%					22	95%	669	4,507	4.77	945	141%	3,183	3.41		140%	3,598	3.98		135%
100 100																								
Section Sect																								
100 Expert 100 1																								102%
15. 10.																								
172 November 173 175																								
107 Part Neccol 165 468 385 448 795 333 5 27 195 585 585 268 477 197 385 2.07 3.0 718 728 3.0 1.0																								
Second Column C		Brentwood	585				72%					585									3,078			132%
17 Parker Process 177 100 1685 750 1545 15 3 7 7 750 7 7 7 7 7 7 7 7 7													,											
111 Complete Sec Soc 978 377 788 38 4 22 3878 386 4 27 27 38 466 1978																								
12	111	/	524	360	69%	377	72%	33	5	22	85%	524	4,129	4.77	866	165%	3,030	3.41	889	170%	2,777	3.98	698	133%
184 Cuty C																								
Section Sect																								
185 Concorn Art Concor					161%		209%			22	85%	561			680	121%				124%				151%
177 Colored 171 Colore											95%	669									2,968			
11.1 Dissert 506 501 4.55 7.56 1.05 5.0 5.																								
154 Osis																								
11 10 10 10 10 10 10 10			543	768	141%		125%	30	4	22	95%	543	4,623	4.77	969	178%	3,027	3.41	888	163%	2,925	3.98	735	135%
159 Grotem 598 76 1276 340 818 524 44 22 395 598 4.290 4.77 997 1505 2.201 3.41 7.94 1685 3.408 3.98 3.77 178 17																								
117 Collect 418 541 3278 340 815 24 4 22 978 419 349 540 341 704 1828 2.494 3.798 612 1428 341																								
163 Holt			418	541	129%					22	95%	418		4.77	460	110%				168%	2,434			146%
119																								
155 Hill 627 732 117% 677 106% 355 5 22 95% 627 973 477 1073 1080 1328		-																						
178 Jordan 655 833 1278 672 1035 41 6 22 85% 659 4,159 4.77 572 1335 2,997 3,41 879 1346 2,007 3,98 705 1095											95%	627			571		, -							135%
190 Close 374 368 378 314 848 24 4 22 955 752																								
180 Closer 752 933 1245 966 1155 47 6 22 955 752 3,77 4,77 792 1055 3,211 3,41 942 1255 2,782 3,98 669 995 935 168 Longford 692 8.84 1215 914 1325 43 6 22 8.85 672 2,881 4.77 604 875 2,579 3,41 8.67 1275 2,519 3,98 683 1338 168 Longford 692 8.84 1215 914 1325 43 6 22 8.85 672 2,881 4.77 604 875 2,579 3,41 8.67 1275 2,547 3,98 663 1578 160 Longford 542 8.87 1645 906 1675 344 5 22 955 345 1225 2,738 4.77 518 1465 2,295 3,41 175 1355 1355 2,247 3,98 665 1578 1264 1375 1355																								
172 172 173 174 175																								
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100 Incher		Ü																						
123 Moleword 355 406 1478 302 85% 20 3 22 95% 355 2.470 4.77 518 146% 2.447 3.41 718 202% 1.941 3.98 488 137% 1.951												_		7.0.										
165 McBee 580 765 132% 1326 177% 36 5 22 85% 580 5.127 4.77 1.075 185% 3.045 3.41 733 1.54% 2.852 3.98 717 1.24% 1.2			355		114%		85%	20	3	22	95%	355	2,470	4.77		146%	2,447	3.41	718	202%	1,941	3.98	488	137%
147 Menchacco 606 686 113% 702 114% 34 5 22 95% 606 3.572 4.77 749 124% 3.01 3.41 734 121% 2.442 3.98 761 101% 773 774 774 775 7																								
124 Metz 542 498 92% 481 89% 34 5 22 85% 542 4,045 4,77 848 156% 3,013 3,41 884 1,63% 2,147 3,98 670 875 130% 1																								
150 Norman 486 333 488 380 788 380 4 22 858 486 486 477 603 1248 2,259 3.41 662 1368 3.40 3.98 665 1378 3.98 665 1378 3.98 665 1378 3.98 665 1378 3.98			542	498	92%	481	89%			22	85%	542	4,045	4.77	848	156%	3,013	3.41		163%	2,816	3.98		130%
148 Oak Hill																								
125 Ook Springs 411 137 478 336 82% 26 4 22 85% 411 2.086 4.77 437 106% 2.985 3.41 875 213% 2.130 3.98 535 130% 1																								
156 Oldom 542 126 Orlega 374 126 Orlega 374 127 274 275 285 374 128 285 28							82%																	
189 Overfron 617 668 108% 718 719 728						740	136%	34	5	22	85%	542	2,643	4.77		102%		3.41			2,877		723	133%
171 Palm 673 606 90% 687 102% 42 6 22 85% 673 4,189 4.77 878 130% 3,075 3.41 902 134% 3,757 3.98 944 140% 143% 143 143% 143 143% 143 143% 143 143% 143 143% 143 143% 143 143% 143 143% 143 143% 14																								
143 Patton 773 914 118% 894 116% 43 6 22 95% 773 4,849 4.77 1,017 131% 3,067 3.41 899 116% 3,542 3.98 890 115% 128 Pease 293 256 87% 0 0% 17 3 22 95% 293 1,307 4.77 274 94% 2,995 3.41 878 300% 1,468 3.98 369 115% 129 Pecan Springs 486 532 109% 520 107% 30 4 22 85% 486 3,220 4.77 675 139% 2,412 3.41 878 300% 1,468 3.98 369 126% 190 Perez 598 886 148% 864 144% 37 5 22 85% 598 4,158 4.77 872 146% 3,225 3.41 966 161% 3,467 3.98 871 146% 151 Pillow 522 65									_															
129 Pecan Springs 486 532 109% 520 107% 30 4 22 85% 486 3,220 4.77 675 139% 2,412 3.41 707 146% 2,986 3.98 750 154% 190 Perez 598 886 148% 864 144% 37 5 22 85% 598 4,158 4.77 872 146% 3,295 3.41 966 161% 3,467 3.98 871 146% 164 Pickle 617 740 120% 618 100% 39 6 22 85% 617 4,363 4.77 915 148% 9,153 3.41 2,684 435% 2,882 3,98 724 117% 151 Pillow 522 653 125% 617 118% 29 4 22 95% 522 2,761 4.77 579 111% 3,069 3.41 900 172% 2,282 3,98 573 110% 130 Read Pre-K 393	143	Patton	773	914	118%		116%	43	6	22	95%	773	4,849	4.77	1,017	131%	3,067	3.41	899	116%	3,542	3.98	890	115%
190 Perez 598 886 148% 864 144% 37 5 22 85% 598 4,158 4.77 872 146% 164 Pickle 617 740 120% 618 100% 39 6 22 85% 617 4,363 4.77 915 148% 9,153 3.41 2,684 435% 2,882 3.98 724 117% 151 Pillow 522 653 125% 617 118% 29 4 22 95% 522 2,761 4.77 579 111% 3,069 3.41 900 172% 2,282 3.98 573 110% 130 Pleasant Hill 524 619 118% 662 126% 33 5 22 85% 524 3,991 4.77 837 160% 3,022 3.41 900 172% 2,282 3.98 573 110% 131 Read Pre-K 393 509 129% 0 0% 23 - 18 95% 393 2,982 4.77 625 159% NA 3.41 NA NA 2,148 3.98 540 137%						0																		
164 Pickle 617 740 120% 618 100% 39 6 22 85% 617 4,363 4.77 915 148% 9,153 3.41 2,684 435% 2,882 3.98 724 117% 151 Pillow 522 653 125% 617 118% 29 4 22 95% 522 2,761 4.77 579 111% 3,069 3.41 900 172% 2,282 3.98 573 110% 130 Pleasant Hill 524 619 118% 662 126% 33 5 22 85% 524 3,991 4.77 837 160% 3,022 3.41 886 169% 3,546 3.98 891 170% 131 Read Pre-K 393 509 129% 0 0% 23 - 18 95% 393 2,982 4.77 625 159% NA 3.41 NA NA 2,148 3,98 540 137% 132 Reilly 318 296 93% 342 108% 20 3 22 85% 318 2,287 4.77 479 151% 2,398<																								
151 Pillow 522 653 125% 617 118% 29 4 22 95% 522 2,761 4.77 579 111% 3,069 3.41 900 172% 2,282 3,98 573 110% 130 Pleasant Hill 524 619 118% 662 126% 33 5 22 85% 524 3,991 4.77 837 160% 3,022 3.41 886 169% 3,546 3,98 891 170% 131 Read Pre-K 393 509 129% 0 0% 23 - 18 95% 393 2,982 4.77 625 159% NA 3.41 NA NA 3,148 3,98 540 137% 132 Reilly 318 296 93% 342 108% 20 3 22 85% 318 2,287 4.77 479 151% 2,398 3.41 703 221% 1,637 3,98 411 129%			617		120%		100%			22	85%	617		4.77	915	148%				435%		3.98		117%
131 Read Pre-K 393 509 129% 0 0% 23 - 18 95% 393 2,982 4.77 625 159% NA 3.41 NA NA 2,148 3,98 540 137% 132 Reilly 318 296 93% 342 108% 20 3 22 85% 318 2,287 4.77 479 151% 2,398 3.41 703 221% 1,637 3.98 411 129%												522												110%
132 Reilly 318 296 93% 342 108% 20 3 22 85% 318 2,287 4.77 479 151% 2,398 3.41 703 221% 1,637 3.98 411 129%						662																		
						342																		
		Ridgetop														235%								215%

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AISD Permanent Capacity

174 Rodriguez	711	910	128%	1,044	147%	44	6	22	85%	711	3,714	4.77	779	110%	3,056	3.41	896	126%	2,818	3.98	708	100%
127 Sanchez	580	585	101%	564	97%	36	5	22	85%	580	2,959	4.77	620	107%	2,399	3.41	704	121%	3,028	3.98	761	131%
139 Sims	355	277	78%	366	103%	22	3	22	85%	355	2,599	4.77	545	153%	2,484	3.41	728	205%	2,625	3.98	660	186%
136 St. Elmo	411	304	74%	407	99%	26	4	22	85%	411	2,825	4.77	592	144%	2,259	3.41	662	161%	3,149	3.98	791	192%
138 Summitt	731	854	117%	572	78%	41	6	22	95%	731	3,683	4.77	772	106%	3,064	3.41	898	123%	4,017	3.98	1,009	138%
158 Sunset Valley	561	451	80%	494	88%	35	5	22	85%	561	2,987	4.77	626	112%	2,376	3.41	697	124%	2,952	3.98	742	132%
140 Travis Heights	486	537	110%	556	114%	31	5	22	85%	486	2,992	4.77	627	129%	2,812	3.41	825	170%	1,962	3.98	493	101%
141 Walnut Creek	655	916	140%	918	140%	41	6	22	85%	655	4,721	4.77	990	151%	2,638	3.41	773	118%	3,706	3.98	931	142%
175 Widen	673	769	114%	834	124%	42	6	22	85%	673	3,851	4.77	807	120%	3,051	3.41	895	133%	3,363	3.98	845	126%
166 Williams	561	642	114%	728	130%	35	5	22	85%	561	3,040	4.77	637	114%	2,500	3.41	733	131%	2,923	3.98	734	131%
157 Winn	524	463	88%	601	115%	33	5	22	85%	524	2,565	4.77	538	103%	2,322	3.41	681	130%	2,348	3.98	590	113%
152 Wooldridge	524	878	168%	1,096	209%	33	5	22	85%	524	4,120	4.77	864	165%	2,580	3.41	757	145%	2,319	3.98	583	111%
144 Wooten	468	695	149%	740	158%	29	4	22	85%	468	3,534	4.77	741	158%	2,534	3.41	743	159%	3,036	3.98	763	163%
145 Zavala	580	407	70%	339	58%	36	5	22	85%	580	2,618	4.77	549	95%	2,740	3.41	804	139%	2,714	3.98	682	118%
146 Zilker	460	522	114%	329	72%	26	4	22	95%	460	2,894	4.77	607	132%	2,217	3.41	650	141%	2,703	3.98	679	148%
	44,905	48,738		47,366					_								_				_	

													Caf) SF / 1,100 Stu	udents			SF / 1,100 Stud	dents	Libi		SF / 1,100 Stud	lents
						-			Clo	ssroom Cap	acity			4.10 SF p	er Student			12.18 SF	per Student			4.36 SF p	oer Student	
										Average														
					% of Perm.		% of Perm.		Special	Students					Capacity			12.18 SF	Capacity				Capacity	
			Permanent	2010	Capacity	2009-10	Capacity	Classroom	Rooms	per	Efficiency	Classroom	Café Area	4.10 SF per	based on	Café /	Gym Ared	per	based on	Gym /	Library	4.36 SF per	based on	Library /
LOC	. M	<i>M</i> iddle	Capacity	Enrollment	by Enroll.	Population	by Pop.	Count	(ES Only)	Classroom	Factor	Capacity	(SF)	student	Café Size	Classroom	(SF)	student	Gym Size	Classroom	Area (SF)	student	Library Size	Classroom
5	59 Bo	ailey	1,176	1,041	89%	997	85%	56	0	28	75%	1,176	4,752	4.10	1,159	99%	13,6	38 12.18	8 1,12	2 95%	4,013	4.36	920	78%
	54 Be	edichek	941	1,054	112%	1,171	124%	48	0	28	70%	941	6,348	4.10	1,548	165%	11,5		949	9 101%	3,657	4.36	839	
4	16 Bu	urnet	1,039	998	96%	1,163		53	0	28	70%	1,039	5,765	4.10	1,406	135%	11,8	77 12.18	97	5 94%	3,243	4.36	744	
Ę	57 C	Covington	1,125	805	72%	922		63	0	28	75%	1,323	4,46	4.10	1,088		13,9	35 12.1	1,14		4,044	4.36	928	
5	55 D	obie	902	630		709		46		28			4,790				11,3				3,553			
4	13 Fu	ulmore	1,078	995	92%	898		55		28			5,452				13,1				4,127	4.36		
5	56 G	Garcia	1,215	658	54%	801	66%	62		28			5,220				15,9				4,666			
ć	52 G	Gorzycki	1,323	963		943		63		28			4,669				15,3				5,616	4.36		
	14 Ke	ealing	1,333	1,233		563	42%	80		28			4,433				12,3				4,499			
4	15 Lo	amar	1,008	604		554		48		28			6,725				10,5	_			3,665			
		<i>Nartin</i>	804	639		1,070		41	·	28			4,022				11,7				2,983			
	8 M	<i>Mendez</i>	1,215	890		1,224		62		28			4,50				13,6				4,044	4.36		
5		Aurchison	1,113	1,281		1,187	107%	53		28			4,879				11,8				3,413	4.36		70%
	17 O). Henry	945	1,026		764		45		28			5,199		.,		10,6				3,147	4.36		76%
6	51 Po	'aredes	1,156	930	80%	1,123		59		28			5,953				12,7				2,798			
4		'earce	1,078	329		683		55		28			5,057			114%	13,1				4,293	4.36		91%
2	28 Ri	richards YWL	924	528		0	0%	44		28			5,272				11,7				5,046			
ć		mall	1,239	959		873		59		28			6,24		, , , ,		13,8				3,142	4.36		58%
5	53 W	Vebb	804	591		692		41	0	28	70%	804	4,348	4.10	1,061	132%	12,0	23 12.1	983	7 123%	4,399	4.36	1,009	126%
		·	20,417	16,154		16,337																·		

							Cla	ssroom Cap	acity		Cafe) SF / 2,400 Stu er Student	udents	Gy		SF / 2,400 Stud per Student	dents	Libr		SF / 2,400 Stude per Student	ents
			% of Perm.		% of Perm.			Average Students					School Capacity				School Capacity				School Capacity	
	Permanent	2010	Capacity	2009-10	Capacity	Classroom	Rooms	per	Efficiency		Café Area	•	based on		Gym Area		based on	Gym /	,	3.50 SF per	based on l	Library /
LOC High	Capacity		by Enroll.		by Pop.	Count	(ES Only)	Classroom		Capacity	(SF)	student	Café Size	Classroom	(SF)	student	Gym Size	Classroom	` '	student		Classroom
17 Akins	2,394	2,720		3,076		114	0	28	,.		10,935	3.75			21,471		_		8,371			
9 Anderson	2,017	2,089		1,912		113		28			8,178	3.75			17,068	8.63			9,864	3.50		
2 Austin	2,205	2,337		1,964		105	0	28			10,074	3.75			17,488	8.63			5,977	3.50		
13 Bowie	2,535	2,876		2,594		142		28			9,200	3.75			22,036	8.63		86%	9,862	3.50		
8 Crockett	2,163	1,686	78%	1,927	89%	103	0	28	75%	2,163	8,955	3.75	2,388	110%	17,050	8.63	1,97	91%	7,671	3.50	2,192	101%
EMHSJC /																						
19/20/29 International	1,548	894	58%	1,310	85%	79	0	28	70%	1,548	8,952	3.75	2,387	154%	16,419	8.63	1,900	123%	6,106	3.50	1,745	113%
15 Garza	321	260	81%	0	0%	18	0	28	75%	378	1,834	3.75	489	129%	2,282	8.63	3 264	4 70%	1,223	3.50	349	92%
4 Lanier	1,627	1,624	100%	2,037	125%	83	0	28	70%	1,627	13,513	3.75	3,603	221%	23,465	8.63	3 2,719		7,677	3.50	2,194	135%
14/18 LBJ / LASA	1,842	1,881	102%	1,110	60%	94	0	28	70%	1,842	8,026	3.75	2,140	116%	18,936	8.63	3 2,194	119%	8,856	3.50	2,530	137%
5 McCallum	1,596	1,824	114%	1,343	84%	76	0	28	75%	1,596	6,244	3.75	1,665	104%	15,765	8.63	3 1,827	7 114%	6,981	3.50	1,994	125%
6 Reagan	1,588	901	57%	1,597	101%	81	0	28	70%	1,588	8,600	3.75	2,293	144%	22,180	8.63	3 2,570	162%	6,226	3.50	1,779	112%
7 Travis	1,862	1,420	76%	1,994	107%	95	0	28			9,462	3.75	2,523	136%	14,870	8.63	3 1,723		7,017	3.50	2,005	108%
	21,698	20,512		20,864		E.					<u> </u>				L				L.			

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				% of Perm.		% of Perm.
		Permanent	2010	Capacity	2010-11	Capacity
LOC	Elementary	Capacity	Enrollment	by Enroll.	Population	by Pop.
142	Allan	673	379	56%	354	
101	Allison	486	543		585	120%
102	Andrews	486	717	147%	692	142%
187	Baldwin	669	508	76%	557	83%
182	Baranoff	794	876		891	112%
149	Barrington	556	996	179%	955	172%
103	Barton Hills	251	386		203	
104	Becker	524	208	40%	226	43%
105	Blackshear	598	244	41%	288	
106	Blanton	636	591	93%	630	99%
185	Blazier	598	775	130%	896	150%
170	Boone	752	501	67%	478	
107	Brentwood	585	495		456	78%
108	Brooke	430	439	102%	441	103%
109	Brown	468	519	111%	525	112%
110	Bryker Woods	272	404	149%	312	115%
111	Campbell	524	360	69%	367	70%
173	Casey	711	669	94%	763	107%
112	Casis	669	825		731	109%
184	Clayton	836	867	104%	837	100%
161	Cook	561	901	161%	1,252	223%
183	Cowan	669	783	117%	707	106%
113	Cunningham	627	512	82%	573	91%
179	Davis	731	683	93%	666	91%
114	Dawson	505	331	66%	276	55%
154	Doss	543	768		728	
176	Galindo	711	704	99%	689	97%
116	Govalle	598	415		452	
159	Graham	598	761	127%	825	138%
117	Gullett	418	541	129%	325	
118	Harris	542	758		755	
163	Hart	711	898		888	
119	Highland Park	585	662		599	
155	Hill	627	732		714	114%
162	Houston	692	915		897	130%
178	Jordan	655	833		706	
120	Joslin	374	363		329	
180	Kiker	752	933		883	
172	Kocurek	673	660		687	102%
168	Langford	692	834		895	
121	Lee	418	428		308	
160	Linder	542	892		956	
122	Maplewood	355	406		300	
123	Mathews	397	405	102%	284	72%

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165	McBee	580	765	132%	1,031	178%
147	Menchaca	606	686	113%	685	113%
124	Metz	542	498	92%	477	88%
181	Mills	794	928	117%	831	105%
150	Norman	486	333	68%	376	77%
148	Oak Hill	773	772	100%	820	106%
125	Oak Springs	411	274	67%	293	71%
156	Odom	542	658	121%	706	130%
126	Ortega	374	296	79%	266	71%
189	Overton	617	668	108%	948	154%
171	Palm	673	606	90%	637	95%
143	Patton	773	914	118%	908	117%
128	Pease	293	256	87%	0	0%
129	Pecan Springs	486	532	109%	490	101%
190	Perez	598	886	148%	945	158%
164	Pickle	617	740	120%	737	119%
151	Pillow	522	653	125%	651	125%
130	Pleasant Hill	524	619	118%	631	121%
131	Read Pre-K	393	509	129%	0	0%
132	Reilly	318	296	93%	357	112%
133	Ridgetop	206	219	106%	128	62%
174	Rodriguez	711	910	128%	1,045	147%
127	Sanchez	580	585	101%	584	101%
139	Sims	355	277	78%	343	97%
136	St. Elmo	411	304	74%	369	90%
138	Summitt	731	854	117%	623	85%
158	Sunset Valley	561	451	80%	483	86%
140	Travis Heights	486	537	110%	548	113%
141	Walnut Creek	655	916	140%	936	143%
175	Widen	673	769	114%	794	118%
166	Williams	561	642	114%	640	114%
157	Winn	524	463	88%	485	93%
152	Wooldridge	524	878	168%	1,160	222%
144	Wooten	468	695	149%	672	144%
145	Zavala	580	407	70%	347	60%
146	Zilker	460	522	114%	338	74%
		44,905	48,738		48,165	

44,905 48,738 48,165

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	1	
LOC	Middle	Permanent Capacity
59	Bailey	1,176
54	Bedichek	941
46	Burnet	1,039
57	Covington	1,125
55	Dobie	902
43	Fulmore	1,078
56	Garcia	1,215
62	Gorzycki	1,323
44	Kealing	1,333
45	Lamar	1,008
51	Martin	804
58	Mendez	1,215
52	Murchison	1,113
47	O. Henry	945
61	Paredes	1,156
48	Pearce	1,078
28	Richards YWL	924
60	Small	1,239
53	Webb	804
		20.417

2010 Enrollment	% of Perm. Capacity by Enroll.
1,041	89%
1,054	112%
998	96%
805	72%
630	70%
995	92%
658	54%
963	73%
1,233	93%
604	60%
639	80%
890	73%
1,281	115%
1,026	109%
930	80%
329	31%
528	57%
959	77%
591	74%
16 154	

	% of Perm.
2010-11	Capacity
Population	by Pop.
979	83%
1,219	130%
1,170	113%
905	80%
719	80%
850	79%
829	68%
989	75%
541	41%
583	58%
1,056	131%
1,266	104%
1,171	105%
804	85%
1,165	101%
712	66%
0	0%
876	71%
731	91%
1 / 5 / 5	

20,417 16,154 16,565

LOC	High	Permanent Capacity
17	Akins	2,394
9	Anderson	2,017
2	Austin	2,205
13	Bowie	2,535
8	Crockett	2,163
19/20/29	EMHSJC / International	1,548
15	Garza	321
4	Lanier	1,627
14/18	LBJ / LASA	1,842
5	McCallum	1,596
6	Reagan	1,588
7	Travis	1,862

2010 Enrollment	% of Perm. Capacity by Enroll.
2,720	114%
2,089	104%
2,337	106%
2,876	113%
1,686	78%
894	58%
260	81%
1,624	100%
1,881	102%
1,824	114%
901	57%
1,420	76%
	•

2010-11 Population	% of Perm. Capacity by Pop.
3,092	129%
1,962	97%
1,958	89%
2,606	103%
1,883	87%
1,249	81%
0	0%
1,981	122%
1,083	59%
1,316	82%
1,552	98%
1,902	102%

21,698 20,512 20,584

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AUSTIN INDEPENDENT SCHOOL DISTRICT

District-Wide Facility Master Plan

Appendix C

Visioning Workshop Summary

AUSTIN ISD Facility Master Plan Visioning Workshop











Acknowledgements

Cuningham Group Architecture P.A., as a consultant to DeJONG-RICHTER, prepared this document with the support and assistance of the following Facility Master Plan Vision Workshop participants:

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- A. Reflections
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Appendices

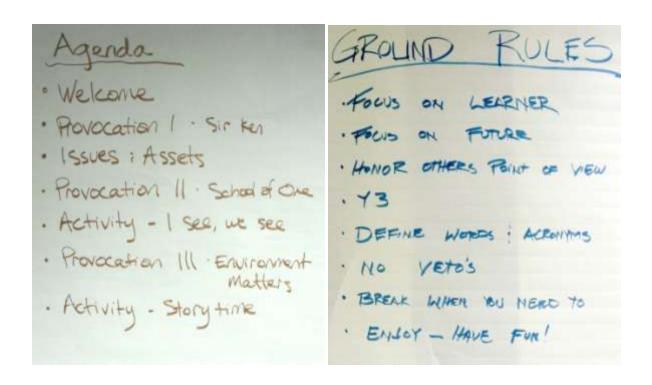
- A. Day One Presentation
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Introduction

This document is the result of a Facility Master Plan Visioning Workshop held May 13th & 14th, 2010 with participants from the Austin Independent School District and the community. The purpose of this workshop was to create a Facility Master Plan Vision Statement and Facility Principles.

The purpose of a Facility Master Plan is to create a clear and compelling vision of the future for AISD, aligning facilities with learning. A Facility Master Plan Vision Statement creates a filter by which future decisions can be made and Facility Principles create overarching ideas about what's important for all schools in AISD.

The process used during the Visioning Workshop was interactive and included "Provocations" and small and whole group work. The following is a summary of our work during both days.



Greatest Hopes:

Day one started with participants sharing their Greatest Hopes for the Facility Master Planning process. Below are some of the hopes shared by participants:

Develop a draft vision for aducational framework -> what we want for our children to contribute.

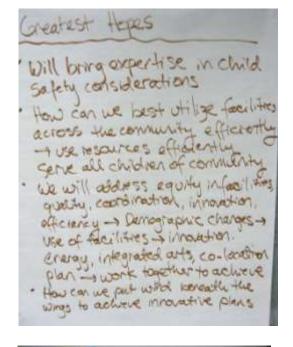
The 1s it done now.

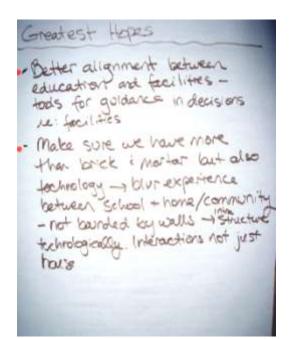
The contribute.

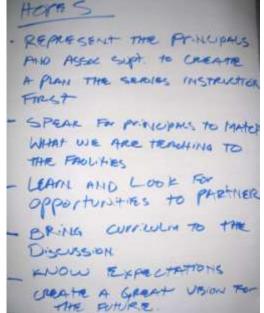
The contribute to support fluiding of schools.

Ensure that facility needs are included for all student including those with special needs.

There was of 0.5 population—facilities to support mas + in years to came.— Facility mas + in years.





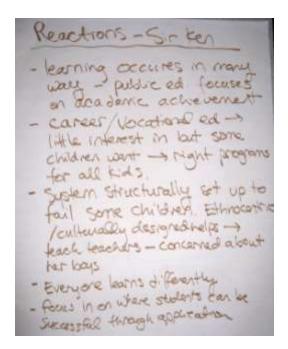


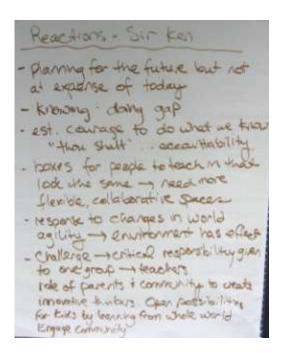
Provocation I: Sir Ken Robinson: Do Schools Kill Creativity?

http://www.ted.com/talks/lang/eng/ken robinson says schools kill creativity.html

Reactions to the video included the following:

- Learning occurs in many ways public education focuses on academic achievement
- Career/Vocational Education is not emphasized but some children want we need to provide the right programs for all children
- The system is structurally set up to fail some children there are ethnocentric, gender, and cultural differences we need to consider
- Everyone learns differently
- Focus on where students can be successful through application
- Plan for the future but not at the expense of today
- There is a knowing/doing gap in education establish the courage to do what we know is right "thou shalt" ...accountability
- We continue to build boxes for people to teach in that look the same we need more flexible, collaborative spaces
- We need to respond to changes in the world; we need to be agile and our environment affects us
- The challenge is that we have given critical responsibility to one group of adults: teachers; we need to
 consider the role of parents and the community to create creative thinkers. Open possibilities for kids to
 learn from and in whole world engage the community

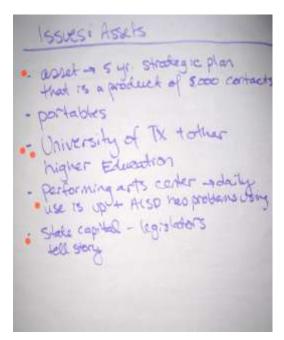


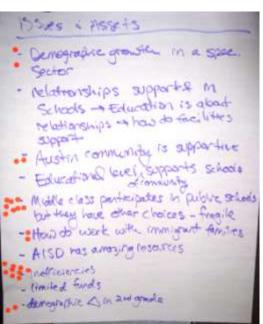


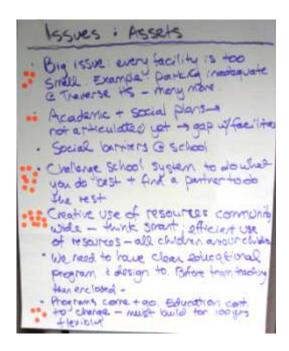
Issues & Assets

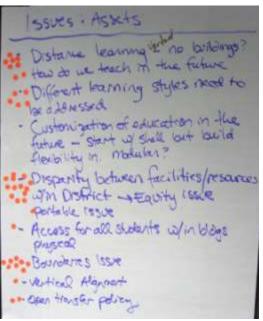
We discussed and prioritized Issues and Assets in Austin ISD. This was a way to find out what was important to those present and what they thought were key to the success of a Facilities Master Plan. As is noted below on the sheets the key issues identified were:

- Equity of facilities and resources across the district
- Efficient use of resources throughout the community
- Partnering
- Future flexibility for teaching in the future
- Competition and school choices (Middle class participates in public schools but they have other choices)
- School boundaries









Provocation II: School of One

http://schools.nyc.gov/community/innovation/SchoolofOne/default.htm

The group watched a video on the School of One, a program that started the summer of 2009, in New York City.

From the above website:

tutors.

"The mission of *School of One* is to provide students with personalized, effective, and dynamic classroom instruction so that teachers have more time to focus on the quality of their instruction.

To achieve this mission, *School of One* re-imagines the traditional classroom model. Instead of one teacher and 25-30 students in a classroom, each student participates in multiple instructional modalities, including a combination of teacher-led instruction, one-on-one tutoring, independent learning, and work with virtual

To organize this type of learning, each student receives a unique daily schedule based on his or her academic strengths and needs. As a result, students within the same school or even the same classroom can receive profoundly different instruction as each student's schedule is tailored to the skills they need and the ways they best learn. Teachers acquire data about student achievement each day and then adapt their live instructional lessons accordingly

By leveraging technology to play a more essential role in planning instruction, teachers have more time to focus on doing what they do best - delivering quality instruction and ensuring that all students learn."

Activity I: | See...We See...

"Vision is the art of seeing the invisible" Jonathan Swift

To start the visioning process we asked participants to 'imagine it's 10 years out, the AISD Facility Master Plan has given the district amazing learning places that reflect the community and help the district accomplish its mission. People visit because its facilities are so successful in accomplishing the goals of the District. Imagine you're giving someone a tour – what do you see?'

Individually participants created I See statements:

- One-on-one time with teachers
- Entire staff focused and engaged with kids
- Teachers focused on teaching the kids and not other issues
- Schools are the pride of the community and the first choice of middle class families
- Large yet flexible spaces built to fit our growing population
- Repurposed spaces that are vintage yet functional for the community
- All facilities are beautifully maintained and are supportive of the instructional programs
- All schools are painted in bright colors place of exciting learning
- A dramatically reduced number of schools, yet a mix of small, medium, and large facilities
- 50 years later the space is still current (or can be)
- Public and private, city and school district co-location of offices, classrooms, theaters, and meeting areas
- Art facilities which involve all our students and the world class Austin arts community in a learning partnership
- Shared facilities with the city Zachary Scott Theater, Long Center, AT&T, IBM, CAN. ACC classroom days around and within the city
- Students integrated within the community, downtown, capitol, tech companies, Whole Foods; "what do you do days"
- Students a large part of the day as interns and apprentices
- Schools have clear feeder patterns and each feeder pattern has a special focus
- Engaged, enthusiastic students that want to be there. Eager to explain their love for learning.
- Loud sounds from playing and team problems solving
- Quiet places for reading and silent learning contemplation
- Team sports, yoga, and meditation
- Wall-sized white boards for drawing ideas and solutions (graffiti on buildings)
- Integrated learning (curriculum) across multiple learning environments
- Teachers focused on each child's learning style and developing and delivering in small groups to that style on a fundamental goal
- Subjects based on student career goals
- Teams of students involved in projects using technology
- Students in a variety of "work spaces" to complete team projects
- Teachers facilitating the learning for students with technology as a major focus
- Fifteen-to eighteen-hour campuses that engage all ages of the community from senior populations to immigrant
 populations teaching each other, weekend festivals, performing arts with the community
- Partnerships with the community, government and schools to achieve educational goals
- Schools that are useable by the community computers, gymnasiums, weight room
- Teachers adept at teaching with technology, smart boards that are interactive, advanced projection systems with students to share their work
- Computer-directed programs that include collaboration and relationships
- Furniture that is moveable and easily configured to adapt to a lesson
- Wall space for student work display
- Work space for problem solving environmental issues
- Students interacting with each other and the instructor in a well lit, clean, environmentally comfortable space
- Recreational and athletic facilities that are available in all communities resulting from partnerships with public and
 private entities that support youth and adult education

- Schools that welcome visitors and are responsive to visitors
- Classrooms that are interactive include technology but also instructionally interactive kids engaged with each other and teacher
- All students have internet access at home
- Staff, students and parents can readily access results and academic plans
- Students have exactly the information they need in the best format
- Realization of the promise of "instructional TV" to help teachers with complex, real world concepts such velocity, acceleration, gravity, history of Middle Eastern areas, areas on curves, environmental science, poetry etc...
- Virtual lab for HS students to work on course credits. Teachers as side facilitators.
- As I walk through the facility I see a number of distant learning centers where students and teachers participating in a
 collaborative learning process. These rooms have state of the art technology.
- State of the art facilities on each campus and two district-wide performing art centers
- · Students attend neighborhood schools as best opportunity
- Classroom instruction that accommodates different student learning styles and provides support and enrichment based on student learning needs
- Stimulating and inviting learning environments that are fun to be in
- Inviting/welcoming face to the facility
- Parents working with students throughout the school
- Spaces for collaboration between teachers, parents and students
- Parents present, actively engaged, knowing learning goals of students
- Space for community/parents to be engaged
- Outside area is an extension of the learning environment
- Students learning in flexible indoor and outdoor spaces
- Gardens, fountains and trails instead of carpet and grass
- Active learning
- Classrooms that make use of indoor and outdoor settings for learning
- Students moving and active in the learning process
- Students actively engaged in their learning
- Classrooms which comfortably hold 30 students in a variety of ways
- Students working in small groups collaboratively
- I see building design geared towards multi-sensory student engagement
- A clean, well maintained visually appealing school for every student
- Tables instead of desks
- Classrooms are organized into learning centers
- Apprenticeships for vocational education
- Learners engaged in community activities and project learning
- Government classes sponsor a bill/resolution at the capital
- Spaces for volunteers from collaborative agencies
- Libraries that allow students to access the world beyond their classroom
- Community of instructors...local, expert, university, etc...
- Space for group performances in every school
- Culturally relevant artwork and displays
- Technology is natural (organic part of the learning process
- Facilities and technology and resources accessible for all
- Classrooms where students have access to technology and its use is integrated into all areas
- Students skilled at technology for gaining, sharing, linking, creating information
- Multiple technology resources in every classroom
- Science and math labs which allow for technology and hands on activities
- I Pad technology instead of paper
- Learning spaces for teachers and administrators
- Adequate work space for all staff
- Multi use meeting spaces
- Less office space more multi-purpose spaces
- All space is special education space based on IEP (Individual Education Plan) for every child

- Social skills training as part the degree program (such as mediation training)
- Flex schedules for students in high school
- Young children given the time and opportunity to learn through play
- Access to all resources within a school for every student
- Curriculum that is differentiated to fit individuals needs and flexible schedules to allow the best use of time
- Secondary classrooms that allow for small group work (not just rows of chairs)
- A flower bed at the entrance of school, there are trees that have been pruned, and doors have been painted recently
 and rooms are brightly painted, there are posters on the walls along with student work. The facilities reflect attention to
 detail
- As we enter the library, there is a bank of computers and students working in small groups accessing databases from around the world. The students are engaged and the noise level is amazingly semi quiet.
- Technology driven learning in every classroom in AISD facility
- Language development academy, producing fluent 2nd and 3rd language proficiency
- Fine arts integrated with academics integrated with social learning
- Music academy generating music professionals, singers, etc.
- Spaces that are student/teacher friendly
- Teachers interacting with students
- Community advocate centers/service for students and family members
- Learning centers for 0 to 4-year olds
- All students actively involved in learning
- Collaboration between AISD and ACC that produces HS graduates interested in graduation with certificates in medical technology, nursing, construction, etc...
- Central headquarters reduced in physical size, in more compact, effective structure
- Substantial revenue generated from space use that can be reinvested into important programming
- Private and corporate donation to AISD foundation in excess of \$50 million
- Number-one rated HS in the country in Austin due to technology or live music/jazz, band or other with an awesome facility/stages, media rooms, etc...



I See Wordle

www.wordle.net

Wordle is a program that generates "word clouds" from text. The clouds give greater prominence to words that appear more frequently in the source text. The Wordle to the left was generated from all the I See statements contributed by participants

In small groups participants then shared these I See... statements and created We See... statements. Listed below are the We see... statements worked on by participants in small groups. These became the basis of the Vision Statement.

We see.....

- An overall environment that is both encouraging and engaging
- Purposeful, functional, modular facilities that serve all students needs
- Facilities "co-purposed" for student and community usage
- Teachers totally focused on education and innovation

Students in a variety of learning environments with technology support, integrated to ensure development of individual learning styles and goals, supported by community partnerships on an ongoing basis (24/7)

Facilities that are inviting, welcoming, flexible enough to accommodate and support a variety of instructional arrangements and incorporates:

- instructional technology
- family and community access to information
- teacher access to information and resources
- Facilities with dedicated spaces to foster and engage parents/community
- Facilities that use the outdoors and indoors in ways that are environmentally responsible and allows for learning to take place in a variety of ways
- Facilities that engage with the community to provide extended learning opportunities both within the school walls and beyond
- Classrooms large enough to allow for flex grouping and active hands-on learning
- A variety of multi-use areas
- Facilities where technology is integrated in every space and accessible to all students and staff
- Spaces that allow for differentiated instruction and flexible school day

Environment: small group instruction spaces, flower beds, natural light, storage areas and no portable buildings (beautiful physical space high quality learning is norm)

Special Programs: Single gender/ single-grade academies, partnerships with higher learning for career/vocational skill development, family resource centers, fine arts, language academies and early childhood centers

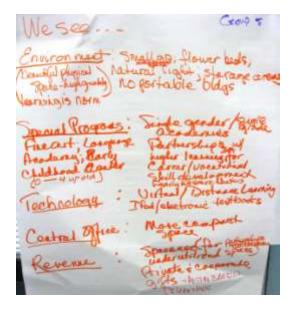
Technology: Virtual/distance learning, IPad/electronic text-books

Central Office: More compact space

Revenue: Space used (for partnerships, co-locations in underutilized space) Private and corporate gifts – Austin-based celebrities







We see ...

... students in a variety
of learning environments
with technology support,
integrated to ensure
development of individual
learning styles & grals,
supported by community
partnerships on an
on-going basis (24-7)

We See > A facility that has dedicated spaces to foster & engage parents/comm > A facility that uses the outdoor + indoors in ways that are environmentally resp. + allows for learning to take place in a variety of ways. > A ficility that engages withe community to provide extended learning opportunities both win the shool walls & beyond. 7 Classrooms large enough to allow for flex grouping @ active hands on earning > A variety of multi-use areas > Afacility where technology is int in every space I access to all stu. 4 staff. The see spaces that allow for diff. instruction + flexible School day

■ Facility Master Plan Vision Statement

The purpose of a vision statement is to guide the entire process, help set priorities, align resources against priorities and facilitate an efficient decision making process. The following vision statement was created by participants from the work done together:

All AISD schools inspire high student achievement and common community goals through inviting, accessible, and efficient facilities that integrate technology and sustainability.

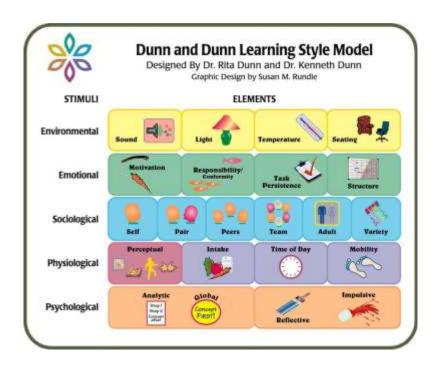
Revised Version:

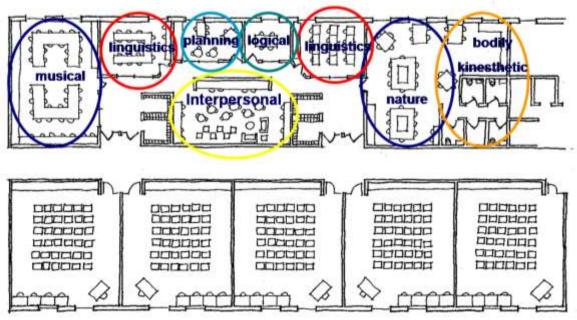
All AISD schools will inspire high student achievement and support common community goals through equitable, inviting facilities that integrate technology and are optimally used, accessible, sustainable, and meet highest educational adequacy standards.

■ Provocation III: Environment Matters

"The only true voyage of discovery consists not of visiting new places, but seeing with new eyes." Voltaire

As a part of the process of thinking about the future of Austin schools, the group looked at learning styles, the learning environment and current examples of what other districts are doing with their facilities. Below are examples of what was discussed. The presentation is included in the May 13th presentation in the appendix of this document.





Values

Building on the work that has already been done in the District we reviewed the Austin ISD Strategic Plan and expanded on the Values contained in the Plan:

AISD Strategic Plan 2010-2015:

Mission (What We Do)

In partnership with parents and our community, AISD exists to provide a comprehensive educational experience that is high quality, challenging, and inspires all students to make a positive contribution to society.

Vision (Where We Want to Be)

AISD will be nationally recognized as an outstanding school district, instilling a passion for life-long learning in all students.

Goals (What We Want to Accomplish)

- Goal 1: All students will perform at or above grade level.
- Goal 2: Achievement gaps among all student groups will be eliminated.
- Goal 3: All students will graduate ready for college, career, and life in a globally competitive economy.
- Goal 4: All schools will meet or exceed state accountability standards, and the district will meet federal standards and exceed state standards.

Strategies (How We Will Achieve Our Goals)

- Provide a high-quality, well-rounded educational experience to all students that is rigorous, culturally relevant, healthful, and engaging.
- Build strong relationships with students, families, and the community to increase trust and shared responsibility.
- Ensure that every classroom has a high-quality, effective educator, supported by high-quality, effective administrators and support staff.
- Align resources to accomplish priorities within a balanced budget.

Values (What We Believe In)

- Focus on Children
- Excellence
- Integrity
- Equity
- Respect
- Health and Safety

Focus on Children

Focus on Children

Facus on K+1 readment

For children

EXCELLENCE

· AS OPPOSED to AVERAGE

STANDARD OR GET BY

· ACADEMIC EMOTIONAL AND

SOCIAL

· ADVANCED, RIGHEROUS, HAGH

ACHIEVERS AS WELL AS HELPONY

HAH NEED

· MULTI-LINGUAL

Integrity

true to Districts Vision +

Mission - Used to drive

decision making trumps

politics

transparent processes

never perfect but out in open

teach to problemsolving
don't give up teaching kins

Creativity - not just about tests

thunking

trust

FAIR ALLOCATION OF
RESOURCES

SIGNATURE PROGRAMS VS.
ACADEMICALLY DISABURANTHOR

EQUIL - OUTCOMES, RESOURCES,
ACCESSIBILITY - DEMONTHER AUG
GEOGRAPHIC.



HEALTH I SAFETY	
· ABILITY TO MONITOR	
OVERALL SCHOOL CAMPUS	
· CHILDREN MUST FREE SAFE	_
· SOCIAL SERVICES ON CAMPUS - PARTHURKSAPS	
· Distance to Schools-	
· Site schools to support them Transportations (unusum, richy, etc.)	le:

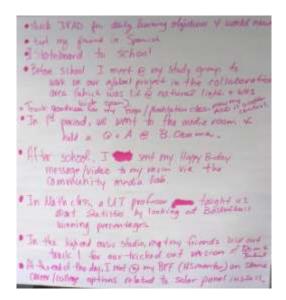
Story Time

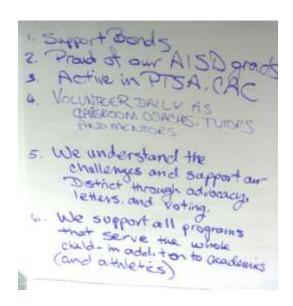
As a way to think more about how learning will happen in the future and what role the facilities play, participants were asked to work in small groups and answer the following question:

Imagine it is 2020 and AISD has met its strategic plan goals for 2015 and has addressed many of the key facility needs as defined in the Facility Master Plan of 2010.

Imagine you are (a student, a community member, a teacher, a staff member) Describe your typical day in an AISD school – what does your day look like?

- 1. What are you doing? What is the process of learning and what are the outcomes or expectations?
- 2. Who are you with? How is your day organized?
- 3. What is your environment like? Where are you and how do you feel?
- 4. What makes AISD a special place to learn?





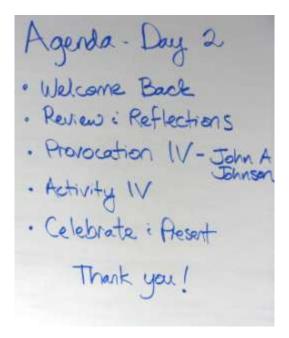


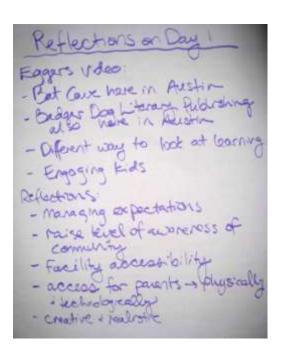
■ Day Two: Reflections

While Day One was about creating a Facility Master Plan Vision Statement, Day Two of the workshop was about creating Facility Principles. Facility Principles create overarching ideas about what's important for all schools in AISD.

To start off Day Two the group reflected on Day One and on a video assigned as homework: Dave Eggers' Wish: Once Upon a School.

http://www.ted.com/talks/lang/eng/dave eggers makes his ted prize wish once upon a school.html





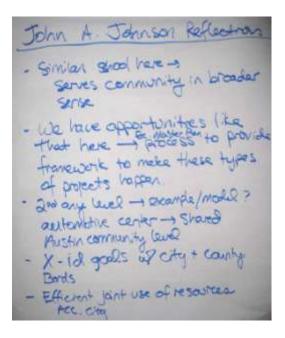
Provocation IV: John A. Johnson

From the KnowledgeWorks website: http://www.kwfdn.org/resource_library/_resources/sacc_video_guide.asp

"Schools as Centers of Community: John A. Johnson Achievement Plus Elementary School" is a video case study and discussion guide that assists local leaders and residents in creating constructive, meaningful dialogue on the importance of good school design and ways schools can become centers of their communities. KnowledgeWorks Foundation partnered with the American Architectural Foundation to create the guide and video.

Video link:

http://www.archfoundation.org/aaf/gsbd/Videos.SCC.htm





Starting with the Austin ISD 2010-2015 Strategic Plan Strategies, participants worked in small groups to define Facility Principles. Facility Principles are overarching ideas about what's important for all schools in the Austin Independent School District.

Strategies (How We Will Achieve Our Goals)

- Provide a high-quality, well-rounded educational experience to all students that is rigorous, culturally relevant, healthful, and engaging.
- Build strong relationships with students, families, and the community to increase trust and shared responsibility.
- Ensure that every classroom has a high-quality, effective educator, supported by high-quality, effective administrators and support staff.
- · Align resources to accomplish priorities within a balanced budget.

For each of the Strategies groups defined what this meant for facilities. So, for example, if the Austin ISD is committed to an engaging/healthy experience for all students, this means what in terms of facilities.

Create Facilities Principles that support the 4 strategies of the AISD Strategic Plan:

The Austin Independent School District is committed to...

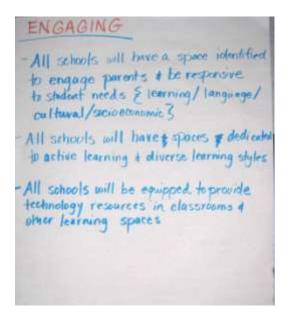
- 1. An engaging/healthy experience for all students
- 2. Strong relationships with students/families/community
- 3. Supporting and engaging high quality effective staff
- 4. Aligning resources with priorities

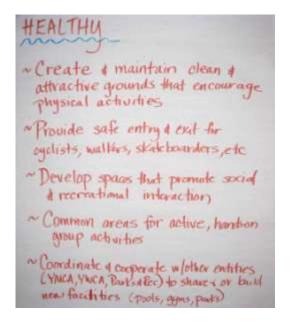
This means...

Activity IV

The Austin Independent School District is committed to An engaging/healthy experience for all students ...

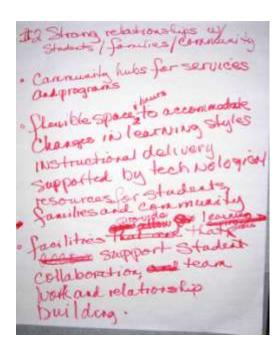
- All schools will have a space identified to engage parents and be responsive to student needs (learning/language/cultural/socioeconomic)
- All schools will have spaces dedicated to active learning and diverse learning styles
- All schools will be equipped to provide technology resources in classrooms and other learning areas
- Create and maintain clean and attractive grounds that encourage physical activities
- Provide safe entry and exit for cyclists, walkers, skateboarders, etc.
- Develop spaces that promote social and recreational interaction
- Common areas for active, hands-on group activities
- Coordinate and cooperate with other entities (YMCA, YWCA, Parks & Recreation) to share and/or build new facilities (pools, gyms, parks)
- All schools will have good indoor air quality, climate control, and day-lighting
- Our facilities will support high quality, rigorous, well rounded learning





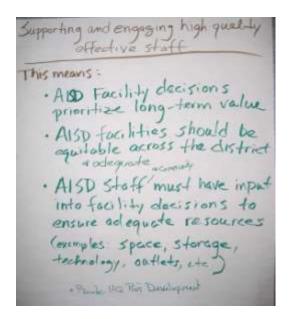
The Austin Independent School District is committed to Strong relationships with students/families/community ...

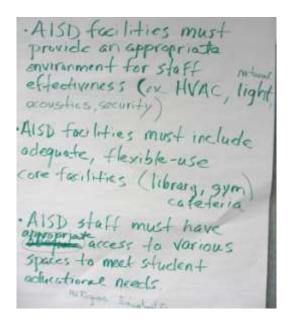
- Community hubs for services and programs
- Flexible spaces and hours to accommodate changes in learning styles, instructional delivery supported by technological resources for students, families and communities
- Facilities to provide learning spaces that support student collaboration, teamwork and relationship building



The Austin Independent School District is committed to Supporting and engaging high quality effective staff ...

- AISD facility decisions promote long-term value
- AISD facilities should be equitable and adequate across the district
- AISD staff and community must have input into facility decisions to ensure adequate resources (examples: space, storage, technology, outlets)
- AISD facilities to provide high quality professional development spaces
- AISD facilities must provide an appropriate environment for staff effectiveness (example: HVAC, light, acoustics, security)
- AISD facilities must include adequate, flexible-use core facilities (library, gym, cafeteria)
- AISD staff must have appropriate access to various spaces to meet student needs of a high quality rigorous educational experience





The Austin Independent School District is committed to Aligning resources with priorities...

- Leverage Austin public and private resources for more effective and efficient use of existing and new facilities by:
- Revisit efficiency study
- Align decisions with fiscal impact statement
- "CAN" concept (Community Action Network) to engage various public entities (e.g. UT, ACC, Travis County, Seton, St. David's, etc...) for purpose of repurposing facilities including charters and co-location
- Must at least break even or generate revenue
- Strategy for maintenance and operations to support facilities and address deferred, routine, and preventative maintenance
- Develop detailed capital plan schedule/report that includes budget/actuals/completion dates and M
 & O impact by project
- CAN concept must be integrated into bond planning process to address shared facilities and a more comprehensive set of services
- Develop strategic partnerships to obtain private donations /endowments in excess of \$50 million

Ledvarage Austin Public

1 private resources for

more addedive and efficient

Use of existing + new
facilities by:

D Revisit Edicinary Study

acilities by:

D Revisit Edicinary Study

E Alagn decisions w/ fiscal

impact statement

CAN Concept to engage

Various public entities

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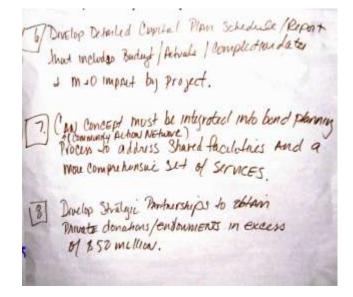
even or generate revenue

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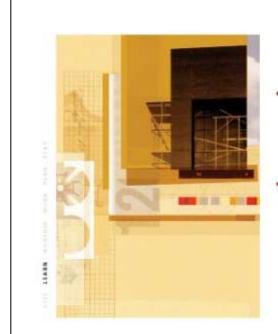


Appendices

Contained on the following pages are the presentations from both days.







VISIONING WORKSHOP RESULTS

- Facility Master Plan Vision Statement that creates a filter by which future decisions can be made
- Facility Principles that create overarching ideas about what's important for all schools in AISD

Be who you are and say what you feel because those who mind don't matter and those who matter don't mind.

- Dr. Seuss

Keith Sawyer, Group Genius: The Creative Power of Collaboration

Diversity works. Increase the variety of people, and you increase the pool of potential ideas.

Don't worry about who gets credit. When everyone genuinely collaborates, everyone ends up being more creative.

Clarity is not a virtue. If everything you say is detailed and explicit, you won't give your collaborators room to run. Put ideas out there that are half-baked.

Creativity is risky. Put yourself in an environment that rewards failure. Successful creative people are also the ones who fail the most often.

RECIPE FOR SUCCESS

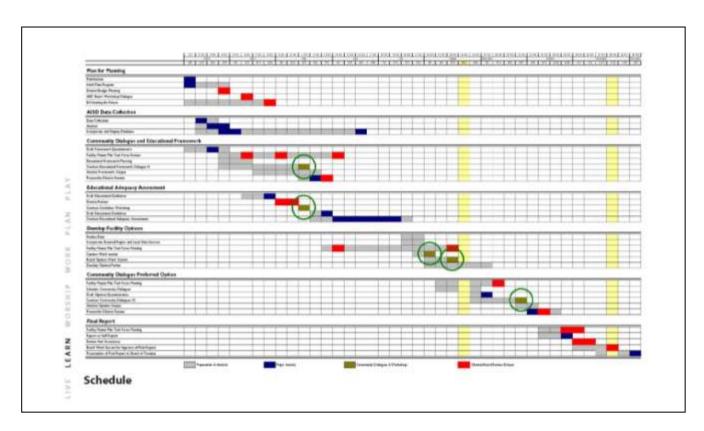
Be present and ask questions.

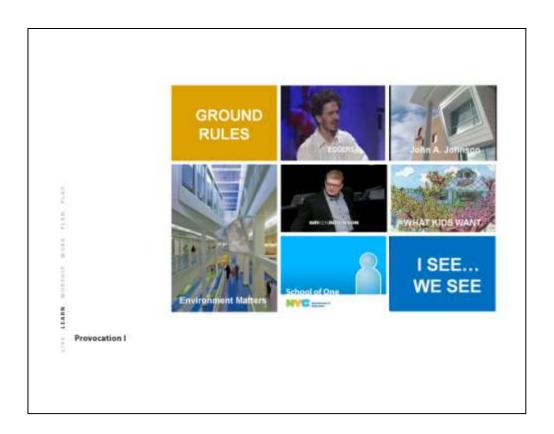
Find the common ground.

Relax and allow, self-comparisons get in the way.

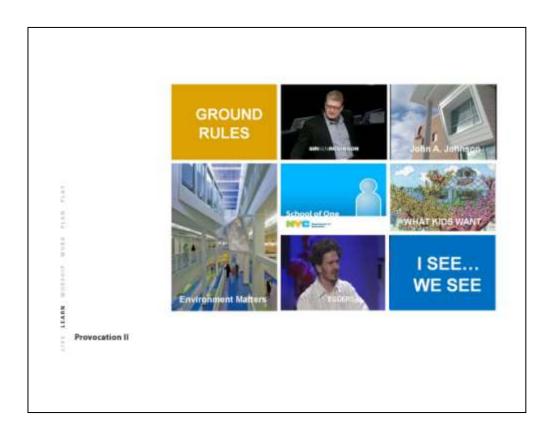
Focused attention toward a specific result over a sufficient period of time.













The purpose of a Facilities Master Plan Vision Statement is to guide the entire process, help set priorities, align resources against priorities, and facilitate an efficient decision-making process

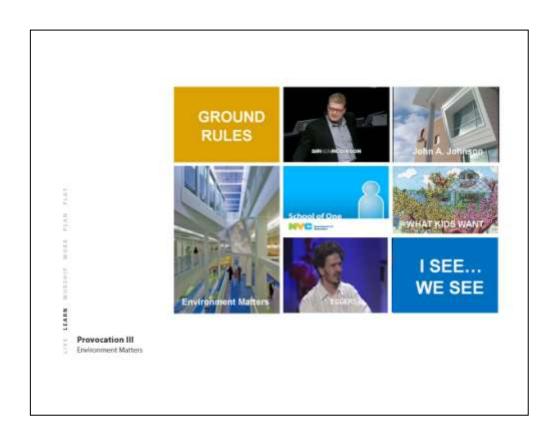


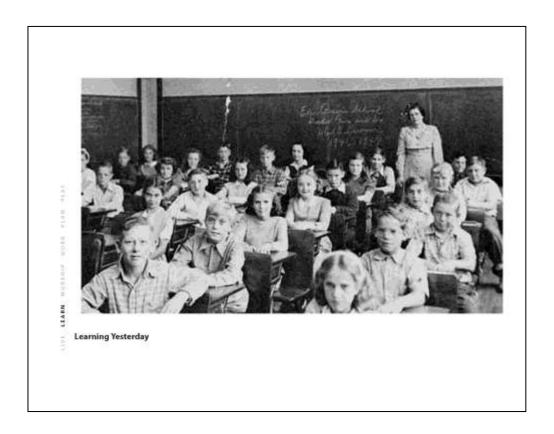
Imagine it's 10 years out, the AISD Facility
Master Plan has given the district amazing
learning places that reflect the community
and help the district accomplish its mission.
People visit because its facilities are so
successful in accomplishing goals of the
District. Imagine you're giving someone a
tour – what do you see?

I see...

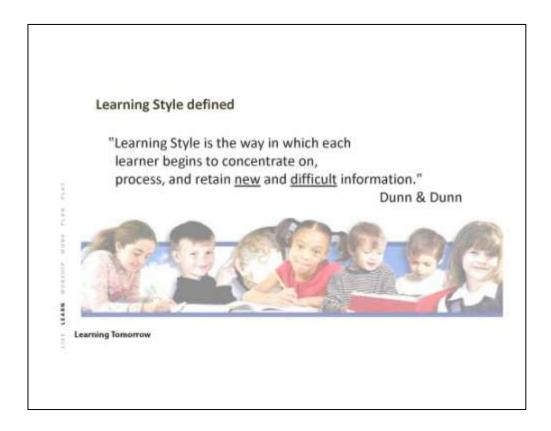
Activity I

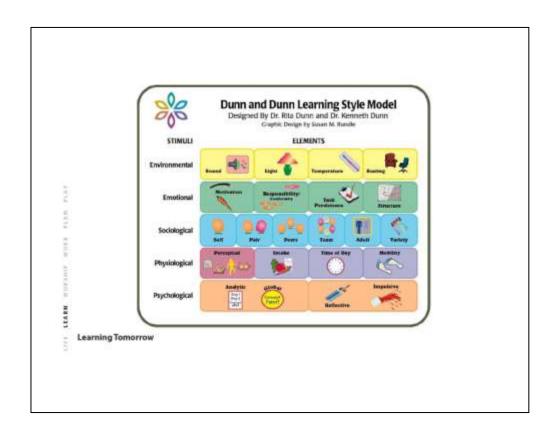














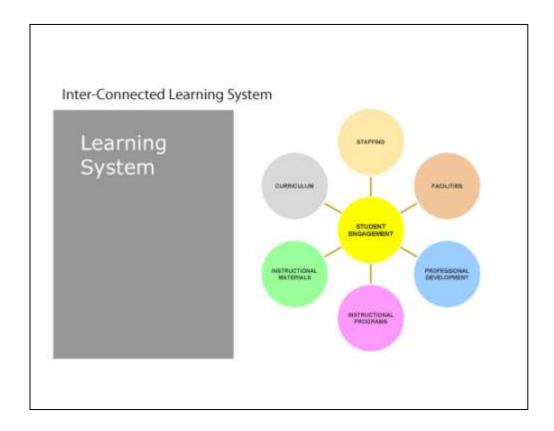
Effective 21st century educational environments are shaped by these basic understandings:

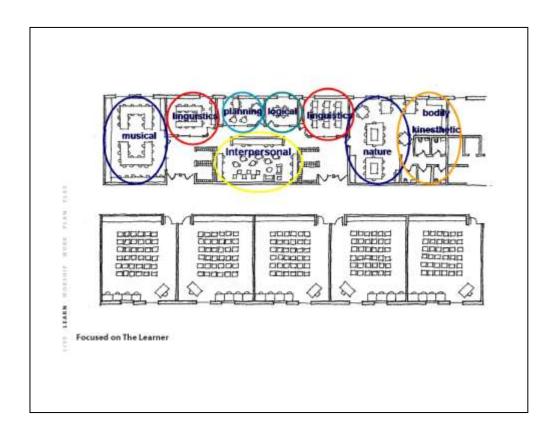
- All of us can learn, but we each learn differently
- Learning happens anywhere, anytime
- Learning is most successful when it engages all of the senses
- Successful learning environments instill meaning
- Learning happens best when learners are actively engaged
- Learning happens when a variety of styles are supported
- Successful learning environments instill pride

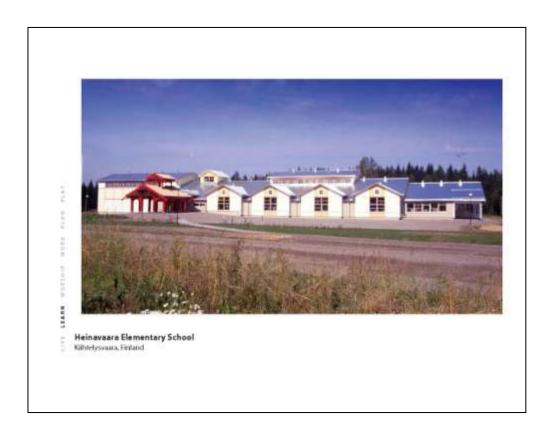


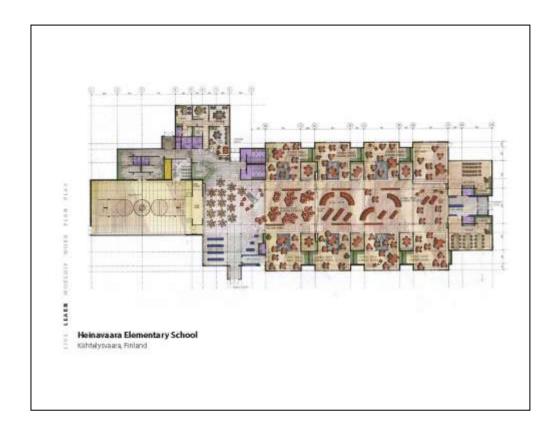
Effective 21st century educational environments are shaped by these basic understandings:

- Learning happens when learners can connect their learning to real life
- Learning is best supported when learners feel safe and willing to take risks
- Learning happens best when technology is integrated into the learning process
- Successful learning environments are a unique reflection of the communities they serve
- Learning is most successful when it enables learners to make connections at a variety of levels: one-on-one, small group, large group, school-to-community

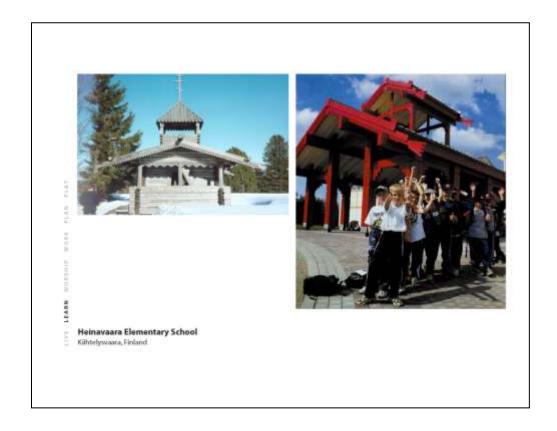


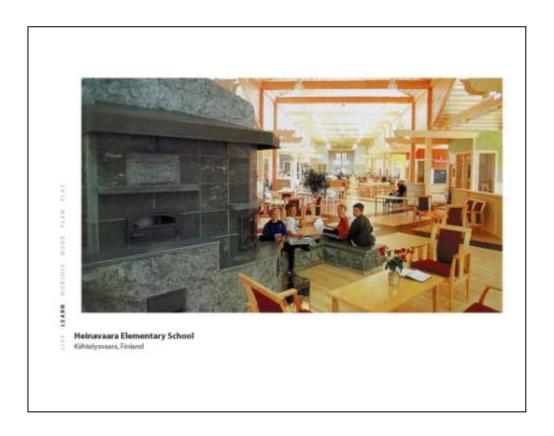


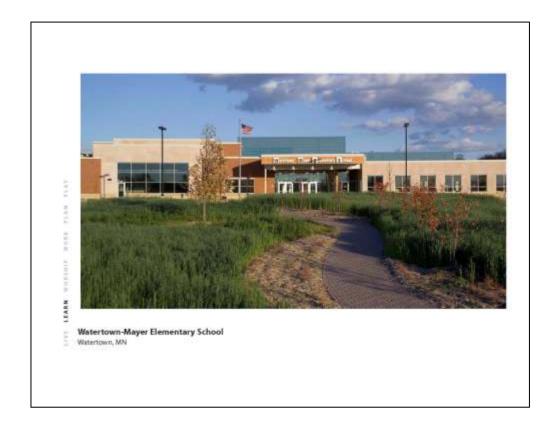


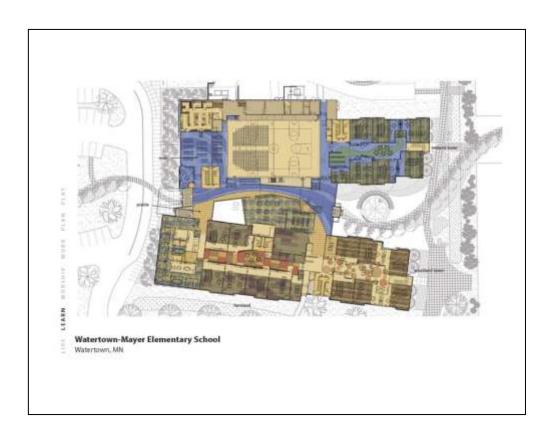


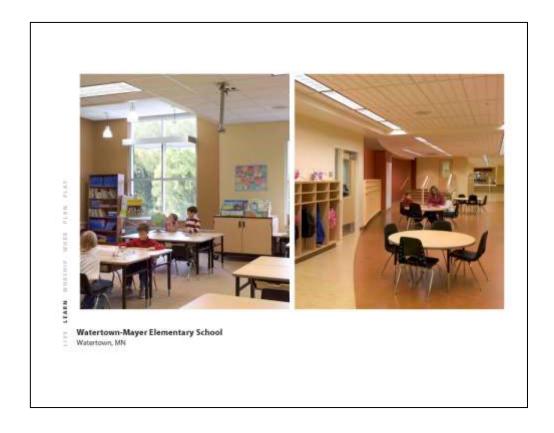




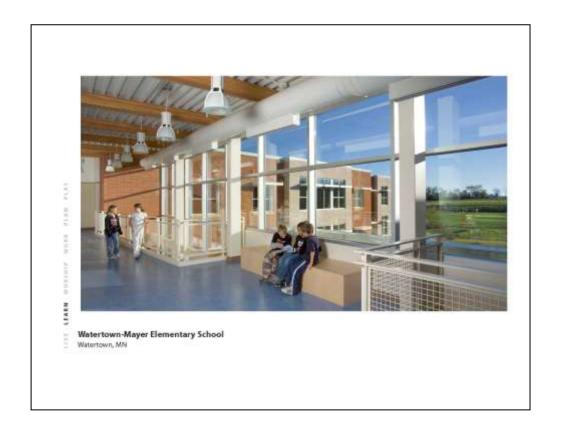




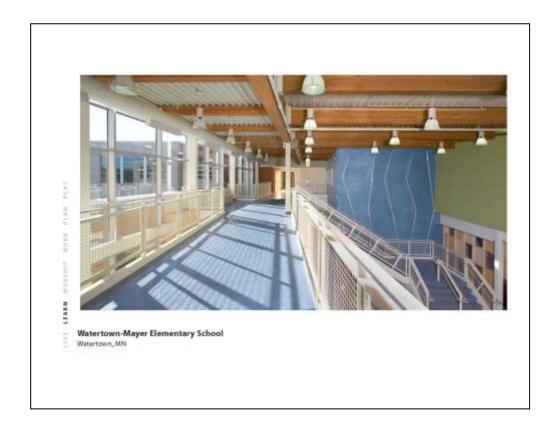






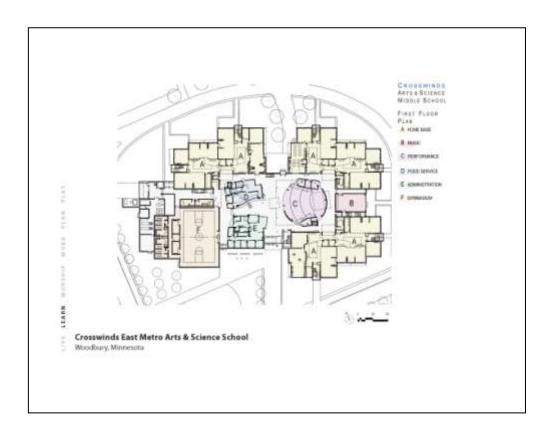


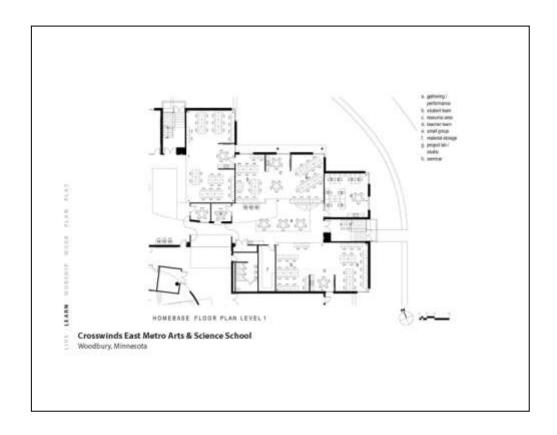




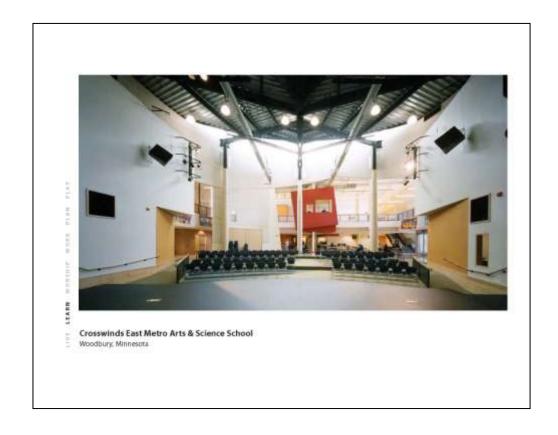


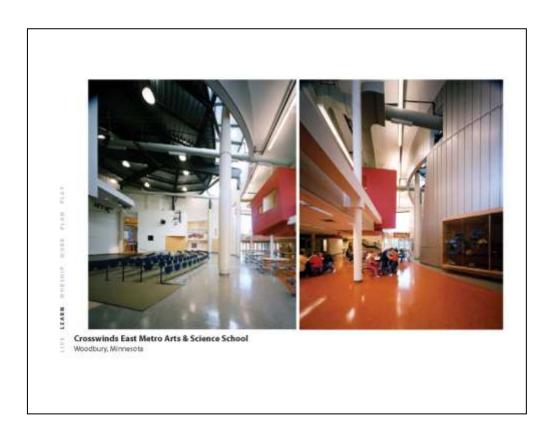


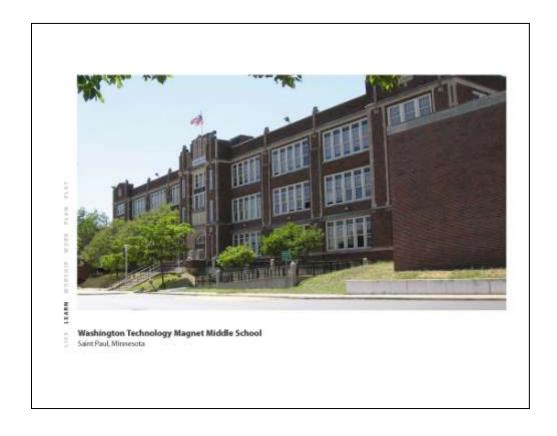


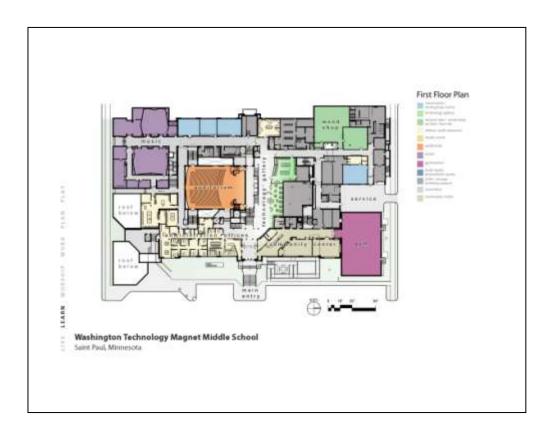


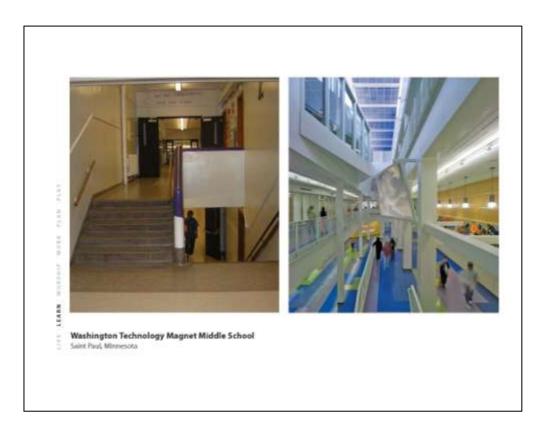










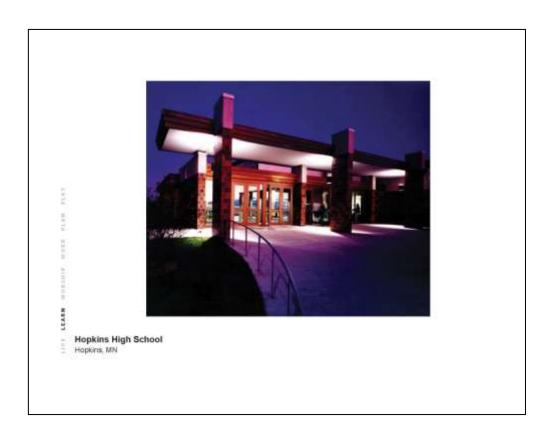




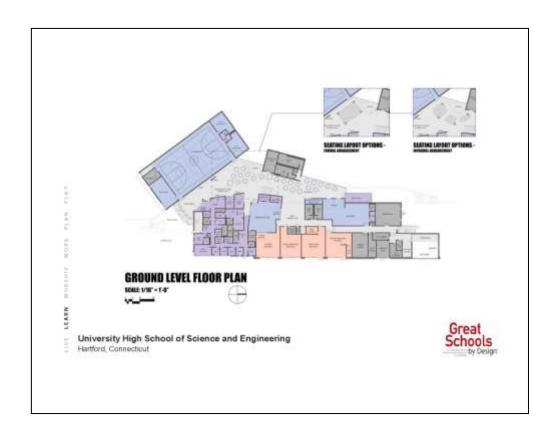
















"The only true voyage of discovery consists not of visiting new places, but seeing with new eyes."

Voltaire



The Power of Us: Austin ISD Strategic Plan 2010 - 2015

Mission (What We Do)

In partnership with parents and our community, AISD exists to provide a comprehensive educational experience that is high quality, challenging, and inspires all students to make a positive contribution to society.

Vision (Where We Want to Be)

AISD will be nationally recognized as an outstanding school district, instilling a passion for life-long learning in all students.



The Power of Us: Austin ISD Strategic Plan 2010 - 2015

Goals (What We Want to Accomplish)

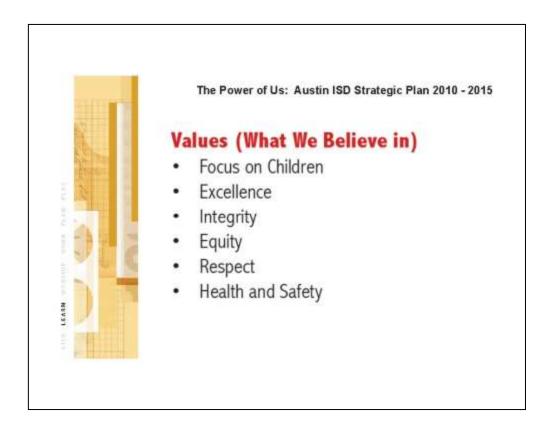
- Goal 1: All students will perform at or above grade level.
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Strategies (How We Will Achieve Our Goals)

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The Power of Us: Austin ISD Strategic Plan 2010 - 2015 ***Property of the the standing well strong, whereby you do the history by death in his standing well strong, whereby you do the history in generative with all risks and growth and production of growth and production of growth and production of growth and production of the strong should death appeal for strong plants and growth and appeal for another landing and wave registrate who deather, and appeal for another landing and wave registrate who deather, and appeal for another landing and the strong should be another landing and the strong should another landing and the strong should another landing and the strong should be another landing and the strong should another landing and the strong should be another landing and the strong should another landing and the strong should another landing and the strong should be another landing and the strong should be another landing and the strong should another landing and the strong should another landing and the strong should be another landing another landing strong should another landing and the strong should be another landing another landing strong should another l





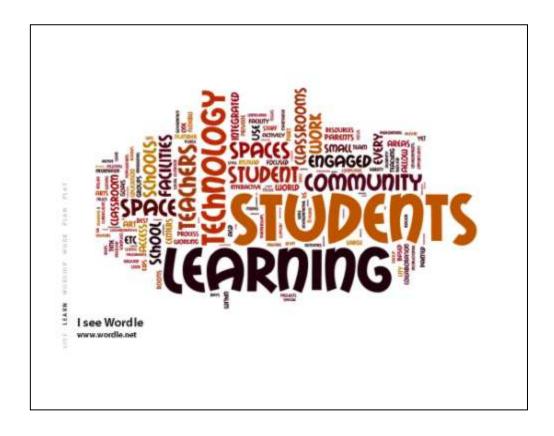
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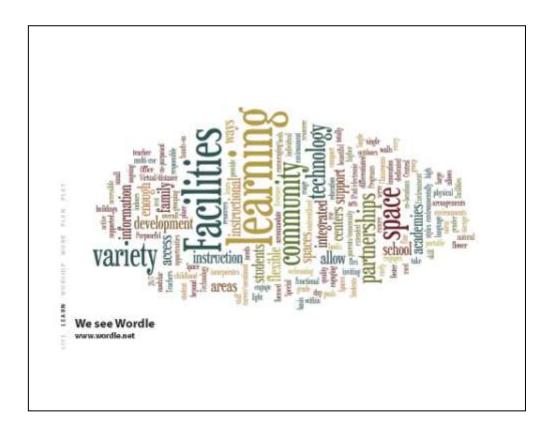
Imagine you are _______. Describe your typical day in an AISD school — what does your day look like?

1. What are you doing? What is the process of learning and what are the outcomes or expectations?
2. Who are you with? How is your day organized?
3. What is your environment like? Where are you and how do you feel?
4. What makes AISD a special place to learn?

Activity III





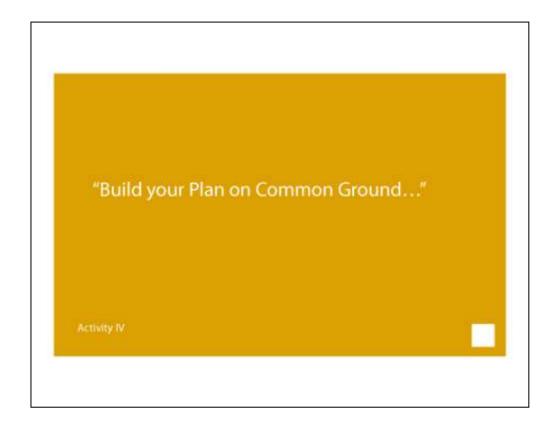


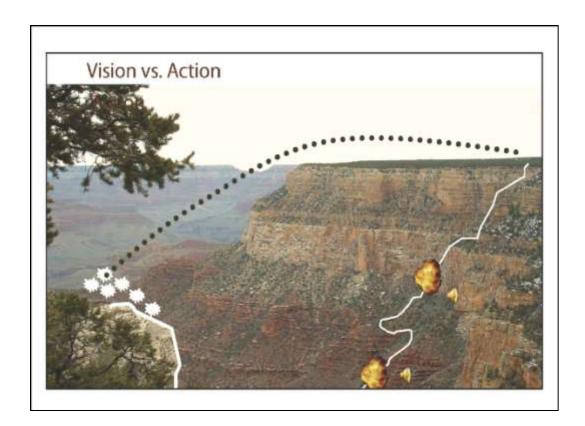
Draft Facility Master Plan Vision Statement

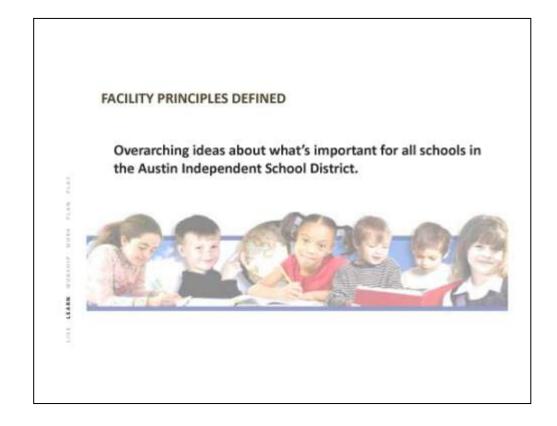
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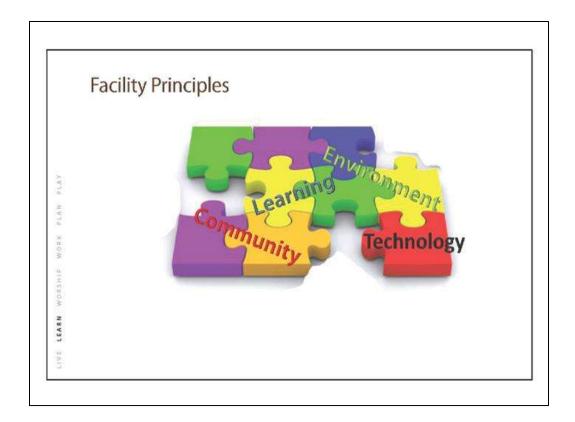
Draft Vision Statement

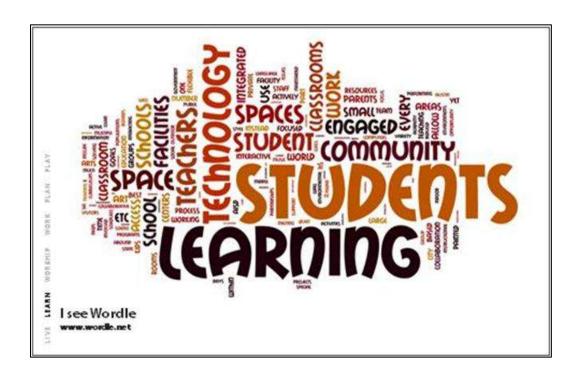














Strategies (How We Will Achieve Our Goals)

- Provide a high-quality, well-rounded educational experience to all students that is rigorous, culturally relevant, healthful, and engaging.
- Build strong relationships with students, families, and the community to increase trust and shared responsibility.
- Ensure that every classroom has a high-quality, effective educator, supported by high-quality, effective administrators and support staff.
- · Align resources to accomplish priorities within a balanced budget.

Create Facilities Principles that support the 4 strategies of the AISD Strategic Plan:

The Austin Independent School District is committed to...

1. An engaging/healthy experience for all students
2. Strong relationships with students/families/community
3. Supporting and engaging high quality effective staff
4. Aligning resources with priorities

This means...

Activity IV

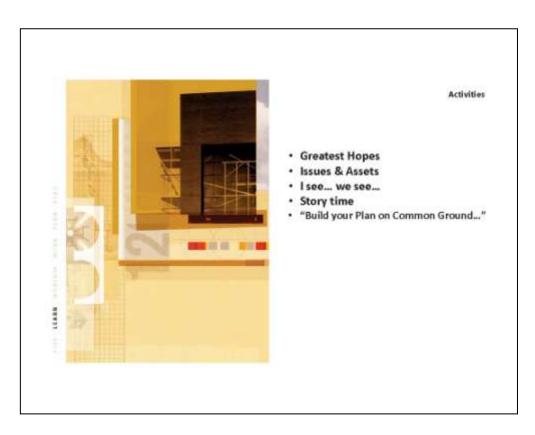








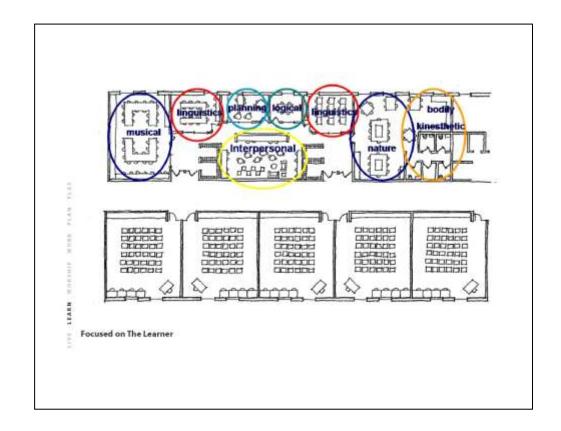






Issues and Assets

- Creative use of resources community wide think smart efficient use of resources – all children are our children
- Challenge school system to do what you do best and find a partner to do the rest
- Distance learning virtual no buildings how do we teach in the future
- Disparity between facilities and resources within the district – equity issues – portable issues
- · Boundaries issues
- · Inefficiencies
- Middle class participants in public schools they have other choices – fragile
- · Premier tech, educational infrastructure with partnerships



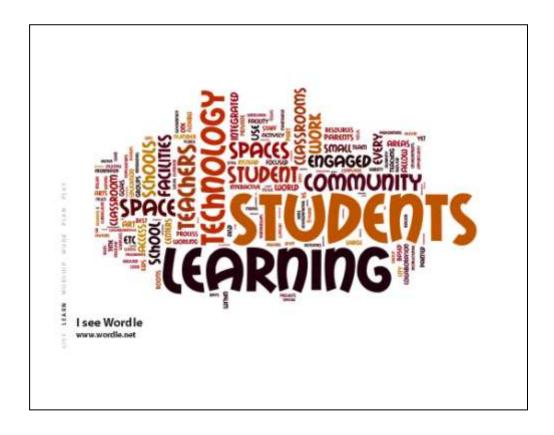


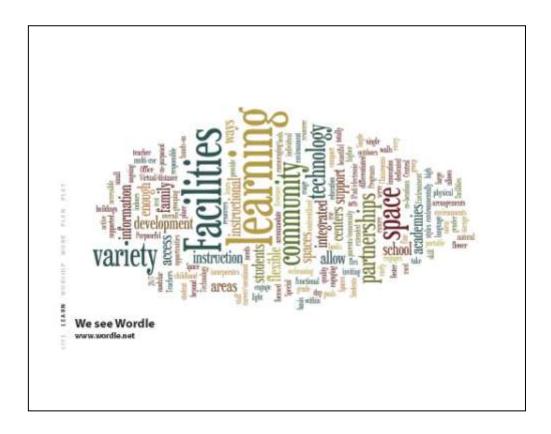
"The only true voyage of discovery consists not of visiting new places, but seeing with new eyes."

Voltaire

The purpose of a Facilities Master Plan Vision Statement is to guide the entire process, help set priorities, align resources against priorities, and facilitate an efficient decision-making process







Draft Facility Master Plan Vision Statement

All AISD schools inspire high student achievement and common community goals through inviting, accessible, and efficient facilities that integrate technology and sustainability.

Draft Vision Statement



Mission (What We Do)

In partnership with parents and our community, AISD exists to provide a comprehensive educational experience that is high quality, challenging, and inspires all students to make a positive contribution to society.

Vision (Where We Want to Be)

AISD will be nationally recognized as an outstanding school district, instilling a passion for life-long learning in all students.



The Power of Us: Austin ISD Strategic Plan 2010 - 2015

Goals (What We Want to Accomplish)

- Goal 1: All students will perform at or above grade level.
- Goal 2: Achievement gaps among all student groups will be eliminated.
- Goal 3: All students will graduate ready for college, career, and life in a globally competitive economy.
- Goal 4: All schools will meet or exceed state accountability standards, and the district will meet federal standards and exceed state standards.



Strategies (How We Will Achieve Our Goals)

- Provide a high-quality, well-rounded educational experience to all students that is rigorous, culturally relevant, healthful, and engaging.
- Build strong relationships with students, families, and the community to increase trust and shared responsibility.
- Ensure that every classroom has a high-quality, effective educator, supported by high-quality, effective administrators and support staff.
- · Align resources to accomplish priorities within a balanced budget.



The Power of Us: Austin ISD Strategic Plan 2010 - 2015

Values (What We Believe in)

- · Focus on Children
- Excellence
- Integrity
- Equity
- Respect
- Health and Safety



Focus on Children:

- Early Childhood education center for K -1 readiness
- This is the touchstone/core of issue for the District what is this best for children is the heart
- Three populations or groups
 - English Language Learners
 - Economically Disadvantages
 - Special Education
- If we're successful with these we will be successful with all (best practices)



The Power of Us: Austin ISD Strategic Plan 2010 - 2015

Excellence:

- · As opposed to average, standard or just get by
- · Academic, emotional and social excellence
- Focus on advanced, rigorous, high achievers as well as high need
- Multilingual

Integrity:

- True to district's vision, mission use to drive decision making process – trumps politics
- · Transparent processes never perfect but out in open
- Teach to problem solving don't give up teaching kids not just about testing – about thinking
- Trust



Equity

- · Fair allocation of resources
- Signature programs and academically disadvantaged supported
- Equal outcomes, resources, access
- · Accessibility demographic and geographic

Respect

- Design facilities to show respect, i.e. social areas for students
- · Tone of discussions respectful
- · Respect for transparency, process oriented
- · Process with community respectful
- · Perception of inequity can be problematic

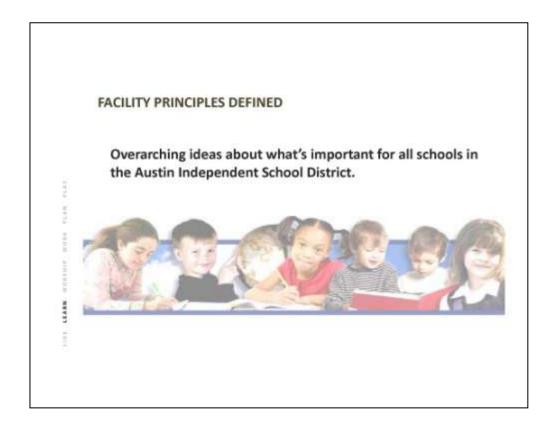


The Power of Us: Austin ISD Strategic Plan 2010 - 2015

Health and Safety

- · Ability to monitor overall school campuses
- · Children must feel safe to be able to learn
- Social services on campus partnerships
- · Distance to school walkability
- Site schools to support "active" transportation walking, biking, etc...





Create Facilities Principles that support the 4 strategies of the AISD Strategic Plan: The Austin Independent School District is committed to... 1. An engaging/healthy experience for all students 2. Strong relationships with students/families/community 3. Supporting and engaging high quality effective staff 4. Aligning resources with priorities This means... Activity IV

Facility Principles The Austin Independent School District is committed to An engaging/healthy experience for all students ... This means... · All schools will have a space identified to engage parents and be responsive to student needs (learning/language/cultural/socioeconomic) · All schools will have spaces dedicated to active learning and diverse learning styles · All schools will be equipped to provide technology resources in classrooms and other learning areas · Create and maintain clean and attractive grounds that encourage physical activities · Provide safe entry and exit for cyclists, walkers, skateboarders, etc... . Develop spaces that promote social and recreational interaction . Common areas for active, hands-on group activities · Coordinate and cooperate with other entities (YMCA, YWCA, Parks and Rec) to share and/or build new facilities (pools, gyms, parks) * All schools will have good indoor air quality, climate control, and daylighting · Our facilities will support high quality, rigorous, well rounded learning

Facility Principles

The Austin Independent School District is committed to

Strong relationships with students/families/community ...

This means...

- · Community hubs for services and programs
- Flexible spaces and hours to accommodate changes in learning styles, instructional delivery supported by technological resources for students, families and communities
- Facilities to provide learning spaces that support student collaboration, team work and relationship building

Facility Principles

The Austin Independent School District is committed to

Supporting and engaging high quality effective staff ...

This means...

- AISD facility decisions promote long-term value
- · AISD facilities should be equitable and adequate across the district
- AISD staff and community must have input into facility decisions to ensure adequate resources (examples: space, storage, technology, outlets)
- AISD facilities to provide high quality professional development spaces
- AISD facilities must provide an appropriate environment for staff effectiveness (example: HVAC, light, acoustics, security)
- AISD facilities must include adequate, flexible use core facilities (library, gym, cafeteria)
- AISD staff must have appropriate access to various spaces to meet student needs of a high quality rigorous educational experience

TATAL LEASEN

Facility Principles

The Austin Independent School District is committed to

Aligning resources with priorities...

This means...

- Leverage Austin public and private resources for more effective and efficient use of existing and new facilities by:
- · Revisit efficiency study
- · Align decisions with fiscal impact statement
- "CAN" concept (Community Action Network) to engage various public entities (e.g. UT, ACC, Travis County, Seton, St. David's, etc...) for purpose of repurposing facilities including charters and co-location
- · Must at least break even or generate revenue
- Strategy for maintenance and operations to support facilities and address deferred, routine, and preventative maintenance
- Develop detailed capital plan schedule/report that includes budget/actuals/completion dates and M & O impact by project
- CAN concept must be integrated into bond planning process to address shared facilities and a more comprehensive set of services
- · Develop strategic partnerships to obtain private donations /endowments in excess of \$50 million

WORSH

Photos taken during the Workshop







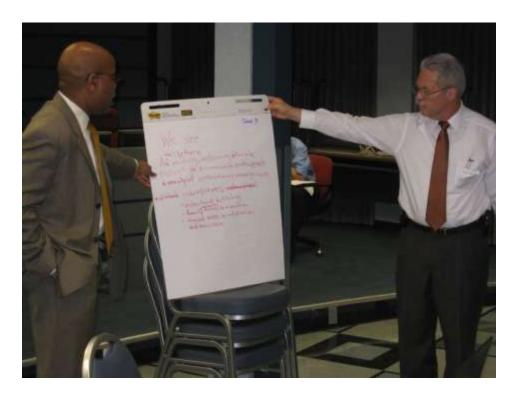


















































AUSTIN INDEPENDENT SCHOOL DISTRICT

District-Wide Facility Master Plan

Appendix D

Community Dialogue #1 Results



AISD Facility Master Plan Community Dialogue #1



Results Report





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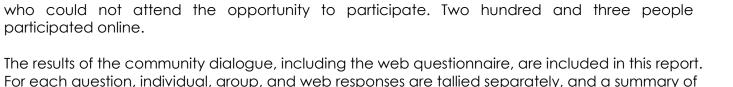


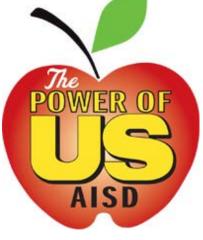


Introduction

Austin Independent School District held a community dialogue on May 20, 2010, in the Travis High School cafeteria to discuss the facility master planning process and gather input from the community regarding preferences for school facilities and programs. Approximately 163 people attended and participated in the dialogue. Participants worked individually on questionnaires, and then into groups of 6-8 people to discuss the same questions, listen to each other's opinions, and try to reach consensus on the group questionnaire. Staff from DeJONG-RICHTER helped to facilitate the community dialogue and members of the District's Facility Master Planning Task Force assisted in leading discussions for each of the small groups.

At the conclusion of the community dialogue, the results from the group questionnaires were posted on large flipcharts for participants to see the preliminary results. After the community dialogue, the individual and group questionnaires were tallied by DeJONG-RICHTER. Additionally, the questionnaire was made available online for one week after the dialogue to allow those who could not attend the opportunity to participate. Two hundred and three people participated online.







those results is reported.



Questions #1, #2, #3 - In your opinion, what is the ideal number of students for ELEMENTARY, MIDDLE and HIGH

your opinion, mario	tiro ideal ridirilosi	0.0.0000.00.00.00	 aa
schools?			

Ideal number of students for an ELEMENTARY school												
	Indiv	idual	Gro	oup	Web							
	%	Count	%	Count	%	Count						
Less than 300 students	7%	12	0%	0	30%	61						
300 to 500 students	44%	71	52%	13	44%	90						
500 to 700 students	41%	67	44%	11	17%	35						
700 to 900 students	5%	8	4%	1	7%	14						
More than 900 students	1%	1	0%	0	1%	1						
Not Answered	3%	4	0%	0	1%	2						

2. Ideal number of students for a MIDDLE school

	Indiv	idual	Gro	oup	Web		
	%	Count	%	Count	%	Count	
Less than 400 students	4%	7	0%	0	13%	26	
400 to 600 students	21%	34	8%	2	40%	82	
600 to 800 students	39%	63	63%	15	29%	59	
800 to 1000 students	32%	51	25%	6	17%	34	
More than 1000 students	1%	2	0%	0	1%	1	
Not Answered	2%	4	4%	1	1%	1	

3. Ideal number of students for a HIGH school

	Indiv	idual	Gro	oup	Web	
	%	Count	%	Count	%	Count
Less than 500 students	4%	6	0%	0	7%	14
500 to 1000 students	18%	28	16%	4	35%	72
1000 to 1500 students	32%	50	24%	6	31%	63
1500 to 2000 students	32%	50	52%	13	16%	32
2000 to 2500 students	11%	17	4%	1	8%	16
2500 to 3000 students	1%	1	0%	0	1%	3
More than 3000 students	1%	1	0%	0	1%	1
Not Answered	3%	4	4%	1	1%	2







Question #4 - How would you like Pre-K programs to be implemented for children in the District?

4. Implementation of Pre-K programs in the District										
	Indiv	idual	Gro	oup	Web					
	%	Count	%	Count	%	Count				
A. Offered at all elementary schools	44%	69	32%	8	37%	75				
B. Offered at selected elementary schools	6%	10	0%	0	19%	39				
C. Offered at Pre-K Centers throughout the District	19%	29	24%	6	16%	32				
D. Combination of the above	24%	38	40%	10	24%	48				
E. Other	3%	4	0%	0	3%	7				
Not Answered	4%	6	4%	1	1%	2				

Individual Comments

- Prefer that Pre-K children stay at home.
- Offered at all schools with option for paid inclusion.
- None, focus on improving K-12.
- Pre-K at high schools to scare the HS students to postpone childbearing!
- None

Group Comments

• Many opinions; need more information.

Web Comments

- There are too many Pre-K programs; it needs to be down-sized. Tax money should be spent on K-12.
- Underutilized schools should not just have boundaries redrawn. There are issues that are not easily defined that may be the cause. These campuses could be

- repurposed as Pre-K centers or smaller Magnet campuses to make them more desirable.
- I feel certain school facilities should be used for other forms of revenue.
- Not offered at all.
- Keep this private.
- School in Mueller community as soon as possible.
- Pre-K is becoming essential. Proximity is important for those without reliable transportation. Regardless, it needs to be instituted districtwide.
- I would like for all teachers to know all the children they teach, both by name and as individuals as well. They should not be so overwhelmed with the amount of students that a student gets lost in the shuffle.
- Unless the state is going to kick in for universal Pre-K, it should continue to be housed in schools, where those kids can be part of the larger community.
- I know that it's expensive to not consolidate small schools, but small schools are so much more effective as





- teaching environments. Please don't close the small schools.
- It is not the size of the school that matters, but the size of the class.
- Could the expense of Pre-K be avoided? Starting at K is early enough.
- Depends on existing facilities and their capacities.
- Keeping the school small enough so that every teacher can know each of their students is important.
- I realize with the economy in shambles, the easy out is to close these smaller schools, but please realize, these schools are Academic Havens. Children are not lost in

- the huge pile of over 1,000 children in one location.
- I believe this should apply also to all special educations programs.
- Let parents send their kids to whatever Pre-K school they want to pay for.
- There should be fewer children in each class so teachers can focus more on the students.
- Classroom size should be less than 20, regardless of state requirement. Fewer students per teacher is more beneficial to all involved.
- I think children should track to the same grade school, middle school and high school.

Question #5 - AISD provides a Pre-K program for students who qualify based on economic disadvantage, limited English proficiency or parents' active military status. Do you believe the District should expand Pre-K?

5	5. Should the District expand Pre-K?												
Individual Group Web													
	%	Count	%	Count									
Yes	70%	114	88%	22	44%	89							
No	14%	23	0%	0	33%	68							
Don't Know	13%	21	4%	1	22%	45							
Not Answered	3%	5	8%	2	1%	1							





Question #5a - If yes, what is your recommendation for this expansion?

Individual

- I believe that no child should be left behind. Even if they are middle or upper class.
- Pre-K should be needs-based first, but then open to others on an "as needed" basis. Some families need this option, but because of working parents, may not qualify.
- Universal. Pre-K kids need models from non-disadvantaged backgrounds.
- To reach all students.
- All 4 year olds attend.
- It should be more like other countries in Western Europe where there is government funded pre-school. Meaning it should be offered at all elementary schools, including the middle class and not just for the disadvantaged.
- Pre-K in every school just like all of the other grades.
- Pre-K should be available to all.
- Would the District save some long-term costs by implementing Pre-K instruction? I think it would level the playing field among all socioeconomic communities.
- Look at census information and geographic/ demographic makeup of a particular area of town and plan accordingly.
- We need all students at the same level for Kindergarten, but need to work at getting payment for preschool children and not just a free day care center.
- Hire more teachers. Add portable buildings with less paperwork for teachers. Develop a program teachers can use on a computer to help with paperwork load so they can focus on being teachers. Go back to basics.

- The benefit is tangible for all, so what is the result for the community if the criteria for acceptance is expanded?
- Expanded to everybody to better prepare children for Kindergarten.
- Rich or poor, all children should be treated the same.
- Consult the best academic research.
- Expand to all students.
- Locate Pre-K centers across the District.
- Pre-K is especially important for children who have limited English proficiency. This will help them learn English at a younger age since this is the critical time for them to absorb a new language. Kids with parents in the military move 6-9 times in their K-12 lifetime; therefore attending Pre-K will help their kids cope better in the future if they have their fundamentals covered at an early age.
- Use existing buildings designed to house Pre-K children to help develop their learning skills so when they enter elementary, middle and high school they are prepared.
- Children with developmental delay.
- Early childhood education influences their development for the rest of their lives.
- Separate Pre-K programs by "disadvantaged" versus grouping students of significantly diverse needs into one single or many Pre-K centers. Pre-K years are pivotal and the needs of Pre-K aged children should be addressed as such.
- Use low enrollment schools as Pre-K centers as well as neighborhood programs to serve the children of





teachers/special education kids that will attend that school.

- Provide pay/fee based. Some 18 month+. Some 3yr+.
- All students should be allowed to attend so when they
 get to kindergarten, they're all on the same page.
 Know shapes, colors, how to spell their name.
- Pre-K centers. In school where space is available.
- More Pre-K centers like Reed.
- To all households wanting to participate. It should also be all day.
- If a neighborhood has a need to expand, this builds continuity for the neighborhood and school. Language growth for LPCD students.
- Allow the parents to "buy" into the programs by offering affordable options.
- All Pre-K age students should be able to enroll with a non-economically disadvantaged paying sliding scale fee.
- Financial supplementation from parents.
- Incorporate them in the dual language program.
 Maybe people of high incomes could offer financial contributions.
- Those that do not register for Pre-K often come in to Kindergarten not knowing basic shapes, colors, letters, sounds, etc.
- Expand in neighborhoods to meet the growing populations.
- More schools like Lucy Reed in all quadrants of the city.
- Open to other children if parents choose.
- Allow people to pay on sliding scale. Even if not disadvantaged. Congresswoman Pat Schroeder passed federal head-start legislation and that is allowed.

- It should be available to all families and funded locally, not federally.
- High quality Pre-K should be available to any family who needs it. Pre-K sets the stage for academic and life success. Every \$1 invested saves \$13 in future costs.
- Make Pre-K available to all students regardless of race or economic status.
- Paid tuition from Pre-K students who do not qualify for above qualifications.
- I think it improves education in the elementary years.
- For all students but particularly economically disadvantaged.
- All schools and children should be treated equitably.
 Get the parents on board at an early age. Expand eligibility.
- Provide increased school/social skill for children and strive to get an increased level of parental involvement.
- It should be offered based on community need or want. Available to all students but not necessarily all campuses.
- AISD needs to raise the income amount to be considered as economic disadvantaged. AISD should also allow a specific amount of "regular" folk to be accepted in Pre-K. In other words, families who don't fall in the already established qualifications.
- Regardless of economic disadvantage, every child should be given equal opportunity of learning Pre-K program.
- Allow all interested students to enroll, including those who don't meet current criteria.
- Raise minimum income levels. Reach out to non-English language learners. Utilize underutilized facilities.
- Expand low income eligibility.





- Pre-K is where the state misses the most important chance to feed and build the early skills that cause so much variance in the entrance levels. The majority of budget should go to Pre-K because parenting is negligible at present. The numbers will change with the generations who benefit by the Pre-K boost.
- Should be available to all AISD population to encourage optimal habits both at home and academically. Early education provides opportunity for both early intervention when needed and identification of above-average learners.
- Another year for children to work on reading and writing skills at a young age. Also, more early exposure to social activities. This should not be an option but a requirement.
- Optional to all families for a fee.
- All students, maybe pay as you go.
- Create Pre-K for all interested students over a time period. Begin in areas with higher needs; i.e. SES (socioeconomic status).
- Regional centers.
- Paid enrollment (tuition).
- Some students who are in military families are in flux many years of their lives.
- Use under-enrolled schools for more Pre-K centers throughout the District.
- Allow parents to pay a reasonable fee in addition to the scenarios above to have their children attend the Pre-K programs.
- All day
- Special education, teacher.
- Staff utilization as well as students.
- So that the children are learning for when they enter the Kindergarten.

- In SW Austin this is offered but parents pay for it.
- Expand, to allow tuition for families who don't qualify on other grounds, according to space and staff availability.
- Expand to include 3-year olds.
- Establish them in underutilized schools in order to boost enrollment and keep potential students in.
- Neighbors, parents and students work together to help students and parents.
- Too many preschool children are warehoused while their parents work. By the time they are school-aged, children's' social skills are atrophied and their joy shellshocked.
- Teachers' kids.
- Should be for all Pre-K ages.
- All students should have assessment and access to Pre-K.
- Make Pre-K available to all.
- Education should be available to everyone.
- Any student should be able to at least apply. If room exists at their home campus they can attend.
- Inclusion of all students creates a richer environment. Many of our children are at day care as some do not qualify. Since we are working towards standards, we could start in Pre-K.
- All students need a head start.
- Pre-K needs to start/be at every elementary school. Children need to be exposed to the school population. We need to teach our children as early as possible.
- All children should have an equal opportunity to free education.
- If the need exists, regional centers throughout the city.
- So that the children are prepared to go to the Kindergarten.





 The law in Texas is not to leave any child without education. Children of parents with different qualities should have the opportunity to be successful. When can it be that those children without higher education have the large gift of learning?

Group

- It should be provided for all students.
- Centers located throughout the District
- If parents pay on sliding scale.
- All 4-year olds should be able to attend.
- Make more schools like Lucy Reed.
- Non-Economic disadvantaged on sliding fee schedule.
- Allow the parents to buy into the programs by offering affordable options.
- People want well-funded programs.
- Parent outreach for English language learners
- Expand eligibility for low-income populations.
- Open to all AISD families.
- All students, tuitions for those that do not qualify, not state mandated.
- Too many preschool students are warehoused. Neighbors could work together in cooperative preschools. Put Pre-K centers in the high schools and provide child development classes.
- Use underutilized campuses, all campuses; allow tuitionpaid options for those not qualified (if there is space available).

<u>Web</u>

 Open to any child whose parent requests the opportunity. If needed, a necessary the District could charge a fee for those not qualified as currently

- defined. The fee should be comparable or less than that for a (simple, half-day) preschool.
- So long as they're tax-paying citizens.
- It should be offered to all.
- Should be opened in general for all peer modeling.
 Children can learn from one another in preparation for real world experience and learning in the classroom.
- Provide Pre-K for all students in the district. (16)
- Available to everyone, no qualifications.
- Expand the Pre-K program to include all students in the age range.
- All kids could benefit from Pre-K, not just disadvantaged or minority students.
- Open Pre-K to those who do not fit the above criteria on a sliding-scale payment basis.
- Pre-K helps all children improve their readiness for school.
- I think the English proficiency qualification should be limited to students whose parents are limited in English proficiency as well.
- We have many families at our school where the parents are working professionals at 3M, Free scale, etc. and their children attend Pre-K programs based on language. If the parents can work as professionals, they have the means to send their children to Pre-K programs in Austin.
- All who need it should be offered the chance. This is the practice for all other grades, why should it be different at any level prior to college?
- Dual language Pre-K throughout the district.
- Allows the kids to acclimate to the kindergarten environment earlier, easing the transition.
- It should be available to all students regardless of income.





- Campuses that historically score low on student assessment testing.
- Children of AISD employees.
- To include all children, not just those who qualify by disadvantage.
- Keep the balance of disadvantaged, limited English proficiency and parents' active military status to the rest of the population in that area
- Open to any Pre-K student. Offer sliding pay scale based on income.
- Pre-K should be made available from age four at most elementary schools.
- ALL students should have the opportunity to experience Pre-K, if that is what their parents choose. An expanded program would be a wonderful bonus to families in which both (or all) parents/guardians work, as it would provide a constructive way for those kids to spend their time, and it would allow those families to experience some financial ease.
- Expand the Pre-K to include all students who want to have young children learn pre reading skills, and basic concepts of math, as well as social skills to offer parttime Pre-K to all in AISD district.
- Pre-K should be expanded to all children and should become part of the elementary system.
- Should be offered to children with learning disabilities (speech, gross motor delays).
- Pre-K has been proven to improve a student's performance later in school. It should be available to anyone who wants it. It should be offered at as many schools as necessary to meet the needs of the communities.
- All children need easy access to a high-quality, enriched early education program with well-trained

- teachers.
- This is a pedagogical need. It is costing just as much to institute programs that target students arriving with an informational/educational deficit. Why not shift those dollars over to programs that prepare kids to enter school successfully.
- While it would be nice to institute Pre-K district-wide, I also realize it could be financially prohibitive, meaning specific populations (low-income, etc.) should be targeted first. The program could be expanded if resources become available. Given the plethora of half empty schools in this District, there should be no issue finding space for such programs.
- Students and parents need to be given support in the early years. If you have a Pre-K program available to all students, you may find that the students lift and support each other. Parents also need support. Research has shown that parent involvement significantly increases the success of the students. When parents are struggling, their children also struggle.
- Much of the challenge I see in the middle and high schools is that students are angry and frustrated. Some of this is where they come from and some is from feeling disenfranchised and not seeing any point to receiving an education. Fear is unacceptable in our society and perceived as a weakness but anger is perceived as strong. Empower students from an early age to believe in themselves and find their strengths and they will be less likely to fall into the pattern of academic apathy and social disregard.
- Pre-K for all students that meet the qualifications should be free. If they did not meet the qualifications above, depending on space and availability, then they should





be able to pay a fee to the school to attend the Pre-K program like other private schools. More or less a selfsupported Pre-K program on site.

- It should be available to any children that can attend.
 There are so many families that don't qualify because they make just enough money, but not enough to send their child to a private Pre-K.
- To open it for all families to prepare for Kindergarten and possibly even charge a fee.
- Kids learning in the company of other kids may be the most efficient means of achieving readiness for school.
- It should be provided to all children at the ages three and four. Therefore, we could get a head start on the academic achievements and prep for all students, not just the low-income kids.
- Perhaps a sliding pay scale based on income.
- Offer it at all elementary schools. Fill it with free lunch kids first, then open it to others.
- I think the research shows Pre-K to have a positive effect on academic achievement. The economic standards are pretty low and there are a lot of lower income families who would benefit from Pre-K.
- Offer a public-private partnership that allows nonqualifying parents to buy into the Pre-K program.
- Affordable preschool is difficult to find in Austin, especially in the center of town. If AISD can offer quality Pre-K (even part time) that is affordable to all families, it would be an asset and it would help transition kids to K.
- Expand the definition of economic disadvantage.
- Pre-K programs like Head Start have shown to be important catalysts for all school children from all backgrounds; however it is even more critical for the children who are in less of an economic advantage.

Every Elementary school should offer a Pre-K program; the reason for this is that often siblings will attend the same school and so it creates continuity in the relationship between the family and the school. This also prevents parents having to go to multiple schools for their children of a similar age.

- I believe the program is sufficient and the qualifying standards are satisfactory.
- I think that Pre-K is a valuable asset to all children and therefore should be offered to a wider range of children. As we know, early education is a key indicator in the future success of all students.
- I understand that there are budgetary constraints, so I
 would propose that there be a lottery system or a fee
 system for students that do not qualify under the
 current guidelines.
- The above criteria, as well as parent choice.
- Perhaps parents, based on income, could share the cost. Federal grants, etc could be applied. Perhaps, some of the bilingual classes in junior high and certainly in high school could be eliminated.
- Ideally, it would be a Pre-K program that encompasses those populations above, as well as other students and heavily incorporating play and socialization skills at the root of all learning.
- Austin ISD could be at the forefront of early childhood education in the state by implementing Pre-K in all schools and then by also operating a Pre-K Institute that's mandatory for the parents of Pre-K students and infants to three 3 year olds, in best practices for helping their children to become school-ready.
- It should be open to everyone. The minimum income level could be raised. There are so many families that could benefit from Pre-K but can't qualify because





- they make too much; however, their income is still below average.
- Provide a program for all kids and offer only limited English proficiency to Pre-K and 1st grade. Children in higher grades need to learn English.
- I would like for the district to offer these services to children who are evaluated as being 12-18 months cognitively below the norm, but who do not qualify for PPCD (Pre School Program for Children with Disabilities) or ELE (English-Language Learners).
- I think Pre-K could be offered for a fee to those who do not qualify under the economic model. Quality daycare and pre-school is a hugely difficult to find. While I think there are some people who would continue to choose a different option, I would have paid to have my child attend Pre-K at the elementary school he was to attend.
- To allow for all children regardless of special circumstance to attend.
- None. Don't have this program.
- Offer a Pre-K for siblings of children in the school for a fee that is half the price of a private preschool.
- I believe that universal Pre-K (where money is not an option) would be the optimal way to prepare students for their educational endeavors and to begin to assist parents in committing to the educational process. I realize physical facilities and staffing don't always

- support this, but if our state and local government do not decide to spend the money in education, we are going to spend the money in a criminal justice system because of students who grow up unprepared for the rigors of life and work in the real world.
- It would provide for all children and not just for the qualifications mentioned above.
- I think that with every elementary school Pre-K should be open to all students. Parents are already sending their older children to school, why not Pre-K also? I do however; think Pre-K should be voluntary and not mandatory.
- To include children who do not have limited English proficiency, or economic disadvantage. I feel that families who are new to the district need the option of Pre-K in their neighborhood schools since they may not be familiar with the preschools in the private sector.
- Pre-K offers an advantage in curriculum and social skills and should be available to as many children as possible. The priority should be based on the current standards, but raising the economic threshold will open the program to more less-advantaged children.
- After slots have been filled for military & disadvantaged families, open additional spaces for other children.
- I believe if there are other siblings attending the elementary then the younger siblings should be allowed to attend.





Question #6 - How long do you believe portables/temporary buildings should be used before they are replaced with permanent buildings/construction?

6. Portables/ Temporary Buildings												
	Indiv	idual	Gro	oup	Web							
	%	Count	%	Count	%	Count						
A. Less than 1 year	9%	15	0%	0	16%	33						
B. 1 to 3 years	31%	50	42%	10	43%	88						
C. 3 to 5 years	34%	55	50%	12	28%	57						
D. 5 to 10 years	18%	29	0%	0	9%	18						
E. More than 10 years	3%	4	0%	0	2%	5						
Not Answered	4%	7	8%	2	1%	2						

Question #7 - Please rate your level of support for the following grade configurations:

7.	7. Level of support for the following grade configurations: Individual												
Individual	Strongly	Support	Sup	Support		Do Not Support		know	Not Answered				
ilidividual	%	Count	%	Count	%	Count	%	Count	%	Count			
A. K-3, 4-5, 6-8, 9-12	15%	25	23%	38	44%	72	7%	12	10%	17			
B. K-3, 4-6, 7-8, 9-12	24%	45	29%	54	31%	58	11%	20	6%	12			
C. K-3, 4-6, 7-9, 10-12	21%	35	24%	40	40%	65	5%	8	10%	16			
D. K-4, 5-8, 9-12	11%	18	22%	37	48%	82	7%	12	13%	22			
E. K-5, 6-8, 9-12	35%	58	35%	57	19%	32	3%	5	8%	13			
F. K-6, 7-8, 9-12	27%	47	34%	60	28%	49	4%	7	8%	14			
G. K-8, 9-12	5%	8	13%	21	66%	108	4%	7	12%	19			
H. Combination of the above	23%	42	20%	36	22%	40	13%	24	22%	39			
I. Other	8%	12	2%	3	3%	4	7%	11	81%	128			





7. Level of support for the following grade configurations: Group											
Croup	Strongly	Support	Sup	Support		Support	Don't	know	Not Answered		
Group	%	Count	%	Count	%	Count	%	Count	%	Count	
A. K-3, 4-5, 6-8, 9-12	0%	0	20%	5	44%	11	4%	1	32%	8	
B. K-3, 4-6, 7-8, 9-12	12%	3	27%	7	27%	7	8%	2	27%	7	
C. K-3, 4-6, 7-9, 10-12	16%	4	20%	5	36%	9	0%	0	28%	7	
D. K-4, 5-8, 9-12	0%	0	8%	2	60%	15	4%	1	28%	7	
E. K-5, 6-8, 9-12	23%	6	42%	11	8%	2	0%	0	27%	7	
F. K-6, 7-8, 9-12	33%	8	29 %	7	17%	4	0%	0	21%	5	
G. K-8, 9-12	0%	0	4%	1	68%	17	4%	1	24%	6	
H. Combination of the above	12%	3	31%	8	23%	6	15%	4	19%	5	
I. Other	8%	2	4%	1	8%	2	0%	0	80%	20	

	7. Level of support for the following grade configurations: Web												
Web	Strongly	Support	Sup	port	Do Not	Do Not Support		know	Not Answered				
web	%	Count	%	Count	%	Count	%	Count	%	Count			
A. K-3, 4-5, 6-8, 9-12	6%	12	31%	62	51%	103	6%	12	7%	14			
B. K-3, 4-6, 7-8, 9-12	15%	31	31%	63	40%	82	7%	14	6%	13			
C. K-3, 4-6, 7-9, 10-12	25%	50	23%	47	43%	87	4%	8	5%	11			
D. K-4, 5-8, 9-12	7%	14	19%	38	63%	127	4%	9	7%	15			
E. K-5, 6-8, 9-12	28%	56	46%	94	19%	38	2%	5	5%	10			
F. K-6, 7-8, 9-12	36%	73	34%	68	21%	43	4%	9	5%	10			
G. K-8, 9-12	7%	15	14%	28	68%	138	5%	10	6%	12			
H. Combination of the above	5%	11	19%	39	24%	49	17%	34	34%	70			
I. Other	6%	12	2%	4	5%	10	20%	41	67%	136			

<u>Individual</u>

- 9th grade separate
- K-4, 5-6, 7-8, 9-12 (2)
- K-2, 3-6, 7-9, 10-12
- PK-1, 2-8, 9-12
- K-5, 6-8, 11-12

- K-6, 7-8, 9, 10-12
- K-6, 7-9, 10-12 (3)
- PK-2, 3-4, 5-6, 7-9, 10-12
- PK in the mix
- PK centers and PK-5, 6-8, 9-12
- PK-3 or PK-4
- PK-4, 5-7, 8-9, 10-12





- PK-3, 4-5, 6, 7-8, 9, 10-12
- K-5, 6-7, 8-10, 11-12

Group

- K-4, 5 & 6, 7 & 8, 9-12.
- PK-1, 2-8, 9-12
- No consensus
- K-6, 7-9, 10-12 (2)
- 9th Grade Centers

<u>Web</u>

- PK, K-2, 3-6, 7-9,10-12
- K-5, 6th grade centers, 7-8, 9-12
- K-5, 6-8, 9, 10-12
- K-6, 7-9, 10-12 (3)
- As long as kids can transfer into alternate combinations (like 6th grade at an elementary if home elementary doesn't).
- Have one. I prefer a combination of K-6, 7-8, 9-10, and 11-12.

- Keep 6th grade away from 8th grade, big maturity difference.
- Pre-K-2, 3-5 (or 3-6), 6-8 (or 7-8), 9-12
- K-6, 7-9, 10-12 too many changes of schools undesirable for continuity.
- and logistics perspective as a parent I do not like 6th grade in with 7th and 8th.
- K-6, 7, 8-9, 10-12
- An education should be broad and flexible. We want to teach our children skills to think and adapt, not just a particular vocational tract. Communities should have flexibility.
- In some areas of Austin, K-6,7-8,9-10, 11-12 might work nicely.
- K-4, 5-6, 7-8, 9-12
- PK-3, 4-5, 6-7, 8-9, 10-12
- I would support an option that groups 10 12 together and 7 9 together, with any combo of K-6.
- K-5, 6, 7-8, 9, 10-12
- K-4, 5-6, 7-9, 10-12

Question #8 - Please rate your level of support for year-round school at the following grade levels:

	8. Year-Round School: Individual													
Strongly Support Support Do Not Support Don't know Not Answere														
Individual	%	Count	%	Count	%	Count	%	Count	%	Count				
A. Elementary School	28%	45	28%	46	37%	60	4%	6	4%	6				
B. Middle School	25%	43	33%	56	31%	54	8%	13	3%	6				
C. High School	23%	38	29%	48	40%	65	4%	6	4%	7				





8. Year-Round School: Group													
Group Strongly Support Support Do Not Support Don't know Not Answered													
Gloup	Group % Count % Count % Count % Count % Count												
A. Elementary School	28%	7	24%	6	24%	6	12%	3	12%	3			
B. Middle School	32%	8	20%	5	20%	5	16%	4	12%	3			
C. High School	C. High School 20% 5 20% 5 36% 9 12% 3 12% 3												

8. Year-Round School: Web													
Web Strongly Support Support Do Not Support Don't know Not Answered													
Web % Count % Count % Count % Count													
A. Elementary School	29%	59	22%	45	41%	83	8%	16	0%	0			
B. Middle School	27%	54	28%	56	36%	73	10%	20	0%	0			
C. High School 6% 12 31% 62 51% 103 6% 12 7% 14													

Question #9 - Please rate the desirability of the following scenarios regarding how students should be assigned to ELEMENTARY schools:

9. Assignment to ELEMENTARY Schools: Individual											
Individual	High		Moderate		Low		Don't Know		Not An	swered	
ilidividual	%	Count	%	Count	%	Count	%	Count	%	Count	
A. A neighborhood school: Students generally attend the school closest in proximity to their home.	72%	118	23%	38	2%	3	1%	1	2%	4	
B. School of choice: These schools are typically open enrollment. Students located anywhere in the District may attend.	30%	58	32%	63	30%	59	5%	9	4%	7	
C. Vertical Alignment: Keeping elementary school communities intact through middle and high school.	62%	102	20%	33	11%	18	3%	5	4%	7	
D. Other	17%	28	2%	3	0%	0	7%	12	75%	126	





9. Assignment to ELEMENTARY Schools: Group												
Group	High		Moderate		Low		Don't Know		Not An	swered		
Gloup	%	Count	%	Count	%	Count	%	Count	%	Count		
A. A neighborhood school: Students generally attend the school closest in proximity to their home.	76%	19	20%	5	0%	0	0%	0	4%	1		
B. School of choice: These schools are typically open enrollment. Students located anywhere in the District may attend.	23%	7	29%	9	32%	10	10%	3	6%	2		
C. Vertical Alignment: Keeping elementary school communities intact through middle and high school.	52%	13	36%	9	4%	1	0%	0	8%	2		
D. Other	13%	3	0%	0	0%	0	0%	0	88%	21		

9. Assignment to ELEMENTARY Schools: Web												
Web	Hi	gh	gh Mode		Low		Don't Know		Not An	swered		
web	%	Count	%	Count	%	Count	%	Count	%	Count		
A. A neighborhood school: Students generally attend the school closest in proximity to their home.	77%	157	18%	36	4%	8	1%	2	0%	0		
B. School of choice: These schools are typically open enrollment. Students located anywhere in the District may attend.	26%	52	43%	88	31%	62	1%	1	0%	0		
C. Vertical Alignment: Keeping elementary school communities intact through middle and high school.	46%	93	31%	63	18%	37	5%	10	0%	0		
D. Other	8%	17	0%	0	4%	9	87%	177	0%	0		





Individual

- Let them stay in the same school if they move.
- System of Magnets.
- Neighborhood schools help strengthen the communities. It is very important.
- Busing
- Provide for some unique situations such as Pease.
- Must have equal educational opportunities across the District.
- Neighborhood with option to transfer.
- Mix of options.
- Some choice schools with special programs.
- Choice A&C All high quality schools.

Group

• All high quality schools. (2)

<u>Web</u>

- If you allow open enrollment, the students remaining at low-performing schools with be the families with the least amount of ability or desire to support their child's education. All families that do support the child's education will move to another school.
- I like the idea of Magnet programs for highly motivated students.
- Neighborhood communities should be kept together. Traffic considerations are significant.
- Those who work for the District should be able to pick school enrollment for their children based on convenience of the location to their place of work.
- Data supports strong networks in place for middle school which neighborhood schools provide against

- high busing costs.
- Make Magnet schools available to those who qualify academically, no matter the location. Like having Magnet school choices for middle and high school as choice is important.
- Vertical alignment is critical at the secondary level.
- I like the idea of vertical alignment, but also support the all-transfer schools as well.
- Must offer different options if current vertical alignment is less than satisfactory.
- The main problem with neighborhood schools is the areas of town that are deeply segregated; the poorest and the wealthiest.
- I support neighborhood schools, but would like to allow parents and students the option to transfer to another school if they so desire.
- Special needs and special education children should have the best facilities available to them regardless of where they reside in the city. If this means transporting them out of their neighborhood community, it needs to be done.
- The reason(s) a school is underutilized should be explored, i.e. a school that loses 15% of its population to transfers may have issues that need to be addressed. Simply moving students around would not address those issues.
- Keep kids in their neighborhoods.
- Make parents responsible for kid's grades by issuing fines for failing students.
- I think a mixture is good. The current system works because students have the right to transfer but it doesn't force overcrowding.
- Offer a mixture of above. (2)
- Neighborhood schools are great, but you also need





- some choice schools to offer families different options.
- Same tracking as siblings.
- Provide neighborhood schools while allowing students, who want to do so, to attend specialized or all-transfer schools.
- Vertical alignment & neighborhood schools are desirable, but not at the expense of providing the opportunities for a better education for all students.
 If a family wants to enroll at a better school, they should be given opportunities to do so.
- There should be choices, especially for academies, in middle and high school.
- Continue developing Magnet and special programs to draw students to under-enrolled schools.
- There needs to be a Magnet program for gifted children, including elementary students that are not in Northeast Austin. We don't want to drive for an hour each way for an appropriate education.
- School of choice, but only if parents are responsible for transportation.

Question #10 - Please rate the desirability of the following scenarios regarding how students should be assigned to MIDDLE schools:

10. Assignment to MIDDLE Schools: Individual												
Individual	High		Moderate		Low		Don't Know		Not An	swered		
ilidividual	%	Count	%	Count	%	Count	%	Count	%	Count		
A. A neighborhood school: Students generally attend the school closest in proximity to their home.	59%	93	30%	48	6 %	9	2%	3	3%	5		
B. School of choice: These schools are typically open enrollment. Students located anywhere in the District may attend.	37%	58	34%	53	32%	51	2%	3	5%	8		
C. Vertical Alignment: Keeping elementary school communities intact through middle and high school.	57%	94	22%	36	12%	20	2%	3	7%	11		
D. Other	26%	44	1%	2	0%	0	7%	11	66%	111		





10. Assignment to MIDDLE Schools: Web												
Web	High		Moderate		Low		Don't Know		Not An	swered		
web	%	Count	%	Count	%	Count	%	Count	%	Count		
A. A neighborhood school: Students generally attend the school closest in proximity to their home.	60%	121	34%	69	5%	10	1%	3	0%	0		
B. School of choice: These schools are typically open enrollment. Students located anywhere in the District may attend.	38%	78	39%	79	22%	44	1%	2	0%	0		
C. Vertical Alignment: Keeping elementary school communities intact through middle and high school.	46%	93	30%	61	18%	37	6%	12	0%	0		
D. Other	7%	14	1%	2	5%	10	87%	177	0%	0		

10. Assignment to MIDDLE Schools: Group												
Group	High		Moderate		Low		Don't Know		Not An	swered		
Gloup	%	Count	%	Count	%	Count	%	Count	%	Count		
A. A neighborhood school: Students generally attend the school closest in proximity to their home.	60%	15	32%	8	0%	0	0%	0	8%	2		
B. School of choice: These schools are typically open enrollment. Students located anywhere in the District may attend.	15%	4	54%	14	19%	5	4%	1	8%	2		
C. Vertical Alignment: Keeping elementary school communities intact through middle and high school.	60%	15	24%	6	8%	2	0%	0	8%	2		
D. Other	12%	3	0%	0	0%	0	4%	1	84%	21		

<u>Individual</u>

- Through letting them stay in same school if they move.
- System of Magnets.
- Exceptions for Magnets.

- Neighborhood with option to transfer.
- To good schools.
- Busing
- Mix of options.





- Provide for special programs such as Magnets with an academic emphasis.
- Some choice schools with special programs.
- Choice A&C All high quality schools.

Group

• All high quality schools. (2)

Web

- AISD needs to address the schools that have high transfer rates and make those schools more desirable.
- Neighborhood communities should be kept together. Economic diversity of a school is a significant factor.
- Those who work for the district should be able to pick school enrollment for their children based on convenience to work.
- Against high busing costs.
- Make Magnet schools available to those who qualify academically no matter the location.
- Keep Magnets and Ann Richards.
- I like Magnet school opportunities, especially for academics.
- Choice is very important whether you are rich or poor or of any ethnicity
- Again, I do not feel it is essential that elementary and middle schools align vertically. It is, however, imperative they align vertically at the secondary

- level (6-12).
- Students in middle schools should have the choice, if they so desire, to attend a school based on which high school they want to attend.
- There is a role for Magnet-like differentiation but middle schools need to remain rooted in community.
 The kids may protest, but they still need it.
- I support neighborhood schools, but I would like to allow students and parents the ability to transfer.
- Middle school seems like the weakest link in AISD.
- Adjusting boundaries is a difficult thing, but when it comes down to neighborhoods against each other, it gets even worse. Consolidations and re-purposing of campuses would be a better way to go.
- Keep kids in their neighborhood.
- A mixture of above. (2)
- Neighborhood schools are great, but you also need some choice schools to offer families options.
- Same tracking as siblings.
- Provide neighborhood schools while allowing students, who wish to do so, to attend specialized or all-transfer schools.
- As children grow older, proximity is less of a factor and opportunities are more of a factor.
- Academies that provide for special interest/talents for middle and high school should be provided.
- More Magnet programs for students
- Southwest Austin has lots of kids and we are on the short end of the stick for educational services. Exhibit 1: Mills.
- School of choice, but only if parents are responsible for transportation





Question #11 - Please rate the desirability of the following scenarios regarding how students should be assigned to HIGH schools:

11. Assignment to HIGH Schools: Individual												
Individual	Hi	High		Moderate		Low		Know	Not An	swered		
ilidividual	%	Count	%	Count	%	Count	%	Count	%	Count		
A. A neighborhood school: Students generally attend the school closest in proximity to their home.	50%	79	32%	51	12%	19	1%	2	4%	7		
B. School of choice: These schools are typically open enrollment. Students located anywhere in the District may attend.	44%	87	25%	50	20%	40	6%	12	5%	10		
C. Vertical Alignment: Keeping elementary school communities intact through middle and high school.	57%	93	22%	36	12%	20	3%	5	6%	10		
D. Other	30%	50	0%	0	0%	0	6%	10	64%	108		

11. Assignment to HIGH Schools: Group												
Croup	High		Moderate		Low		Don't Know		Not An	swered		
Group	%	Count	%	Count	%	Count	%	Count	%	Count		
A. A neighborhood school: Students generally attend the school closest in proximity to their home.	40%	10	44%	11	4%	1	0%	0	12%	3		
B. School of choice: These schools are typically open enrollment. Students located anywhere in the District may attend.	38%	11	34%	10	10%	3	7%	2	10%	3		
C. Vertical Alignment: Keeping elementary school communities intact through middle and high school.	60%	15	24%	6	4%	1	0%	0	12%	3		
D. Other	16%	4	0%	0	0%	0	4%	1	80%	20		





11. Assignment to HIGH Schools: Web												
Web	High		Moderate		Low		Don't Know		Not An	swered		
web	%	Count	%	Count	%	Count	%	Count	%	Count		
A. A neighborhood school: Students generally attend the school closest in proximity to their home.	54%	109	34%	69	11%	22	1%	3	0%	0		
B. School of choice: These schools are typically open enrollment. Students located anywhere in the District may attend.	52%	105	28%	56	20%	41	1%	1	0%	0		
C. Vertical Alignment: Keeping elementary school communities intact through middle and high school.	44%	90	29%	58	22%	45	5%	10	0%	0		
D. Other	7%	15	1%	1	4%	8	88%	179	0%	0		

Individual

- Unless the student is attending a Magnet program, not in the neighborhood.
- Segregation racially balanced.
- Option to transfer.
- Mix of options.
- Some choice schools with special programs.
- Choice A&C All high quality schools.

Group

• All high quality schools. (2)

Web

- Each neighborhood community must stay together.
- Those who work for the District should be able to pick school enrollment for their children based on convenience to work.

- Against high busing costs; parents or car pool to campuses further away.
- Keep Magnets; as long as Magnet and IB programs are open to any student who qualifies academically.
- Like Magnet academic/ fine arts specialized schools availability - choice.
- This assumes the high schools all have the same programs. Special programs would require transfers and transportation should be provided for participants in special programs.
- Magnet schools
- Again, there may be some good in specialized schools but let's not go overboard and proclaim that we're doing career prep when we know careers will change.
- I support neighborhood schools, but I would like parents and students to have the ability to transfer.
- Magnet school students should be allowed to attend





whichever school they qualify to attend. We need a vocational school for HS students. Not everyone needs calculus.

- Keep kids in their neighborhoods.
- Neighborhood schools are great, but you also need some choice schools to offer families different options.
- Same tracking as siblings.
- Provide neighborhood schools while allowing students, who wish to do so, to attend specialized or all-transfer schools.
- With age and maturity should come the potential for

- more challenges and opportunities for a better education.
- Except for academies, only heavy traffic areas should require transportation at this age.
- More Magnet choices.
- Again, keep building special programs that draw students--and not just the brightest. Look at all kinds of needs and programs.
- Any combination of the three above.
- School of choice, but only if parents are responsible for transportation.

Question #12 - If a student chooses to attend a school outside his/her attendance boundary, should the District be responsible for providing transportation for that student?

12. Transportation for students attending schools outside attendance boundaries												
Individual Group Web												
% Count % Count % Count												
Yes	18%	29	4%	1	22%	45						
No	60%	96	76%	19	61%	124						
Don't Know	10%	16	8%	2	16%	33						
Not Answered 12% 20 12% 3 1% 1												





1. Question #13 - The following are important in planning optimal learning environments:

13. Planning optimal learning environments: Individual													
Individual	Strongly Agree		Agree		No Opinion		Disagree		Disagree Strongly		Not An	swered	
marvida	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	
A. Safe and secure buildings	87%	141	12%	19	0%	0	0%	0	0%	0	2%	3	
B. Indoor air quality - i.e. proper ventilation and monitoring indoor pollutants	78%	89	18%	21	2%	2	0%	0	0%	0	2%	2	
C. Natural light	59%	94	33%	52	6%	10	0%	0	0%	0	3%	4	
D. Green Building concepts - i.e. energy, water and materials efficiency	56%	67	34%	41	4%	5	2%	2	0%	0	3%	4	
E. Current and emerging technology integrated into all classrooms	77%	125	18%	30	1%	2	1%	1	0%	0	3%	5	
F. Wireless internet access	66%	80	24%	29	3%	4	3%	4	1%	1	2%	3	
G. Other	17%	27	2%	4	1%	1	0%	0	1%	2	79%	129	





	13. Plan	ning opt	imal lea	rning en	vironme	nts: Grou	р	•	•			
Group	Strongly Agree		Agree		No Opinion		Disagree		Disagree Strongly			swered
<u> </u>	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count
A. Safe and secure buildings	88%	22	8%	2	0%	0	0%	0	0%	0	4%	1
B. Indoor air quality - i.e. proper ventilation and monitoring indoor pollutants	91%	20	5%	1	0%	0	0%	0	0%	0	5%	1
C. Natural light	76%	19	16%	4	4%	1	0%	0	0%	0	4%	1
D. Green Building concepts - i.e. energy, water and materials efficiency	76%	16	19%	4	0%	0	0%	0	0%	0	5%	1
E. Current and emerging technology integrated into all classrooms	84%	21	12%	3	0%	0	0%	0	0%	0	4%	1
F. Wireless internet access	70%	16	22%	5	4%	1	0%	0	0%	0	4%	1
G. Other	38%	9	0%	0	0%	0	0%	0	0%	0	63%	15

13. Planning optimal learning environments: Web													
Web	Strongly Agree		Agree		No Opinion		Disagree		Disagree Strongly		Not An	swered	
	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	
A. Safe and secure buildings	85%	173	14%	28	1%	1	1%	1	0%	0	0%	0	
B. Indoor air quality - i.e. proper ventilation and monitoring indoor pollutants	81%	165	18%	37	0%	0	1%	1	0%	0	0%	0	
C. Natural light	57%	116	35%	72	5%	10	2%	4	1%	1	0%	0	
D. Green Building concepts - i.e. energy, water and materials efficiency	42%	86	34%	70	12%	25	7%	15	3%	7	0%	0	
E. Current and emerging technology integrated into all classrooms	58%	118	33%	67	6%	12	2%	5	1%	1	0%	0	
F. Wireless internet access	40%	81	36%	74	12%	25	9%	19	2%	4	0%	0	
G. Other	16%	33	3%	6	52%	106	1%	1	28%	57	0%	0	





Individual

- No old portables or exposed piping.
- Regulated/safe air conditioning temperatures.
- Green when cost-effective only.
- Breaks, longer lunch, secure environment. According to the American Medical Association in order to retain info in the brain while studying, a 15 min break per hour is needed.
- Green/natural outdoor space.
- Outdoor green space.
- I would not recommend wireless internet areas in the elementary and middle schools as students' brains are still developing and it may affect growing brains.
- Sufficient common spaces (gym, library, cafeteria, etc.).
- Need for teachers to collaborate.
- Good teachers are most important.
- Accessible library per campus not just a "resource" closet.
- Ample space in classrooms.
- Storage space for school materials.
- Adequate maintenance.
- Attractive landscapes that encourage active transportation.
- PV, rains water harvesting, solar HTG.
- Adequate maintenance.
- Monitored wireless internet access.
- Spacious hallways = crowd flow.
- Common working/studying areas.
- Good outdoor areas for school sports and activities.
 Learning can and should take place outside of the buildings too.
- Small class sizes.

- Not like prisons/factories.
- A short transition location for 5 minute rests during 2 hour classes.
- Large, covered entrances. Two exits/entrances to separate bus pick up and private care pick up at elementary schools.
- Equity geographically.
- Space for support organizations in high poverty schools.
- Built in flexibility for usage.
- Asking why we need a classroom.
- Modernization of outdated facilities.
- Classrooms set up so students work together and "use" their knowledge.
- Every teacher needs his/her own classroom.
- Effective use of space.
- Student/teacher ratio.
- Performance/Exhibit spaces
- No portables.
- Flexible and varied instructional spaces. i.e. break out spaces, mini auditoriums for 2-3 classrooms to collaborate.

Group

- Adequate space per classroom.
- Outdoor Greenspace, gardens etc.
- Zeroscaping, attractive organic gardens and landscaping.
- Storage space for schools.
- Better upkeep
- Small class sizes.





- Large covered entrances for elementary schools, two drives in all schools for dual traffic access.
- Equal availability of resources.
- Student to teacher ratio.
- Space for support organizations in high poverty schools.

<u>Web</u>

- Equitable resources.
- The building/classroom does not make the children learn or succeed. It is the teachers, parents, and community.
- Focus on the improvement of buildings should be a low priority.
- Computer-based learning programs should be used in all classes.
- Space for after school care, clubs and activities.
- No more than 20-22 students per classroom in any grade.
- Teach concepts about problem-solving and how to learn, not memorization. These concepts don't need state of the art, emerging technology.
- Better, healthier food choices in the cafeteria.
- No portables some of our kids have been in them for years. It splits up grades and makes for a disjointed learning environment.
- Some of the older facilities, such as Oak Hill Elementary, are in dire need of upkeep and modernization. Carpeting should be eliminated. Interior should be painted and aging fixtures and furniture should be replaced. It is an ugly building.
- Green landscaping can create great support for a school.
- Strongly suggest any and all methods to save money

- by increasing sustainable practices along with city, county, state and federal initiatives.
- Access to outdoor activities.
- Not all classrooms need current, emerging technology.
- Healthy, nutritious, whole, unprocessed foods served in the cafeteria. No fried foods, processed meats, chips, sodas, or other excessively fatty or sugary foods should be permitted.
- Walkability, proximity to one's home.
- Teachers who care.
- All new projects should consider benefits of Green Building concepts, but they are not necessary for optimal learning environments.
- Small teacher student ratios.
- Nutritious food.
- High quality education specs should drive any changes made to building configurations. Green is good, but tax dollars count. I would say go green when possible, but also get the biggest bang for the taxpayer's dollar.
- I'd love to see schools become the site for the Green New Deal points of pride for communities.
- Sufficient planned outdoor space recess and outdoor learning space such as gardens, composting, water harvesting, small habitats.
- Quality teachers and administrators.
- Sufficient core facilities to serve student population.
 Too many portables results in kids eating lunch at
 10:15am. Not reasonable to cram so many kids onto
 a campus and ignore core facilities such as cafeteria
 and gym and playground space.
- Oak Hill Elementary school needs to be remodeled or updated to meet the current set of standards.



AISD Facility Master Plan

Community Dialogue #1 - Results Report

Austin
Independent School District

- Stop over-using portables.
- Indoor air temperature control not too hot or cold.
- Make parents more responsible.
- Creative spaces that foster innovation and independence.
- Outdoor areas for classes, studying or breaks.
- Buildings heated and cooled to comfortable levels.
- Wireless internet access & technology in general should be available, but they are only tools. These tools do not provide the teaching, and we do not want the tools to become distractions for students & teachers. Physical environment should be well kept.
- Natural light would be great in community areas but not necessary all through school. Sky lights would be great on the top floors of the facilities.
- Community/Parent center, especially in the elementary schools.
- Oak Hill Elementary is in desperate need of renovation. Get the kids out of moldy portables.
- Safe and secure grounds/outdoor space, designated outdoor learning spaces, and art spaces.

- Set up in such a way as to encourage physical activity and movement.
- Students of all ages should be allowed to have recess to break up their day and focus their minds and bodies.
- There should be PE classes every day.
- High schools should have adequate parking for students and visitors.
- Accessible
- No portables (2)
- Small schools, not giant institutions. We need a human scale.
- Enough space so that testing doesn't take over libraries and storage rooms.
- An environment friendly climate in classroom.
- A full gymnasium and track with a full time PE teacher and 5 days of PE.
- Comfortable chairs, good light, conservative dress code and discipline in the classroom.
- Set up to encourage physical activity throughout the day. Variety and movement encouraged.
- 20 or less students per class.





Question #14 - Maximizing utilization of school buildings could lead to school closure/consolidation, boundary changes and/or major school transformations in the District. Please indicate at which level you agree or disagree with the following:

14. Maximizing utilization of school buildings: Individual												
Individual	Strongly Agree		Agree		No Opinion		Disagree		Disagree Strongly		Not Answered	
	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count
A. District should optimize facility utilization	40%	66	31%	51	6%	9	17%	28	2%	3	4%	6
B. District should redraw boundaries to balance enrollment and capacity	36%	53	50%	70	2%	3	8%	11	1%	2	2%	3
C. No school should be closed in the District.	11%	17	11%	18	15%	23	33%	52	25%	40	5%	8
D. Other	7%	11	20%	32	1%	2	0%	0	1%	2	70%	112

14. Maximizing utilization of school buildings: Group													
Croun	Strongly Agree		Agree		No Opinion		Disagree		Disagree Strongly		Not An	swered	
Group	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	
A. District should optimize facility utilization	32%	8	40%	10	4%	1	4%	1	4%	1	16%	4	
B. District should redraw boundaries to balance enrollment and capacity	52%	13	44%	11	0%	0	4%	1	0%	0	0%	0	
C. No school should be closed in the District.	8%	2	12%	3	0%	0	56%	14	16%	4	8%	2	
D. Other	17%	4	9%	2	0%	0	0%	0	0%	0	74%	17	

14. Maximizing utilization of school buildings: Web													
Web	Strongly Agree		Agree		No Opinion		Disagree		Disagree Strongly		Not An	swered	
	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	
A. District should optimize facility utilization	41%	83	38%	78	6%	13	11%	23	3%	6	0%	0	
B. District should redraw boundaries to balance enrollment and capacity	33%	66	38%	77	10%	20	17%	35	2%	5	0%	0	
C. No school should be closed in the District.	20%	41	17%	35	17%	34	28%	57	18%	36	0%	0	
D. Other	19%	38	3%	7	57%	116	1%	1	20%	41	0%	0	





Individual

- Closed schools should be repurposed.
- Whatever is inexpensive and follows the population.
- Sell downtown offices and move to Reagan Campus.
- Possibly consolidate/repurpose a few schools with plenty of time for plan development.
- Repurpose buildings into a vocational campus.
- Provide outstanding programs to draw in students.
- Build schools in growth areas.
- Optimize facility utilization without closing schools. (2)
- Specialty for a vertical team.
- Create specialty centers.
- Fully utilize schools instead of closing them and offer open enrollment.
- Create a special use campus to draw in students.
- If open enrollment ceased, perhaps under-enrolled schools would fill up.
- Redraw boundaries considering demographics and socio-economic influences, not just numbers.
- Build flexible schools that can work in vertical alignment to manage capacity.
- Sell administrative buildings and move them to a closed school.

Group

- Sell excess facilities, and use facilities for admin space.
- Consider different grade configurations.
- Optimize facility usage with no closings.
- Fully utilize a campus slated to be closed.
- Communities should re-purpose closed schools. (3)
- Sell CAC and move to an under-enrolled campus.

Web

- AISD needs to be consistent and have a clear formula for determining under and over-capacity schools.
- Schools with low enrollment (example: Ridgetop, Reilly, Oak Springs, Dobie, Pearce, Garcia, Reagan) should be consolidated in some way to save money.
- Consider underutilized buildings for specialized programming I.e. Boys School, etc.
- Schools are way too large. Keep all small schools and build more.
- AISD needs to consolidate underutilized schools that are located close in proximity.
- Schools are overcrowded. Redrawing boundaries does not address the issues that are causing underutilized facilities. Some of these issues are harder to put on paper but are very significant factors in our city.
- Contrary to what TEA practices, closing a school is never a good idea. Restructuring and/or redesigning are much more advisable, as closing a school only burdens the District.
- If the school enrollment is too low to sustain for several years, then I think it should be repurposed or closed.
- An effort should be made to keep neighborhoods together.
- Boundaries should be drawn in a logical way, i.e. proximity to schools. I have heard of schools drawing boundaries to exclude certain populations that are not desired at their school and I do not support that.
- Build more schools.





- Consolidate and close underutilized schools.
- District should repurpose Pearce as a boys' academy and build a K-8 school in Mueller to serve the east side of Austin. Do what is best for students not what is best for political careers.
- Boundaries need to take into consideration major roads that are difficult to cross or limit walking/biking to school; i.e. 2222.
- I think that instead of closing schools, they should be repurposed to attract students.
- While some boundaries may need to be redrawn to accommodate school closures/consolidations, the goal should be to minimize this as it would be as disruptive to the district as a whole.
- There needs to be a balance between fiscal responsibility and community building. When you have a group identity that is strong, in a positive way, it can facilitate learning.
- Budget and people need to be balanced.
- I believe that low-performing schools should be closed down if there is an ongoing pattern of underperformance. Schools with low enrollment, that make use of the facility adequately, should remain open.
- The problem is the definition of optimization does it mean bodies or effective education?
- Some high needs communities may need smaller schools. Some historic schools should remain intact.
- Agree school size should be smaller, which may not meet goal of optimizing facilities.
- New uses should be made for any schools that may be closed.
- If boundaries must be re-drawn, reasonable limits must be placed on process such as, how often they

- can be changed, grandfathering in families already attending a school before boundary changes, etc. Kids need continuity and as do healthy neighborhoods.
- Consolidations and repurposing of campuses would be the way to go.
- I believe small schools such as Pease Elementary are extremely valuable, even if they are not optimally utilized.
- We have some very specialized schools that outsiders claim should be repurposed. Don't listen to them as, these schools make Austin what it is, diverse.
- Rather than close schools, have smaller classes.
- Don't mess with the little school in the middle of Austin. Kids get a good education there.
- I think schools should be closed only if they are not performing adequately, not because of low attendance numbers. I believe in smaller learning communities.
- Optimization, to me, is moving students from schools with low populations and lack of productivity. My school is a low populated school and we get fewer services than some of the bigger schools, but we make up for it with great teachers and patience.
- Relocate the administration building to Reagan High School; even if Reagan is left open do not close a school until the last graduating class is gone.
- Redrawing boundaries is risky, but likely warranted. It will not be fun.
- Simply redrawing boundaries doesn't make good schools/ offering good programs with interesting teachers will draw students.
- Building use can be optimized placing special





programs.

- Make the schools that have high enrollment up to standard.
- Look for other uses to complement school use in under enrolled campuses.
- Administrators must be given the flexibility to do their jobs in this tough economic environment. We cannot take any options off the table for political reasons. Objectively evaluate all proposals.
- Optimizing facilities, with concern for the ages of kids, is important.
- Small schools serve an important need.
- If schools are to be closed they should be repurposed as community learning centers.
- District should reconsider grade configurations to balance enrollment and capacity.
- I wish you could just reduce the amount of space that is being used and share administration and personnel similar to how special education shares personnel (OTs, Adaptive Instructors, etc.).
- Be careful not to cram poor/minority kids into the worst facilities. It is so expensive to build a school; it is hard for me to believe that you can't draw students

- to the underutilized schools.
- Close schools that do not perform. Move the AISD administrative offices to the buildings that close. Sell the posh downtown 6th St real estate and save the district some dough.
- District should realize these are human lives, both student and teacher and not accounting software fields.
- Closed schools should be repurposed into specialty Magnet schools that have to attract students.
- Utilize all schools.
- Redrawing and closure should attempt to keep affected students together in a small number of other schools, preferably less than 3.
- If schools are closed to maximize usage, then district needs to be responsible for transporting students.
- Schools need to compete for enrollment through excellence. Good teachers attract good students.
- The District should be allowed to shift grade levels between schools to optimize building capacity.
- Consider creative use of existing buildings in lieu of new construction.





Question #15 - Rate the importance in providing facility access to the following outside programs / services in Austin ISD:

15. Providing facility access to the following outside programs / services: Individual													
Individual	Very Im	portant	Impo	rtant	Impo	ortant	Not Im	portant	Not An:	swered			
iliuividual	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count			
A. Parks and recreational programs	45%	73	33%	54	16%	26	3%	5	4%	6			
B. Adult education programs	45%	76	34%	58	14%	23	4%	6	4%	6			
C. Senior services	23%	37	27%	44	34%	56	12%	20	4%	6			
D. Wellness center	33%	55	24%	40	28%	46	12%	19	3%	5			
E. After-school programs for children	79%	128	17%	27	2%	3	1%	1	2%	4			
F. Community service groups (i.e. Lions, private industry, Rotary)	24%	42	29%	51	31%	54	10%	17	5%	9			
G. Youth and independent sports leagues	42%	69	36%	59	16%	26	3%	5	2%	4			
H. Public library	43%	71	25%	42	19%	32	10%	17	3%	5			
I. Social organizations / groups	28%	46	29%	47	29%	47	12%	19	2%	4			
J. Higher education: college/university/professional	58%	98	24%	40	10%	16	4%	7	4%	7			
K. Other	9%	14	2%	3	1%	2	1%	1	88%	143			





15. Providing facility access to the following outside programs / services: Group													
Group	Very In	nportant	Impo	ortant	Impo	ortant	Not Im	portant	Not Answered				
Group	%	Count	%	Count	%	Count	%	Count	%	Count			
A. Parks and recreational programs	32%	8	44%	11	12%	3	0%	0	12%	3			
B. Adult education programs	28%	7	56%	14	4%	1	0%	0	12%	3			
C. Senior services	12%	3	60%	15	16%	4	0%	0	12%	3			
D. Wellness center	32%	8	32%	8	24%	6	0%	0	12%	3			
E. After-school programs for children	73%	19	19%	5	0%	0	0%	0	8%	2			
F. Community service groups (i.e. Lions, private industry, Rotary)	22%	6	48%	13	7%	2	11%	3	11%	3			
G. Youth and independent sports leagues	28%	7	60%	15	0%	0	0%	0	12%	3			
H. Public library	24%	6	36%	9	16%	4	12%	3	12%	3			
I. Social organizations / groups	32%	8	36%	9	16%	4	4%	1	12%	3			
J. Higher education: college/university/professional	33%	9	44%	12	4%	1	7%	2	11%	3			
K. Other	0%	0	8%	2	0%	0	0%	0	92%	22			





15. Providing facility access to the following outside programs / services: Web													
Web	Very Im	portant	Impo	rtant	Impo	ortant	Not Im	oortant	Not Ans	swered			
web	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count			
A. Parks and recreational programs	32%	65	39%	79	22%	44	7%	15	0%	0			
B. Adult education programs	20%	41	36%	73	30%	60	14%	29	0%	0			
C. Senior services	11%	23	35%	71	29%	59	25%	50	0%	0			
D. Wellness center	12%	24	36%	74	32%	65	20%	40	0%	0			
E. After-school programs for children	70%	143	23%	46	6%	13	1%	1	0%	0			
F. Community service groups (i.e. Lions, private industry, Rotary)	12%	25	27%	55	37%	75	24%	48	0%	0			
G. Youth and independent sports leagues	31%	63	39%	80	21%	42	9%	18	0%	0			
H. Public library	41%	83	34%	68	16%	33	9%	19	0%	0			
I. Social organizations / groups	13%	27	32%	64	39%	80	16%	32	0%	0			
J. Higher education: college/university/professional	37%	75	35%	72	20%	41	7%	15	0%	0			
K. Other	10%	20	2%	4	9%	18	79%	161	0%	0			





Individual

- A safe place for after-school activities.
- Performance-based and all media.
- Counseling services
- Support organizations and groups in high poverty schools.
- Current students and parents should be easily able to reserve space.
- Arts and cultural organizations.
- On-site college classes/associations.
- Church groups
- Involvement of diverse language representatives/ volunteers.
- Girl and boy scouts along with similar groups.
- Tune in as much as possible to help AISD facilities.
- Parent education
- Equal access in all areas including East Austin.
- Child support services.
- PTA, school related activities not currently supported.
- Weekend foreign language programs for kids.
- Community based mentor programs.

Group

- School programs must have priority.
- Must be in best interest of kids; get the parents and kids more involved.

<u>Web</u>

• If programs are located within school building after school, the district should require that these programs pay for the use of the building as a way to make money.

- Cub Scouts, Boy Scouts, Girl Scouts (some schools do, some don't now).
- Special needs education. A dyslexia or reading/ math tutoring center.
- College prep
- Mentoring services
- If there is a gain in terms of revenue for the district, any of these would be a plus. AISD should want to support the community, but must put educational dollars into education.
- Parents need support to succeed. Offering programs to teach credit management, business skills, GED, ESL, parenting is important, but it is also critical to empower parents and get them on the campus. Many adults aren't comfortable in an academic setting.
- The District should offer parenting courses, such as how to help your child in school, etc.
- Again, it depends upon what "access" means, especially as it relates to students' educational lives during the school day.
- Focus on programs for children i.e. after-school care, after-school programs, and (scouts).
- Facilities should be open to all members of the community. This allows the neighborhood community to be involved.
- Religious organizations
- Rather than the public library, offer extended hours at the school library. Add homework help.
- Make money for AISD by leasing space for these programs.
- Having the community visit our schools will show them either how great they are or how much work they need.





- Avoid use for religious purposes they are separate from the State.
- Scouts are outstanding developers of citizens give them access to school facilities.
- Add revenue by utilizing existing facilities is really smart/ also offering facilities to private organizations if they offer support or supplies in return is great.
- Family social service agencies.
- All sections of society must have access, but we cannot create a system of privileged access to

- certain organizations or interests over others.
- There should be accessibility for programs that instill character like scouts, child evangelism, and fellowships.
- No group should use the facility unless it provides a benefit to the attending students.
- Programs like Communities in Schools.
- Utilize all facilities.
- Trade skills training.
- Academic tutoring.

Ouestion #16 - Please review and rank in terms of importance the following factors to be considered when making school facility decisions. Rank each factor using a scale of 1 to 8; with 1 being the Most Important and 8 being the Least Important.

	16. Rev	view and	I rank in to	erms of im	portance	e the follow	ving facto	ors to be c	onsidered	d when m	aking sch	ool facilit	y decisio	ns: Individ	lual			
Individual		1		2	3		4		5		6		7		8		Not An	nswered
illulvidual	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count
A. School diversity: Balancing socioeconomics	14%	23	12%	20	16%	27	20%	34	14%	24	11%	18	8%	14	2%	3	4%	6
B. Utilization of facility (capacity vs. enrollment)	17%	36	19%	41	17%	37	20%	43	15%	33	5%	11	2%	4	3%	7	3%	6
C. Condition of existing facility	26%	43	22%	37	18%	29	15%	24	8%	13	4%	7	1%	2	2%	4	4%	6
D. Age of facility	9%	20	12%	26	10%	22	14%	31	20%	45	12%	27	11%	25	9%	19	3%	7
E. Safety & security	52%	85	16%	26	12%	20	7%	11	5%	8	1%	2	2%	4	2%	4	3%	5
F. Creating equal learning opportunities for all students	40%	85	18%	38	5%	10	15%	32	13%	28	1%	3	2%	4	5%	10	2%	4
G. State Accountability Ratings	10%	16	5%	9	9 %	15	12%	20	10%	16	12%	20	18%	30	18%	29	6%	10
H. Other	3%	6	6%	13	0%	1	18%	37	14%	29	0%	1	1%	2	2%	5	53%	108





	16. R	eview a	nd rank ir	n terms of i	importan	ce the foll	owing fac	ctors to be	consider	ed when	making s	chool fac	lity decisi	ons: Grou	ıp			
Group		1		2		3		4		5		6	7		8		Not Answered	
Gloup	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count
A. School diversity: Balancing socioeconomics	4%	1	12%	3	16%	4	16%	4	28%	7	4%	1	4%	1	0%	0	16%	4
B. Utilization of facility (capacity vs. enrollment)	10%	3	14%	4	21%	6	24%	7	14%	4	0%	0	0%	0	3%	1	14%	4
C. Condition of existing facility	32%	8	12%	3	16%	4	8%	2	16%	4	4%	1	0%	0	0%	0	12%	3
D. Age of facility	7%	2	4%	1	4%	1	14%	4	11%	3	32%	9	11%	3	7%	2	11%	3
E. Safety & security	67%	16	4%	1	13%	3	4%	1	0%	0	0%	0	0%	0	0%	0	13%	3
F. Creating equal learning opportunities for all students	58%	15	19%	5	8%	2	4%	1	4%	1	0%	0	0%	0	0%	0	8%	2
G. State Accountability Ratings	4%	1	4%	1	4%	1	12%	3	8%	2	8%	2	20%	5	24%	6	16%	4
H. Other	0%	0	0%	0	0%	0	7%	2	18%	5	0%	0	0%	0	7%	2	68%	19

	16.	Review a	and rank i	n terms of	fimportai	nce the fo	llowing fa	ctors to b	e conside	red when	making	school fac	cility deci	sions: Wel)			
Web		1		2		3		4		5		6		7		8	Not An	swered
Web	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count
A. School diversity: Balancing socioeconomics	13%	27	14%	28	16%	32	17%	34	12%	25	10%	20	10%	21	8%	16	0%	0
B. Utilization of facility (capacity vs. enrollment)	16%	33	21%	42	16%	32	17%	35	14%	29	9%	18	4%	8	3%	6	0%	0
C. Condition of existing facility	24%	48	22%	44	19%	38	18%	36	9%	19	6%	13	1%	3	1%	2	0%	0
D. Age of facility	9%	19	10%	20	14%	29	17%	35	8%	16	15%	31	16%	32	10%	21	0%	0
E. Safety & security	53%	107	23%	47	10%	20	4%	8	6%	12	2%	5	1%	3	1%	1	0%	0
F. Creating equal learning opportunities for all students	46%	93	19%	39	11%	22	6%	13	7%	15	6%	12	2%	4	2%	5	0%	0
G. State Accountability Ratings	9%	19	9%	19	16%	33	11%	23	9%	18	16%	32	19%	38	10%	21	0%	0
H. Other	11%	23	0%	2	1%	3	3%	7	1%	3	1%	1	9%	18	72%	146	0%	0





Individual

- Parity in skill/experience of faculty.
- Future growth trends.
- Uniqueness of community.
- Renovate most-needed schools (East side).
- Facility layout serves need of that neighborhood/community versus that of AISD District preferences.
- Closing achievement gap fulfilling mission of public education as a great equalizer.
- Pre-K rooms or buildings
- Utilization of facility (social service and support along with capacity versus enrollment).
- Role and contributions to community and neighborhood.
- Keep neighborhoods together.
- AC/Heating

<u>Web</u>

- Addressing incongruent policies by the City of Austin and AISD.
- Small schools should be consolidated to save money.
- Occupants of facility. There is no need for a 3-5 yr old playground at all elementary schools if there are no 3-5 years. Waste of space and money.
- Neighborhood schools
- Modernization, upkeep, appearance of aging facilities.
- Traffic considerations
- Focus on improving the quality of principals and teachers. Their salary and job security should be exclusively performance based. Principals should

- have the autonomy to remove low-performing teachers, but held accountable for school failures.
- Independent interests that persuade decisions.
- Creating/maintaining neighborhood schools.
- More academically enriched programs/Magnet school, and more charters.
- Keeping neighborhood kids together.
- Asbestos issues
- Proximity to residence.
- AISD is responsible to the taxpayer to provide the best possible education for all kids. They are not in the social engineering business. Kids deserve the highest quality and safest facilities possible. That should be the priority.
- Integrating technology into the facility to enhance learning.
- Equal and equitable are not the same thing; poor families simply need more contact with school than wealthy families.
- Ability to provide special needs programs.
- All schools should be remodeled and updated.
- Smaller, equal number of students in classrooms.
- Make parents responsible.
- Quality of the teachers.
- Size of the facility.
- Having children interact and learn with a broad cross section of society is important because they learn to live and work together. A facility can be older, but if it is well maintained that's ok. School should be a safe environment for children.
- Balance transportation costs with the cost of running the facility at maximum capacity with high security.
- Staff morale and teamwork.
- School choice





- Distance to other choices; the younger a student, the less distance they should travel.
- End Bilingual education at the elementary level.
- Why are all schools pushed to max capacity in the first couple of years? Why isn't there breathing room?
- The biggest issue is severe overcrowding in southwest

- schools.
- All of the above are very important.
- Eliminate lowest common denominator which is teaching. Expect more and challenge all students.
- Availability of teaching staff.
- Tracking from elementary through high school.

Question #17 - Please rate the importance of the following program options:

17. Importance of program options: Individual													
Individual	Very Im	portant	Impo	ortant	No O	pinion	Somewha	t Important	Not Important				
a.viada	%	Count	%	Count	%	Count	%	Count	%	Count			
A. Magnet Schools	42%	66	36%	57	8%	12	8%	13	6%	9			
B. Signature Programs	23%	30	44%	58	18%	24	8%	11	6%	8			
C. Turnaround Schools	25%	39	33%	50	24%	37	13%	20	5%	7			
D. International Baccalaureate Programs	34%	47	37%	52	17%	23	9%	13	3%	4			
E. Increasing Fine Arts program offerings	44%	69	42%	66	3%	4	10%	15	2%	3			
F. Career and Technical Schools	58%	84	36%	53	2%	3	3%	5	1%	1			
G. Gender specific schools (i.e. Ann Richards School)	17%	26	35%	54	15%	23	19%	29	15%	24			
H. Twilight schools/classes - Courses offered during evening and night	35%	49	35%	49	11%	16	11%	15	9%	12			
I. Alternative middle school(s)	25%	38	38%	58	18%	28	12%	18	7%	10			
J. Alternative high school(s)	37%	52	37%	53	12%	17	9%	13	5%	7			
K. Other	75%	12	6%	1	13%	2	6%	1	0%	0			





	17. lmp	ortance o	f program	options:	Group					
Group	Very In	nportant	Impo	ortant	No O	pinion	Somewha	t Important	Not Important	
Gloup	%	Count	%	Count	%	Count	%	Count	%	Count
A. Magnet Schools	39%	9	43%	10	4%	1	13%	3	0%	0
B. Signature Programs	24%	5	43%	9	19%	4	14%	3	0%	0
C. Turnaround Schools	30%	7	48%	11	9%	2	4%	1	9%	2
D. International Baccalaureate Programs	32%	7	50%	11	5%	1	14%	3	0%	0
E. Increasing Fine Arts program offerings	59%	13	41%	9	0%	0	0%	0	0%	0
F. Career and Technical Schools	65%	15	35%	8	0%	0	0%	0	0%	0
G. Gender specific schools (i.e. Ann Richards School)	26%	6	35%	8	4%	1	22%	5	13%	3
H. Twilight schools/classes - Courses offered during evening and night	48%	10	29%	6	0%	0	24%	5	0%	0
I. Alternative middle school(s)	32%	7	41%	9	5%	1	18%	4	5%	1
J. Alternative high school(s)	41%	9	50%	11	5%	1	5%	1	0%	0
K. Other	50%	1	50%	1	0%	0	0%	0	0%	0





17. Importance of program options: Web													
Web	_	portant		ortant		pinion		t Important	Not Important				
	%	Count	%	Count	%	Count	%	Count	%	Count			
A. Magnet Schools	62%	125	27%	54	5%	10	5%	10	2%	4			
B. Signature Programs	30%	61	26%	52	35%	71	7%	14	2%	5			
C. Turnaround Schools	19%	39	24%	48	43%	88	9 %	19	4%	9			
D. International Baccalaureate Programs	33%	66	29%	58	24%	49	10%	20	5%	10			
E. Increasing Fine Arts program offerings	39%	80	37%	75	8%	17	10%	21	5%	10			
F. Career and Technical Schools	44%	89	40%	82	8%	16	6%	13	1%	3			
G. Gender specific schools (i.e. Ann Richards School)	24%	48	31%	63	14%	28	16%	32	16%	32			
H. Twilight schools/classes - Courses offered during evening and night	14%	28	30%	60	21%	43	22%	45	13%	27			
I. Alternative middle school(s)	17%	34	30%	61	29%	58	18%	37	6%	13			
J. Alternative high school(s)	24%	48	30%	60	23%	47	19%	38	5%	10			
K. Other	11%	22	2%	4	53%	107	2%	4	33%	66			

<u>Individual</u>

- AP, College credit
- Ways to mix. For example, CTE center half day and neighborhood school the other half day.
- Enforcing discipline problems.
- Alternative teaching methods applied and utilized in all schools.
- College High Schools

- Pre-K centers
- Special Education programs at all schools.
- Having schools aligned with same educational opportunities. There are too many special schools that average students are not able to attend. Those schools may have resources that are not available at regular schools.
- Schools should be open in the evening so students can be tutored and or mentored.





- Dyslexia services
- AP, College credit, STEM concurrent enrollment.

Group

- AP, College credit, STEM, concurrent enrollment.
- Dyslexia services

Web

- All special schools should be required to have a specific number of students from all areas of town. It appears that these programs take only the highest performing students, leaving the rest behind.
- Let those who do well work with others that do well.
 Those who are struggling should be grouped
 together with support programs in place. Do not
 limit students to a mediocre education to create
 equality. This sets the bar too high for some and too
 low for others.
- Twilight schools only if current need is used. I am not sure what is utilized at this time.
- Dual language schools
- Charter schools
- Magnet schools that are gender specific.
- All schools should offer Magnet quality education; i.e., middle schools offering geometry, not just Algebra I and more electives.
- Having schools that help students attain their goals is important, but one thing that is often missing is helping the students find their goals. If by alternative schools you mean Garza that can help nontraditional learners to succeed. Good.

- I'd hate to see CATE schools have a shop mentality. Kids need deep thinking skills no matter what venue.
- Pre-K programs
- Accelerated learning so kids can graduate earlier.
- Keep small elementary schools open. That goes from K to 6 grades. Very diverse schools made up of kids whose parents care.
- Increasing physical education.
- Creating small learning communities that meet kids' needs.
- An all-transfer elementary.
- Equal access to education and opportunity should be the guiding principle, not Gerrymandering to meet some political objective. Quality public education for all students is the key to sustaining our democracy.
- At high schools the need is high for choices.
- All-transfer schools
- Not all children are destined for college but need to be valued; being able to study a craft under a mentor is ideal.
- Early College Schools
- Need some small programs for students that get lost in large environments.
- We desperately need more programming for twice exceptional (gifted and learning disabled) children and plain gifted children. We need Magnet programs that are not in Northeast Austin.
- Separate schools for 6th and 9th centers.
- All of the above very important
- Physical education in all grades, 5 days a week.
- Charter or focused school programs.





Question #18 - What other academic or facility issues should be considered while developing the AISD Facility Master Plan?

Individual

- Gathering this type of data at each school by pushing EMAU surveys. Phone calls would give a range of input.
- Ask students and teachers at different levels and different schools what is lacking in the building – daylight, space.
- Tell us about case studies that worked in other Districts. We can avoid reinventing the wheel and can flavor it to be a good fit for Austin.
- Condition of schools. Our crowded schools. Green facilities/schools. Schools that are low performance. Equity in school facilities in all parts of town.
- Proper staffing. Number of students per teacher. Demographics. Funding.
- Remove all dangerous chemicals from all schools.
 Focus on these health issues: our student indoor air quality is poor, AISD using pesticides and dangerous chemicals toxic to students' health.
- Please get class sizes below 24 kids in each middle school class. 30+ kids in a class all year long is counter-educational and it is burning out good teachers.
- Equal access to facilities and programs for all students regardless of location (east Austin) or economic status.
- Students in Magnet programs are more likely from families with economic resources not present in most families, and they do not serve many non-native English speaking students.

- Athletic facilities
- Energy and water efficiency/ low operating costs.
- Schools should be well-utilized not closed. Communities/neighborhoods/students are strongly attached to their schools. For example, my son is a 3rd grader at Allan. His Grandma went to Allan in '67 as a middle school. There are many families with the same situation. We have pride and attachment to our school. We don't want to be considered for closing. Parents and students district-wide don't want their schools closed. Add programs, don't close schools.
- Form should follow function. When education trends change so must our facilities – to a certain extent.
 Thus, flexibility is important in our changing world.
- Older schools with increased demands. Increased transfers to newer schools with only exterior considerations.
- Consult best academic research.
- Student/teacher ratio. Student/room ratio.
- Seeing how popular Becker and Ridgetop are since dual language programs were introduced, it should be a consideration for under-enrolled schools. How do you make it more attractive for parents to attend the schools? My children attend a land-locked school in Central Austin (Lee.) Our parents would like more after-school and weekend programs and are even open to using the facilities on the weekends for programs that can challenge our kids more. i.e., Math clubs, Robotics Club but are hindered by space. Open enrollment does not help with





efficiently using the school facility. Kids who live in the neighborhood and attend the neighborhood school do develop strong bonds and feel more Kids from outside the District and secure. neighborhood do not "fit" as much. Neighborhood schools should send kids in the neighborhood as also help parents work together as a community. Parents who do not live in the neighborhood also do not communicate with the neighborhood groups at all and it is criticized as neighborhood groups also support our fundraising efforts and events. AISD has reduced their costs by adapting "green incentives". It is criticized for AISD to control their energy costs. Having school all year round benefits our kids and helps economically disadvantaged parents as well, as it is going to be a challenge to find child care/camps for our growing elementary school children this summer.

- LASA and other Magnets should have their own facilities if possible. More Magnet schools should serve the central and south Austin community.
- The High School Redesign initiative never really addressed the idea of creating a variety of new high school models. Instead, it focused on restructuring existing comprehensive high schools (some of which are quite successful). A facilities master plan needs to take into account the diverse needs of the community and the specific school populations within. Look at new options when things aren't working, i.e. new grade configuration, etc.
- Bringing older schools up-to-date and to an equitable position with newer/other schools in the District. This should include both academic and athletic programs.

- The main facility focus should be on providing an optimum environment for the teacher to student relationship and the teacher to staff relationship. Academically raise the bar.
- Space for sciences labs and fine arts practices.
 Space to practice outside/inside sports, especially at the elementary schools. Meeting rooms, outside classrooms.
- Take into account the opinions and needs of that specific school's teachers or at least those who have been teaching over 2-3 years and intend to stay.
- Common spaces, libraries, cafeteria, conference spaces.
- Capacity
- Are many students involved in fine arts?
- Ability to integrate current technology.
- Health overcrowding = spread of germs.
- The city's future growth plan. Media and technology as a practical educational offering (not just computers or gizmos) but real world applications for students and staff. Consider the city's core facilities, even if not owned by AISD, as possible leverage classroom/educational spaces to have specific programs to attract people to the core city area from the suburbs.
- I think instead of closing low-numbered schools, we should redraw boundaries and bus kids in where they have problems with overcrowding. Gas is cheaper than building a new school.
- You cannot design without the educational method defined clearly and providing training for the teachers. Self-actualization, not testing.
- Consider building flexible middle and high schools that can adjust in grade-level servicing to meet the





capacity needs of the schools that feed into it through vertical alignment. A middle school may be a 6-8 one year and the absorb over-crowding at ES's by flexing into a 5-8 the next year.

- Class size, population development, and plan bigger than needed by 5% or 20%.
- Reduce rental properties.
- Increase physical education space and facilities.
 Increase nutrition classes. Become more involved with SFC school programs.
- Maintenance and equity for older computers versus new buildings. Recognizing that in older buildings classroom space doesn't match the "red book" but still must support 22-1 ratio.
- Schools should also be community centers where residents can attend events and adult classes, etc.
 The more ownership the neighborhood has to the schools in their area, the more the schools will be supported and children will be known, monitored, and held accountable for negative behavior.
- How older buildings can be retrofitted in a way that does not destroy the esthetics of the building; such as not running pipe throughout the building so that current technology needs can be met. How will older buildings gain access to multi-use spaces such as common areas? How will professional space be configured? What are optimal spaces and size of spaces for this?
- I believe that water conservation plans should be utilized more in the design of newer facilities as well as focus on using less paper in communicating with parents.
- How to bring aging facilities up to current educational specs. Specialists and coaches work

- with the students who are most difficult to teach. They need a quiet area with a minimum of distraction in which to work. Doing push-ins and teaching in hallways is not serving the students well. Our heating/cooling system is outdated, noisy, and inefficient. What are the plans for updates? Our walls have large lowered panels top and bottom. How would we keep our students safe if there was an intruder on campus?
- School budgets of schools operating over-capacity which causes and implies an over-use of the facility requiring more resources to clean and maintain the facilities. Budget of schools who operate with less than 60% utilization capacity. Technology/cost of replacement/infrastructure.
- The facility needs for the fine arts programs we have in the District. Make sure facilities have appropriate infrastructure. For example, in the LBJ choir room, there is no water fountain. The pipelines were disconnected. The handicap accessibility for fine arts. In LBJ, the choral library and wardrobes do not have handicap accessibility.
- Faculty and staff, parents and students at a school should be part of the improvement process. They are the ones who know the needs of the facility. Also, they are the ones who use the facility daily.
- Thinking outside the box.
- Athletics and fine arts
- Ensuring there is adequate, knowledgeable staff to facilitate usage of facilities. That someone other than the principal or custodian determines space usage.
- We need to discuss boundaries. Should have a boundary task force.





- Renovations and repairs should be prioritized over new construction. Improve city planning/growing/ design standards policy. If newer housing is not family sized (which it isn't) this is a problem. Communicate to city council.
- Work for maximizing public/private partnerships.
- Even our best schools are sorely lacking in technology and teacher training on how to effectively use the technology they have. We must catch up. Our lower economic schools, especially, need to use integrated technology daily instead of checking it out of the library occasionally.
- Every student needs to be involved in extra-curricular activities. Currently, our campuses cannot handle additional programs due to lack of space.
- Maintenance
- Perhaps consider some public/private arrangements that may allow for better utilization of school properties. Consider the feasibility of more Magnet schools because of the high demand now seen for these programs. Consider moving AISD headquarters to a lower cost area and selling or leasing the desirable current location.
- Anderson HS is using extremely under-built and small gymnasiums (relative to other 4 and 5A HS's) for AP testing, fine arts, special programs, etc. That dramatically reduces the capacity for PE and health and wellness programs, team sports, practices, etc. (Healthy students = Productive students) We have many academically-orientated kids who also desire to engage in team sports but small, outdated athletic facilities reduce these options.
- Not just having money to buy items for school but also have the ability to fund items that break or go

- missing. To plan for when items that are not planned for leaking roof, water main breaks, electrical problems that these items can be fixed. Right away without waiting for bonds. Taking care of the building every day not once a year.
- Needs of the surrounding communities that can be addressed through the community's school facilities access, space availability.
- Most of the factors on #16 are important. It just depends how that is used to make the decision. For example, State Accountability ratings are important to consider in the design of the school, size, etc., but this should not be criteria for school closure.
- AISD needs to make sure they bridge the gap between low and high social economic areas of town. They need to make sure they improve existing schools and/or build new schools in poor or bad neighborhoods and not just in good neighborhoods. AISD should continue to provide transfer policy. AISD needs to not keep building neighborhood schools within a 10-mile radius. It's ridiculous that there are many schools, especially ES that are built within 2-5 miles of each other. School closures should not occur just because low performance or low enrollment. Try to find out what's wrong with low performing schools and correct those issues. Schools should not be closed or repurposed for exemplary schools or high performing schools.
- International educational standards. Proficiency in English. Not half and half English/Spanish.
- English should be taught as the international language.





- No school should be over 100% capacity. Master plan needs to consider solutions for reducing this type of environment.
- Outdoor areas for student sports and other school activities. For swimmers- high school pools and possibly middle school pools where feasible. Alternative learning methods should be applied and utilized in all schools at all grade levels. Using a variety of different methods to teach and learn has proven quite successful in Magnet and specialty schools. Portables; 1 to 3 years before permanent construction. It should be mandated that all portables have covered walkways.
- Bright colors. Address specific community needs for each school. Common planning areas.
- Daylight classrooms. Reusable lunch ware appropriate kitchen facilities (trays, knives, forks, spoons, bowls). Power saving options, i.e. lights auto turnoff. Greener schools.
- South Austin has a significant fraction of AISD students but an insignificant fraction of AISD Magnet and specialty programs. I'd like to see more of programs in South Austin.
- If buildings can be used to increase community involvement and ownership of schools, we should figure out how. Also, please make sure the ELL kids have schools. They are important.
- The main idea I wish to address is technology. The teachers who keep up with technology need to be followed without distracting them from their work.
- I'd like to see the District implement a more holistic approach with special programs. It seems there are more opportunities where there is a higher socioeconomic population. Consider how much

- educational importance is to AISD residents more that Texas at large. Trends do not always reflect our own four walls....Austin is progressive and will support you in green building initiatives and thinking outside the box. Please address the influx of students from closed, AU schools in a way other than sending them to schools that are not used to gang initiations, sexual assaults and intense truancy. (Covington) You'll find your students in the Covington boundary are rapidly trying to transfer out. Please do not do away with transfer policy. For some, it is their only hope. The current vertical alignment is insane. Please consider constructing an additional high school in south Austin.
- Space for communities in schools and other nontraditional educational services for students.
- Expand fine arts area to include room for dance programs, expand orchestra practice rooms, and expand instrument storage. More practice rooms.
- Community College Inclusion. Student/teacher ratio. Integrate technology.
- Accessibility for students with disabilities. Focus on maintenance and renovation. Involving school community in planning for new buildings and renovations.
- Overcrowding/under enrollment. Segregation.
- More gifted and talented programs.
- Class size and classroom size. Inadequate science classrooms at MS and HS.
- Building permanent buildings rather than using portables. Keep buildings from sinking.
- Please take into account the faculty, the campus and local community needs.
- Bring in more trade classes to schools.





- Equalizing the opportunities of what is available at schools based on enrollment and community involvement. Please update, upgrade Oak Hill ES. From a parent, homeowner and business person (realtor) standpoint, we need an updated school in order to keep the population from transferring to private schools.
- Opportunity to create space for community to rent for a fee. There is a lack of public space for nonprofits to use and they are willing to pay a small fee. What about engaging the community to help build. Think Habitat for Humanity for schools.
- Andrews ES filled with pipes. Dangerous hanging air vents. Needs larger library. Equity, geographically to improve schools in east Austin. Modernize. LBJ classrooms are not comparable to LASA classrooms (size, location, etc.)
- Housing for teacher's onsite at school for 1st and 2nd year.
- Multiple pathways HS.
- Multi use facility, shared uses.
- Actual use of facilities, not just enrollment. Expand IB programs. Pursue school within a school concept. Extend Pre-K in under-utilized buildings/neighborhoods.
- Vision 20 years out. Community becomes the classroom. Asking why/when do we need classrooms? Focus on real world excellence including work more than teaching to test. Stop and plan for a future (digital, health, economic, environmental)
- All AISD facilities should be ADA compliant. It has been decades since ADA passed. Plan parking for staff and visitors. Invite visitors (parents) to campus

- with access. More and better bike racks (secure area).
- Plan ahead smart growth. Strong schools build strong community and vice versa. Less transfers, more neighborhood schools = less traffic too. Equality throughout the District. Sustainability.
- Transportation needs to be provided.
- School should be thought of a rule not an option.
 Parent involvement. Enforcement of after-hour's activities to keep kids off the street.
- The utilization of space. Planning to go up instead of out. We need more room per student than we have had allocated in 1970. Athletic facilities.
- Existing facilities: consider utilization, historic significance, and academic performance. At Pease, we have a sense of community. With the parents as well as between the grades. Teacher/student ratio.
- Need of students based upon historical data and trends.
- Proper maintenance and up-keep of aging facilities.
 There should not be such a drastic physical difference between new schools and older buildings.
- The idea of a "diverse student population" needs to include different learning styles. Special needs students, inclusion programs, gifted/accelerated learners, etc.
- Teachers need to have their own classrooms. They should not have to share. It makes their planning time very difficult. Every school should have large meeting rooms available for the frequent tests and other programs that are now disrupting library services in too many schools. Technology improvements need to be made in classrooms and





- we need more staff to keep technology functioning properly. The libraries need to be updated and schools should be centrally located.
- Bond build 6th grade Academy at Bedichek MS where 17 portables have been used for 20 years.
- Long-term demographic and population shifts.
 Stronger position when dealing with City of Austin and developers regarding planning at new facilities; location, size, and cost.
- The learning environment should match the kind of learning that takes place. Not one size fits all but equitable in: healthy environment, safety, and technology.
- Green building technology and Second world technologies.
- We need alternative facilities to which students can go if/when they are disruptive to their own and other students' education. A few who refuse to behave should not be allowed to derail the entire educational process (it happens every single day at Garcia MS, where I teach). AISD also needs a fine arts exhibition/performance facility. It is a shame and a disgrace that we do not have such a facility. If Hays and Pflugerville and Round Rock and Bastrop can do it, so can we.
- Really look at the condition of the structures. Portables are located outside with no protection from rain/heat. We need to follow a student for a day and literally walk in their shoes to see exactly what they are exposed to.
- The age of the building should be considered because it is usually not in an optimal condition to be used; especially portables, which have been in use

- for at least 10 years. They lack adequate lighting and space.
- No more than 22 students per classroom/teacher.
 Making classrooms fit for all the technology
 equipment (no more cables all over the place).
 Giving more space to a classroom for all the material
 (science and others) that we need as teachers in the
 classroom. No more COWS. They are mobile but a
 waste of the teachers' time setting up.
- Curriculum capabilities are possible based on facility conditions. Impact of building footprint on area.
 Traffic patterns (e.g. safety). Ability to adapt or easily add to facility once complete.
- Cost savings to tax payers. Needs of students (i.e. East Austin disparities).
- The state of our athletic facilities in this District is unmentionable, particularly when you see the facilities in other school Districts in Texas. It is something that must be addressed. District facilities (shared uses) and the facilities on each campus.
- Why are good schools (recognized) in low income areas allowed to have 12+ portables for 20+ years?
- Need to upgrade aging facilities.
- Space for all extracurricular events is extremely limited. Anderson HS is highly rated with exceptional students but there is no room for dance as the theater is too small. It offers limited functionality. The band halls at Anderson and Murchison are totally undersized. Lastly, Anderson and Murchison must have the worst and most limited athletic facilities of any 5A school. Wrestling has no practice facility that is safe. Weight room is too small and needs updated equipment.





- Flexible facility space for delivery of instruction to students that have different learning styles.
- Improving all fine arts facilities within each school.
 Also, providing one central fine art facility for all AISD schools to use.
- Green water recycling and general water conservation. School gardens to promote nutrition, feed poor families and build community. Funding for campus beautification and incentive for parents and community to get involved. Single sex schools and learning with proven results.
- Vertical tracking. All elementary school students feed into the same middle school. All middle school students feed into the same high school.
- More and improved athletics facilities.
- For all buildings have ramps for special students so that everyone has the same access.

Group

- Many athletic facilities should be closed or upgraded, increased energy and water efficiency.
- High schools for immigrants' children that come to the District in higher grades.
- Building layouts need to reflect changing needs for programs.
- Athletic facilities, fine and performing arts.
- Equity of teachers, facilities, and class sizes.
- Smaller class sizes.
- More time for recess.
- When we did not reach consensus it is usually because we wanted more information or we needed additional definitions for clarity. Sometimes we wanted to answer something one way for

- elementary / neighborhoods but different for high schools / choice.
- Maintenance
- Support out of box solutions, use tech teacher examples, new South Austin High Schools, Distribution of Magnet and other specialties out of South Austin.
- Lots of light, daylight rooms are not cool
- Use nice paint colors.
- Able to meet the needs of the community, flexible facilities.
- Common planning area for teachers.
- Multiple path high schools.
- Equal facilities, staff, and resources at all schools.
- Better planning, smart growth.
- More gifted and talented opportunities in regular schools
- Vision 20 years out, community becomes the classroom.
- Focus on teaching for work out in the world and not to the test.
- Developing technology capabilities.
- Stop not preparing the students for the future.
 Digital, health, environmental, economics.

Web

- If landscape maintenance isn't going to be part of the ongoing budget, then minimal maintenance materials (zero landscaping, native plants) should be used. Our elementary school just put in a flower bed out front that's now overrun with weeds. That was a waste of money.
- AISD needs to have a clear, concise and consistent formula for determining under and over capacity schools. In addition, as difficult as the conversation





and debate may get, the District needs to reconsider the existing transfer policy because it currently benefits affluent families and leaves low-socioeconomic families and students stuck in undercapacity and low-performing schools.

- Develop and build schools on time so there is no overcrowding, displacement, shifting, etc.
- The most important issue is the current underutilization of small schools.
- The second most important issue is the lack of diversity due to boundary lines.
- The third most important issue is the lack of diversity/children from all communities in both the Magnet schools and the single gender schools.
- We need a new high school in south Austin.
- Bowie is very over crowded.
- Ensuring equal access for students to facilities and materials; ensuring safety for students at older schools (making sure facilities are safe and updated as needed). Long-term planning to better utilize facilities that are under-enrolled. Expand high quality offerings such as Magnet programs, etc.
- Physical fitness. Please provide some challenges. Playgrounds need to be challenging and provide fitness through play. Challenging needs to be determined by the population and not to provide a neighborhood with a service unless the Austin Parks and Recreation department is being combined with schools and are no longer providing these services to a community. There is absolutely no need to force a 3-5 year old playground on every elementary school especially when there are few pre-schools at the schools. This is a total waste of taxpayer money.
- Parent responsibility one bad kid cannot affect a

- class room. Teaching concepts versus data. Teaching styles to create a love of learning versus making learning feel like work. Limiting homework since most homework is just data memorization and not conceptual.
- While big schools in the Suburbs may look good on paper, I believe that the schools should be smaller and that the inner city schools need to be kept and expanded.
- Grandfather students currently enrolled in a particular school and pathway (to Jr. and Sr high) when changing boundaries.
- Modernization, maintenance, upkeep and appearance of aging facilities.
- Repair and replace old buildings.
- Remove temporary buildings and expand.
- Temporary buildings should be just that.
- I would like to see a third level of academics introduced in the middle school or a test score requirement for AP level classes. Too many kids are in pre-AP leveled classes that should not be there (due to AISD open book policy). This lowers the level of the class instruction significantly.
- I think class size is a very important factor to quality education.
- I think schools should improve the special needs/math and reading tutors/dyslexia/autistic spectrum help given. This could reduce stress to teachers not specifically trained or not physically capable with course load to help, therefore benefiting the entire community of the school.
- The focus on a facility master plan is important; however, what is most important is the quality of principals and teachers at a school, as well as





- parental involvement. It is easy to place blame on other factors than to hold up a mirror and admit that so many principals and teachers at low-performing schools are failing the students.
- What is most interesting is the very low quality of San Juan Diego's facilities. Their facilities are vastly inferior to every single elementary, middle school and high school in AISD. In fact, there would be a public outrage if any AISD school had the low quality of San Juan Diego's facilities.
- Clearly, the quality and condition of a facility are not the reasons a child fails. An honest assessment would identify the performance and quality of principals and teachers as what is most critical to a child's success.
- I support the facility usage that promotes revenue stimulation for the District and a continued connection with the community outside of the school as a school during school hours. The district has a large number of properties that can be multiuse for the sake of becoming more connected with the surrounding community.
- Conditions of the schools; improving them instead of building from scratch.
- Develop more Magnet programs by using underutilized schools to house and develop them. Kealing, our science & math Magnets has to turn away so many middle school students due to space then we should create more space. Math & science are where the jobs are and our school district should really be looking for ways to better teach the math & sciences to our students. Far too many of our students are not graduating with the level of knowledge they need for success in those fields.

- In making facilities issues, do not use a process that pits neighbor against neighbor and is all around ugly for all involved.
- The burden of the taxpayer.
- Real shop facilities are more important than computers. They are expensive and involve risk, but too many kids grow up with no mechanical ability or common sense.
- Energy usage
- Faculty input, avoiding one size fits all thinking.
- Overcrowding of a facility.
- Neighborhood demographic trends.
- Making sure that there are vocational schools to accommodate those students not interested in the general HS programs. Don't let them bring down state scores because they don't want to be there anyway.
- All schools should be treated equally. There are some schools in terrible condition on the east side. If those schools were more centrally located or located on the west side they would not be in such terrible conditions. Spend the money to make those schools a nice place to be. If you want an example, visit Dobie Middle School.
- Under-enrolled schools versus too big class sizes.
- Combining programs (Magnets).
- Close underutilized buildings, especially when other elementary schools are nearby.
- Magnet schools should include fine arts and district should provide transportation for this.
- Magnet programs should be housed in centrally located schools for optimal access to all students in the District that are interested and qualify for these programs.





- Buildings need to be clean, well air conditioned or heated, and free of vermin.
- Facility utilization across all boundaries: how are we using our support staff (district administrators and coordinators) buildings? Are those ably utilized? We need to consider demographics and mobility patterns when we look at redrawing boundaries for extant schools. When determining where support staff should be housed, are we thinking about truly centralized locations, and/or locating such staff in places where they would be easily accessible to the neediest campuses? We also need to look beyond the numbers game when we consider school enrollment, and especially school over-enrollment: just because a school was built to handle 1900+ students does not mean that the building can actually accommodate that number, since not all the space inside a school is exclusively for student use.
- Keeping neighborhood kids together; walkability, especially for elementary and middle schools, green buildings, incorporating the facility into its environment, and using the environment as an educational tool to teach kids about ecology, biology, botany, etc.,
- Reasonably sized schools (not mega-schools) where kids feel like a part of a small community; planning for the future, not just for right now; parent/teacher/student input into the design, implementation, and realization of a new school; more parent involvement and less political game playing in AISD and on the school board.
- Increased time and space for outdoor play for elementary students.

- Quality of teachers.
- Mueller community development of elementary.
- Offering all students the best quality education regardless of neighborhood.
- All schools should be brought to meet the current standards. A lot of our old schools have open concept classrooms which are very loud and have constant interruption. Too many of our schools have portables that are old and crumbling. The portables at Oak Hill Elementary have flooded on more than one occasion this year. It would be great if there were common areas for grade levels to get together as groups. Our current facilities have our students separated all over campus from other classes at their same grade level. It would be great if the building could allow for students to be closer to their peers.
- Anticipating the necessity of schools in growing neighborhoods.
- Older inner city schools deserve equal or greater access to any fancy technology if it is going to be bought for any school. Schools with low SES don't have PTA money to buy gizmos and gadgets and so should be allocated a greater share of the technology budget.
- Special high school programs should not be limited to students only within the attendance zone; i.e. the International Studies program at Austin High should be open to all qualified applicants, since it is not something available at all high schools. The Culinary Arts program at Travis should be open to anyone in the district that wants to attend.
- My high school student suggests that the thermostats be adjusted - many classrooms are so cold she wears a sweater in class on a 90-degree day.





- These buildings should be designed around information access: a laptop for every child, discussion pods, and places to research and create. Eliminate the huge backpacks and big, empty rooms.
- An AISD fine arts center, similar to that offered at Westlake.
- I think that schools with low enrollment but high testing scores should remain open. As long as the facility is being used to its full capacity that the schools should remain as is. Also I believe that the school's history and background should be considered. Many schools here are rich in history and have shown academic stability and growth should be considered as well to remain open.
- Splitting the district into more manageable size, getting our schools up to technical reality, i.e. Wi-Fi and computers, less paper, etc.
- Trying to get teacher/student ratio to a manageable number (lower the better).
- There is a need to remodel/update any open concept schools such as Oak Hill Elementary.
- Improving teaching, improving parent engagement; bilingual translators on staff at all campuses
- Success of schools involved.
- Please keep small schools open. In regards to Garza, my son would have dropped out of high school if Garza was not an option. In regards to Pease, it is the oldest school in Texas with rich traditions and intimate settings.
- The Mueller Community site has enormous potential for educational offerings that tie into community services (like the children's hospital district), businesses, and residents (such as the senior housing

- going up now). Now is the time to think carefully about how the Mueller children will track and how they, and those within Maplewood, Blanton, and Walnut Creek who transfer out, can be brought back to create a diversified vertical team feeding to Reagan.
- Including enriching after-school programs like the one at Pease Elementary School. This program could become a model program for the District. The teachers are loving, nurturing, and always seem to know what's going on.
- All facilities at each school should mirror the other.
 Compare the Bowie campus and the LBJ campus.
 Are we in the same school district?
- Suitable campus for outdoor play, sufficient playground equipment, large trees to provide shade, and desirable areas for outdoor education such as outdoor classrooms, gardens, etc. Integrating outdoor time with learning process is beneficial to kids and teachers, providing a change of scenery, and opportunities to observe and engage the natural world.
- Student success should be the paramount concern.
 If facilities don't help lower the drop-out rate or improve student performance and opportunity, what's the point?
- I would like to see an elementary school built in Mueller.
- I think that teachers should be rotated. Putting the newest, least trained teachers in the underperforming schools just ensures they will continue to be underperforming.
- Keeping a culture of history within the master plan.
 Each school in the district has a rich and varied past





that is welcomed and encouraged by the community, staff, faculty, and administration. To repurpose a school simply because of economic issues ignores that history and the value that each school adds to the Quality of Life within Austin.

- Class size is very important in elementary schools. Please try to keep them as small as possible.
- Proximity to bus stops is important.
- Move the administration office. Consolidate administration and other facilities not part of the schools. Move AISD's central office and sell off that valuable land to fund some of the new schools that need to be built. Let's combine grade levels in new ways and think outside the box with all decisions.
- I strongly believe in smaller learning communities to facilitate relationships between students and teachers. I would like to see stronger neighborhood schools with alternative models that meet the needs of the students within that area.
- We need to focus on our middle schools in particular.
 Research shows middle schools are where we lose many students and we don't have facilities or communities that foster middle school development.
- Middle school options in this town are poor given our city and resources.
- Quality of the school, uniforms across the district, and no elementary schools of 350 next to schools of 1,000. Parent may not like it, but lines have to be redrawn so that facilities are equal.
- Schools in west Austin may have portables, but they have nice decks and covered walkways. I haven't seen that in northeast Austin schools. However it has to be done, facilities, programs and size of schools should be the same so that whenever you walk into

- a school in Austin, you see the same quality (and size).
- The smaller the school/enrollment, the better.
- We cannot meet the needs of every child every day of every year. A lot of standard, basic education is being neglected while we try to cater to every star (or not-so-star-like) pupil. You cannot make someone want to learn and trying to provide nice education does not work. Teach the basics and the rest will follow.
- The history of the school should be taken into account. The diversity within that school is extremely important. Treasures such as Pease Elementary need to be saved for their history and their ethnic diversity while maintaining high academic standards.
- AISD facility master plan should consider how transportation fits into facility usage.
- Transportation could include AISD provided services (buses) or could include traffic flow patterns (e.g. effect of commute on non-neighborhood schools).
- If keeping a partial year schedule helps keep small school open and helps keep enrollment at each school balanced, then ditch the year-round school idea. Having facilities available to other groups in the summer could be a creative revenue source for AISD. You are doing well with alternative programs and small schools. It is great to have diversity within your organization.
- Students and parents should feel part of the learning community and should be supported in their education.
- Updating current schools to make them up to the standard, specifically Oak Hill Elementary which is currently an open classroom model.





- The overall school community should be examined.
 The ties the teachers have established with students,
 parents, and the outside community. There are
 more important issues at stake for each school that
 cannot be seen on paper.
- How best to house all District services, including those not directly involving students.
- New construction doesn't need to have LEED certification, but the spirit and essence of LEED & sustainable design should be an objective. I went to a middle school that physically reminded me of a jail from the outside and that is what the school felt like. The facilities should nurture the children just as we ourselves nurture the children.
- My old high school was very old and in many places a dilapidated structure, but the community and learning there were world class. That is what we must remember to do for our children. The physical structure is important, but just having a shiny coat of paint on the outside without substance on the inside is useless.
- I am really glad people are thinking of things like having enough natural light and ventilation. The facilities themselves must be in good condition.
- Exterior conditions surrounding the schools are just as important as learning environments as inside the classroom, especially at the elementary level. Additionally, staff and faculty resources as well as food/cafeteria resources and facilities, in order to encourage an appropriate environment for all occupants.
- I don't agree with closing small schools, but I do think that schools that are not being fully utilized should have the excess space used for other purposes as

- well.
- I also think that it is important for schools to be small enough that the individual children don't get lost in the mass.
- AISD has evolved into a wonderful place to learn where almost every resource is available to all children regardless of income, racial or ethnic background. AISD needs to continue working to maintain this goal. Schools should not be closed because they are considered too small or because they are not over-crowded.
- Schools that are small in population should not be lumped with schools that are under-performing or underutilized.
- What's going on with constructing the Performing Arts facility, for which a bond was passed several years ago? Austin students have to travel to Hays County for music competitions because there is no home facility.
- Incorporating a parent instruction plan. So they can help with homework more effectively.
- All children in the district should be equitably aligned as far as quality of teachers and academic rigor along with safe, technology integrated school buildings.
- Build a HS in southwest Austin.
- Bilingual programs, immersive foreign language programs, gifted programs (particularly for middle school students)
- AISD should start with the administrative offices and condense the unnecessary space there. Then they should look at the schools. It is best not to close down any schools or totally repurpose them. Remember any of these drastic actions affect all





- families and neighborhoods.
- Cost/benefit analysis of facility decision points.
- Creation of a community of schools instead of adversarial schools.
- Year-round schools
- Making sure kids have access/time to be physically active throughout the day.
- I believe that energies need to be exerted to research the possibility of creating diverse classrooms and facility modifications for the epidemic of children with autism and sensory issues. There is a growing number of children who have less intense issues (not diagnosed) and in need of facilities that have classroom options for this new breed of different learner. We all tend to look for a way of teaching these children without looking at the role the environment plays. I suspect these will be a new, possibly more natural classrooms and playgrounds with attention to sound, light, architecture and sensory input.
- Mueller needs their elementary school on a plan. I
 haven't seen an official survey, but I bet there is at
 least one kid under 5 per household. There is going
 to be a huge influx of kids in the next 5 years, and I
 doubt Maplewood can handle all the children, at
 least get it on the plan. The community is only
 getting bigger.
- Close schools that are underutilized and build schools where students live. Don't force kids to attend schools outside of their neighborhoods.
- Traffic and the need to cross major highways should be a consideration.
- You need to consider the historical significance of some Austin schools.

- I am appalled at the physical condition of some of the AISD schools. I have visited other campuses than the ones that my children attend and find mold, and destruction. They don't have proper supplies, books or even doors to classrooms. The kids and staff are spending 8 hours a day in an unsafe environment. I pay a huge amount of property tax, that majority going to AISD and yet I have to fundraise each year to pay for the programs we have at our schools. I've been told that because of Texas Robin Hood laws part of that tax basis goes outside of my district. Well how can we pay for outside areas when so many AISD schools are a mess?
- By far, the biggest complaint I have about facility planning within AISD has to be the process of drawing boundaries for new schools. Instead of a master plan approach, or at least some should look at a macro level, the decisions being made were very silly and very political in nature. The specific example that I have experience with was the 2009 plan to open Gorzycki M.S. and the ensuing battle that was waged against people who obviously didn't even consider very viable issues that could have been resolved. Instead of considering the fact that students are being bused up MOPAC to O.Henry M.S., the Task Force pretended as if this wasn't even an option. This was due to the fact that the people whose children attend O.Henry have a "no matter what" attitude about sending their kids to a school that they went to as kids. Had a different decision been made, and those kids in Travis Country been zoned for Small M.S, the burden would have been lifted from the Mills community, allowing kids to attend schools that are geographically closest,





- saving countless transportation dollars for the district. I want to see logic applied to his Master Plan, not politics. I want what is in the best interest of the students to be considered and not pushed aside in the interest of what is currently in place today and maintaining status quo.
- I am grateful that you are asking for our input. We need to have Magnet schools for gifted and talented students in Southwest Austin and at the elementary level. LBJ is great, but it's an hour each way from Southwest Austin. We have needs, too. I do not accept any excuse for row after row of portables at Mills. That issue should have been addressed long ago.
- Austin needs a school for gifted and talented children at the elementary level, not just clusters in classrooms. Or at least an entire class for gifted children, and while you are at it, please have some programs for twice exceptional children.
- The need for both large class rooms where kids have elbow room and can feel not crowded while learning. The need for smaller spaces where testing and torturing can happen without causing the shutdown of learning centers such as the school library.
- Storage is also extremely important in helping the staff remain organized so more time can be spent on learning rather than shuffling stuff.
- Walkers and bike riders should be taken into consideration when planning the access to the school.
- I support smaller high schools, and 6th and 9th grade centers to ease transition to middle and high school grades.

- Also, the district badly needs a professional development center that's a permanent location, preferably centrally located.
- I think we need to be using space more efficiently on the east side of town. Recent new construction is still not eliminating a significant number of portable classrooms. Looking at the newer schools in Hays CISD, they are using two- story construction to maximize space/land for school enrollment sizes that are comparable to Rodriguez, Langford, and Widen.
- How to encourage out of district students to enroll in special programs in AISD is a thought.
- Acknowledging children's academic excellence during placements for new grades.
- Preparing selected or requested kids for Magnet schools.
- Children should not have to cross major intersections to get to school. Since the major intersection is just outside of the school zone, add the intersection which impacts the children to that school zone. (For example Brodie Lane & Eskew to get to Boone Elementary. Add police/crossing guard control for those students who have to cross Brodie Lane to get to and from school or add an elevated crosswalk/bridge in these areas)
- The future of the students. They should be well prepared for college.
- Increase in musical studies and introduction to Transcendental Meditation practices.
- Focusing on inner peace and discipline through music, creative arts and meditation has significantly increased student participation and grades.
- Cowan Elementary could be converted into a Magnet middle school to serve south Austin.





- Keeping up with what will be used in the future. Also get rid of the TAKS tests because you still have benchmarks and finals to see how the student is doing. We don't need government money and their regulations to school our children.
- Highly support year-round schooling. Students forget so much material and teachers waste the first month re-teaching the students once school restarts. The buildings also sit, wasting energy etc. Year-round schools would also help families by lessening the amount of time spent in camps. With a more manageable amount of time off, parents can make use of vacation time in order to be with their children.
- I am also in support of later start times for elementary school. I would also like to see more outside/recess time. I think students will perform better (I know based on child development studies) if they have the opportunity to be physical throughout the day. Even as adults, we require frequent breaks in order to remain focused. When I went to school (20 years ago), we had two recess breaks as well as an hour for lunch.
- If you combine the year-round school with more breaks throughout the day....you will be able to achieve your hours taught quota and ensure the students are learning to the best of their ability.
- We need to find a way to encourage excellence from our teachers and staff. If there is no consequence for poor instruction, then we will continue to have underperforming schools. We also need to bring discipline back into the classroom. For some schools, that might mean requiring a student uniform and other restrictions. We are so worried

- about self esteem that we have lowered the bar for achievement when high achievement is how self esteem is earned. We need to expect more from our teachers and our students.
- We don't need more technology in the classroom. Technology can hinder learning. If we are so set in adding technology to the classroom, why not give every kindergartener a calculator. That way they won't have to learn a lot of the math we teach them in elementary school. Does that make any sense? Likewise, computers will not make our students any smarter. Once they learn to think for themselves, they can learn to use a computer in a short period of time. Very little time should be spent on technology in the classroom.
- The district should have the flexibility to make the most out of the facilities that exist before needing to fund new buildings. Open dialogue with the community should be maintained to minimize public push-back to necessary changes in the use of facilities.
- I suggest a separate lesson on test-taking skills, beginning in third grade. I think this will free the student and the teacher and reduce stress levels on all involved.
- I suggest separate lessons on how to develop science fair projects.
- Bowie is overcrowded. We need another high school.
- Limiting class size to below state requirements.
- Tracking. It is very important that children be able to track from elementary, middle and high school with the same kids.
- We would prefer schools not be overcrowded, while





utilizing the existing infrastructure before building more schools. In some cases, it may be better to build on to existing schools. We are concerned about adding to the debt and extraordinary tax rate.

- There needs to be evaluations made considering all available facilities prior to expanding the infrastructure base.
- Tracking is a major consideration.

Question #19 - With which schools in the District are you affiliated?

Individual

- AISD (6)
- Akins HS (6)
- Allan ES (5)
- Anderson HS (18)
- Andrews ES (8)
- Ann Richards
- Austin HS (11)
- Bailey MS (3)
- Baranoff ES
- Barrington ES
- Barton Hills ES (2)
- Becker ES
- Bedichek MS (3)
- Blanton ES
- Boone ES (2)
- Bowie HS (9)
- Bryker Woods ES (4)
- Campbell ES
- Casis ES (3)
- Clayton ES
- Clint Small MS (2)
- Covington ES
- Cowan ES
- Crockett HS (3)

- Davis ES (3)
- Doss ES (10)
- Eastside Green HS (8)
- Eastside Global Tech HS
- Fulmore MS (4)
- Garcia MS
- Goryzcki MS (4)
- Govalle ES
- Gullett ES
- Highland Park ES
- Hill ES (9)
- International HS (2)
- J. Frank Dobie
- Kealing MS (9)
- Kiker ES
- Lamar MS (2)
- Lanier HS
- LASA Liberal Arts and Science Academy (9)
- LBJ HS (5)
- Lee ES (5)
- Manchaca ES
- Maplewood ES (2)
- Martin MS
- Mathews ES
- McCallum HS (5)

- Menchaca ES
- Mendez MS
- Mills ES (3)
- Mollie Dawson ES
- Murchison MS (16)
- Norman ES
- O.Henry MS (7)
- Oak Hill ES (5)
- Paredes MS (2)
- Patton ES (2)
- Pearce MS
- Pease ES (2)
- Perez ES CAC.
- Patton ES
- Reagan HS (3)
- Ridgetop ES
- Rosedale
- Small MS (4)
- Summit ES (2)
- TA Brown ES
- Travis Heights ES (3)
- Travis HS (10)
- Travis Hts. ES
- Walnut Creek ES
- Widen ES
- Williams ES (2)





Web

- AISD (7)
- Austin HS (12)
- Bailey MS(3)
- Baldwin ES (2)
- Baranoff ES (2)
- Becker ES
- Blanton ES
- Boone ES (7)
- Bowie HS (24)
- Brentwood ES (4)
- Bryker Woods ES (3)
- Cambell ES
- Casis ES(2)
- Clayton ES (8)
- Covington MS (2)
- Cowan ES
- Crockett HS(3)

- Davis ES (2)
- Doss ES
- Eanes ISD
- Fulmore MS (8)
- Garza HS
- Gorzycki MS (15)
- Gullet ES (2)
- Highland Park ES (2)
- Hill ES
- Kealing MS (25)
- Kiker ES (10)
- Lamar MS (6)
- LASA Liberal Arts and Science Academy (32)
- LBJ HS (9)
- Lee ES (19)
- Liberal Arts and Science Academy (7)
- Linder ES

- Maplewood ES (13)
- Mathews ES
- McCallum HS (17)
- Mills ES (22)
- Mueller Community
- Murchison MS (2)
- Oak Hill ES (9)
- O.Henry MS (9)
- Patton ES (2)
- Pease ES (23)
- Reagan HS(2)
- Rosedale (2)
- Sanchez ES
- Small MS (10)
- Travis Heights ES (3)
- Travis HS (2)
- Volma Overton ES
- Wooten ES





Question #20 - Additional Comments

Individual

- Interactive desks and technology.
- The gap between growing technology with parents and teachers who do not have access to computers. How can we eliminate this issue?
- This survey is very difficult to reconcile to existing facilities. It seems to address only future facilities.
- When considering existing facilities, the District should consider utilization, performance (academic) and intra-community school over size (student capacity) and the bottom line.
- Please communicate to the community how the District plans to access the existing facilities; what criteria will be used?
- Families should be as close to state of the art as possible.
- Schools that are below standards should be given priority when it comes time for improvements.
- Small student/teacher ratio for all grades (<22:1)
- Thank you for being proactive and forward thinking regarding the future of AISD.
- I do not believe we should be using public schools for social purposes for senior citizens, wellness programs or higher education programs.
- Please end the lottery of entrances for wealthy members of the population.
- A huge technology gap.
- Rodent problems
- Issues with portables.
- Space problems

- Community schools are critical, particularly for our struggling students. Under enrolled school facilities on the east side must be reconfigured and revitalized instead of being closed.
- Allow, for example, would make an ideal early childhood center as it has a wing that was retrofitted specifically for that purpose. The rooms are large enough to each accommodate a regular education (Pre-K) class and a specialized class encouraging much needed inclusion.
- RE: #8. Either all levels or no levels- do not mix.
 Mixing it up creates hardships for families and staff.
- We need to make it better for our children they are all ours.
- No more exposed piping, newer air conditioner units at each classroom, especially Andrews Elementary.
- More parking for parents who come to the schools to volunteer.
- We need a computer lab or the technology stations that the District promised last year.
- Dance facilities need to be improved across the District.
- Science/Engineering labs need to be stocked with the latest technology and all schools should have a robotics program for real-life applications of math and science.
- This meeting seems to be only about new schools. What about older schools? Why build new ones when old ones don't meet standards? Why, when individuals try to improve the campus, do we have to fight against landscaping to prevent them from destroying it?





- While it is imperative to support the growth areas, it is equally, if not more important, to support bringing up the existing facilities to a level to promote high levels of achievement, activity, and engagement.
- I would like to see over-enrolled schools opened on the weekends to accommodate programs and activities that we might not otherwise have on the week days.
- We really need to spend money on basic education.
- Always put students' learning first.
- Don't build new schools only on the outskirts the District.
- Even if smaller/older schools can't handle as many students, retrofit with current technology to create existing urban options. Also, reduce the trend to move out to the suburbs or transport access to town.
- Implement basic school uniforms for all grade levels.
 Take pressure of the parents and the students. This offers children a chance to learn that everyone is the same.
- No double block math and science, as that means any fine arts. Fine arts facilities should be up to date in all secondary schools.
- #6 create policy that creates overhead.
- #12 replied "I don't know" because I believe it depends on need to go to a different school. Needs vs. performance.
- #14c School should be closed only if structurally necessary.
- Who is going to be involved in the next planning phase, educational adequacy assessment? How can I get involved?
- We need more instructional days on our Title I campuses.

- We have a 30% mobility rate. Staffing decisions that are made in the spring don't seem to take this into account. It's a result of decisions that are made to take portables. Every year we have to manage with less space.
- Maybe offer some community meetings exclusively to the Spanish speaking community in the schools where there is a large immigrant family population.
- Reduce watering by installing gravel sidewalks and zeroscape landscaping and/or community gardens.
- We are new to AISD this year, from a small school district. We are so excited to see a dialogue opening about improving AISD. As a newcomer, the facilities are shocking. Need more arts.
- We need more control over discipline in our east side schools.
- I wouldn't support separating Magnets from neighborhoods unless we have a solid program to support the neighborhood program (not a repeat of Johnston). However, the Magnet "experiment" has not worked or changed the need to be made and so each program is supportive of the other.
- Sixth grade should not be exclusively in middle schools. It should be a parental choice. Developmentally they are between elementary and middle schools. They should not be forced into one or the other. Magnet schools need to support that choice and leave enough spaces available for incoming 7th graders.
- Continue to provide transportation to Magnets.
- Good Luck, It won't be easy. AISD families and community members are very vocal.
- Please provide plenty of public feedback before Major decisions are made.





- Magnet schools, where all kids are from around the District, should provide transportation for all students.
- #12: No, unless a student's home school does not offer a particular program.
- #5: Early literacy programs, whether offered as part of Pre-K or through other means, are key to helping children succeed in school.
- #9, 10, 11: Neighborhood schools and choice need not be mutually exclusive. Some districts which allow choice, reserve a fixed fraction of capacity for neighborhood children.
- #14: School Boundary decisions need to take into account, not only current and projected enrollment, but also the impact on vertical team structure and school community ponds.
- Athletic facilities at high schools with 2000 kids need to be updated. Ed. Specs: determine needs by number of students at each facility.
- Thank you for allowing me to voice my opinion in this process.
- All "Discipline" students need to be evaluated to explore other issues: Vision, hearing, hunger and ability. Is the child bored? Under-challenged? Stressed? Over challenged? Bullied?
- I would like the next meeting held on the East side since most of the school closings will be there.
- The goal of a school is to help the students become smarter, healthier and happier. Study after study has shown that students actively engaged in fine arts have higher test scores, less drug use, and higher attendance.
- I am an architect who worked on school projects in Seattle Washington from 1990-1997. Our firm worked with consultants to develop schools within a school

- and other innovative models. I am interested in being a part of this process.
- Because of the increase in elementary level students, a greater emphasis should be made to cater to their needs. (language, ethnic and socio-economic status) Children should be in equal academic surroundings in the way of teachers, facilities, equipment and curriculum. The Pre-K and elementary levels of a student's education are very crucial to the future academic attainment of a student.
- Libraries are important to create life-long learners.
 Libraries that are staffed by teachers with master's degrees should be utilized as a resource. Have the legislature send funding to each student in the district regardless of attendance.
- The District has to get the maximum benefit from the fixed dollars available. I understand that we are tax valuation and state contribution drive. But here is my question: what is the method to foster the value in the local and state community so that the District is fully supported for all of the expenses needed to educate the children of the community at the highest level? This is a sales opportunity and it is an issue of value for the community.
- AISD needs to commit itself to developing a strong athletics program with strong athletic facilitates. We must decide if we want to be competitive. We should strive to be the best at everything we do.
- I have some specific concerns related to improving athletics programs in AISD. I am strongly of the opinion that we should strive to be the best in whatever we do. Whether it is in; academics such as math, language arts, and science; or fine arts such





- as drama, choir, orchestra, and dance; or in athletics. It is my opinion that the benefits of athletics reach far beyond teaching kids X's and O's on the football field or scores in the latest basketball game. I have seen athletics instill discipline and pride, while teaching leadership and responsibility. And in many cases, it also provides a support system for at-risk kids who lack parental support. I have been actively involved in supporting athletics at my children's middle and high schools for the past 8 years.
- I have noticed a misconception about the reality Austin High and O'Henry MS. The perception is that the schools are rich, white and have plenty of everything. But the reality is that they are diverse schools, both ethnically and socio-economically, and they are also the oldest schools. Austin High was opened in 1977 and was designed for 1,800 to 2,000 students. With the influx of transfers in recent years, the current enrollment exceeds 2,000 students.

Specifically we need the following:

- 1. Improved football stadiums.
- 2. House Park is in need of serious repairs and renovations to bring it up to the standards even close to being competitive statewide on the 5A and 4A level. We asked the HP Arch. to assist us with this estimate (six million dollars). Press boxes are not ADA compliant, poorly designed parking, inadequate concessions and lighting. We may be able to pay for some of this with corporate sponsorships and naming rights similar to other Texas school Districts such as Conroe ISD and the Woodlands.

- Austin High school needs a major field house in addition to the two existing gyms. (Field house is estimated at 6-7 million)
- 3. An area for all school convocations that can accommodate all our students without breaking fire code.
- Enlarged boys and girls locker rooms in order to accommodate the doubling in the size of our athletic participation in recent years.
- 5. Major special events meeting room for parents / athlete study hall.
- **6.** Major weight room, 4 times larger than current situation.
- 7. Coaches offices
- 8. Enlarged concessions
- 9. Front ground level entrance
- 10. 2nd floor hallway connector
- 11. Re-locate 4 tennis courts
- **12.** Fee up more space in main building for badly needed classrooms.
- **13.** Add more 2nd floor classrooms above the west wing.
- 14. Accommodate existing activities
- Do not send students to the retention areas because it can make them late for class.

Group

- Concerned about larger schools due to economics and the draw for talent should be balanced by smaller learning communities.
- Range of opinions for year-round school (good for kids with difficult home lives).
- Concerned about energy costs.





- Wellness for employees.
- Importance of youth services organizations.
- No consensus on elementary school size, 2 said 300-500, 1 said 500-700, and 2 said 700-900.
- We agree that a facility that houses larger numbers of students is acceptable, as long as there are schools within the school.
- Would support year-round schools only if it is Districtwide.
- No School Closures!!!
- Put 6th grade back in the elementary schools.
- Conversations regarding vertical alignment between elementary, middle and high are perceived as valuable.
- Issues regarding inequality need to be considered.
- Do not confuse under-enrolled schools with schools that have decreased enrollment driven by performance.
- Should complete student health assessments before labeling them as problem.
- Change the system relating to discipline.
- Cafeteria upgrades with sustainable gardens.
- No more prison-like schools.
- ADA compliance.
- Larger schools with smaller learning communities are acceptable.
- Consider safety when evaluating the size of schools.
- Schools of choice should have open enrollment and transportation should be provided. Low income kids need good transportation.

<u>Web</u>

We must do a better job of coordinating the needs

- of our schools and communities with all governmental entities including AISD, the City of Austin and Travis County. Joint-use facilities and leveraging the tax payer's dollars must be a priority.
- The policy makers and appointed officials from AISD, the City, and the County should meet on a regular basis to plan for our growth and to ensure that we minimize the creation of incongruent policies. For example, the City has a designated a desired development zone experiencing a tremendous amount of redevelopment. As a result the affluent families with children moving into the East Austin (desired development zone) are not choosing to send their children to the neighborhood schools. The negative impact is that we are seeing a growing number of underutilized and low-performing schools east of 35.
- We need more computer-based learning.
- Teachers should have more flexibility in deciding what to teach.
- I wish schools were more challenging and there was less teaching to the lowest common denominator to ensure a not so challenging annual test is passed with flying colors. Why not just pass it and move on? There are so many opportunities the kids are missing out on because they keep drilling on the same old stuff. Technology management is another issue. AISD does not provide enough quality and timely support to schools and staff to help them learn, maintain and troubleshoot the issues that come up with technology. PTAs should not be paying for technical specialists.
- I wonder how many kids can do pull ups? I doubt many can. And a lot are very weak and





uncoordinated in their upper body and core in comparison to kids from the 60s and 70s. Why? Because the playground equipment provided does not provide an opportunity to exercise this area.

- Good luck. I appreciate the input.
- Please build a new high school in southwest Austin soon.
- Please look at Oak Hill Elementary, from the unhealthy carpeted floors, to the walls that haven't been painted in over 10 years, to the classrooms without doors or natural lighting of any kind, to the classrooms without running water or restrooms, to the lack of storage space in the classrooms, to the ancient classroom furniture, to the lack of adequate staff restroom facilities, to the lack of technology updates. Don't forget about your older schools. All children deserve an attractive, healthy, wellfunctioning building in which to learn and grow.
- Personally, I teach CTE classes and I feel that it is a base for increasing the connection with the community by opening up, to other usage, certain facilities. This would increase parent connections, community connections, student development outside of the school day, business cooperatives, etc.
- Thank you for providing this forum for us to give our thoughts.
- Thank you for taking time to listen to members of the community.
- It's time for this district to stop trying to be politically correct and start being fiscally responsible. Hard times call for hard decisions regardless of the minority outcry from the community.
- Pay teachers more for the hard jobs they perform.

- The salaries are not compensatory with the job at all. Not fair to them, the students or families. Get rid of the administration before the teachers.
- Magnet schools are extraordinarily important and the district should support them fully. That includes appropriate facilities and transportation.
- Students require a clean safe environment in which to grow. Sending our kids to aging buildings infested with vermin should be criminal.
- In determining our management plan, the District needs to consider financial restrictions objectively. Tensions run high- sometimes very high when we discuss the closing of schools (for whatever reason). That said, we need to look at how we, as a district, can most ably serve our students. Sometimes, that might mean closing down an under-enrolled school, shifting those kids to another campus (and those teachers to other campuses as well) where their needs are better met, and repurposing that building (or selling the property, etc.).
- Please consider building a K-8 dual language school in Mueller using the 2008 bond money. It could start as a 4-8, and gradually build downwards in terms of grades. Pearce would better serve as a boy's academy 6-8 like Ann Richards. I'm afraid if Pearce is repurposed as a K-8, not a lot of Mueller/Windsor Park kids would attend because of its reputation. As an alternative to Ann Richards, I feel parents would seriously consider sending their kids there. Right now, kids in Mueller attend 16 different schools. Unless there is a great school choice built in Mueller to be a beacon to the East Side, and a place where parents can be proud to send their children, I think AISD will lose a great deal of these children to private schools





- and no one will benefit. I believe in quality public school, but am afraid to send my kid to a school like Pearce. If that's the choice, I'll choose private school, sadly.
- It will be tough, and some of the AISD leadership could lose their political jobs. But if that is the only casualty of taking this district forward in a fiscally sound and educationally strong way, then so be it.
 It's a small price to pay for a high quality public education system for all AISD kids.
- I believe that Pease should stay open. It has shown itself time and time again academically. It has a continual wait list of parents wanting their students to attend the school and a long history of families that continue to want their students to come here. We have generations of families that have attended Pease. It is a great school and an all transfer school. The fact that Pease has a waiting list speaks volumes about the importance of a school being needed in the downtown area of Austin.
- I attended the boundary meetings held in 2009/2010 for the southwest area. During this process, it became evident that; adjusting boundaries is not the best way to balance schools due to the divisive and political nature of the process that neighborhood neighborhood. against Consolidations and re-purposing of campuses would be the better way to go. Specifically, clusters of underutilized schools should be looked at for consolidation comprehensively and within similar feeder patterns. Further, repurposing of underutilized campuses for Pre-K centers or Magnet schools can be an attractive alternative. The district should look at the reasons a school is underutilized. For example,

- a school that loses 15% of its population to transfers out to other AISD schools issues that moving students around will not address.
- Please provide a strong cultural and socioeconomic foundation for students.
- Pease is the oldest school in the district. It has historical significance as such and is rated Exemplary. Many of us worry when there is talk of school closures because Pease is so small and an alltransfer school. Please do not close Pease.
- I chose to live in the Bryker Woods ES zone because it is a small school. It includes 6th grade and, for central Austin, it has one of the highest amounts of diversity I could find without sacrificing quality of the school programs
- Different children work well in different size environments. We need smaller high schools and junior highs for students that do not thrive in such large schools.
- Pease ES. One of its biggest draws is the class size. The school has allowed my son to flourish where his neighborhood school would simply lose him or bore him so that he would not want to continue learning. Each teacher is GT certified. The classes are small and so teachers can spend more time one-on-one with a student. There is a feeling of family amongst the teachers, parents, administration, and students. Pease is an exemplary school because of all of these factors. Repurposing a school like Pease shows a lack of concern for Austin as a community. Outside consultants do not understand the uniqueness that is Austin. Pease is a unique school in Austin. Pease Elementary is Austin. Plus, it's the oldest continually operating school in the state of Texas. They must be





- doing something right. I've never understood why my neighborhood elementary school doesn't offer the PPCD.
- For services my son needs, why do I have to send him to another school?
- We need a K-8 school in Mueller to serve the Mueller community and East Austin.
- You ask about using school facilities for non-school issues. I think this can be a good idea but school needs must come first. This district needs to be run like a business, more efficiently. There are many people who work really hard, but there are also people who are allowed to just fill a space, especially at central administration. Let's get the administrators all out to the schools, move central administration to Reagan High, even if it's not closed. Every administrator should be substituting at least once a semester and be required to visit and report at several schools at least once a month (more if possible). Every time there's been a report, Austin ISD has been administrator heavy. Furthermore, standards have to be set in place for everyone. For example, the bilingual program should be the same for all AISD schools, but some schools push English reading in kindergarten and others don't teach English reading until 5th grade. The English-as-a-Second-Language program is a joke at many schools. Proven programs should be required across all schools in the district, not allowing administration to decide what they do or do not want to follow.
- Get rid of the teachers unions. The quality of our children's education is being undertaken by some poorly motivated and poorly trained people whom you can't fire when they really need to be replaced.

- Get kids outside more. They get restless.
- No soda or chip machines in the schools. I went through the AISD system and I survived the 80s without them.
- Don't let a Starbucks build within 1/2 mile of a high school.
- Don't teach in Spanish. This sound's really mean but teaching every class in two languages is hard. Think of what they do in European countries. If you move to France, you are expected to learn their language and to use it, and therefore you would be expected to learn in French. Just use English for the primary teaching and have other languages addressed in other language-specific classes.
- I like the idea of choice schools. May be hard in such a large district and maybe it would only work if you were able to accommodate neighborhood kids first.
- We need to support families and make them feel part of the AISD community and not feel left out.
- In too many cities the opportunities for lower socioeconomic children is given lip service, but not actual efforts. Let us make an honest effort as a community to educate all of our children to their highest potential.
- As a parent of two children enrolled in one of the five schools with enrollment numbers less than 300 students, consolidating smaller schools would defy the primary goals that AISD has set forth for the children. The smaller, at capacity schools already provide cohesive educational experiences and encourage students to make positive contributions to society. The tight-knit communities at the smaller, at capacity schools have strong relationships with





- each other and promote strong relationships with all the students, staff, and families. Closing or consolidating the small schools would disband the effective strategies and goals that are in direct alignment with the district-wide master plan.
- I think that Magnet programs are important, but I also think that it is important for the level of expectations to be high at every school. My daughter has chosen to go to Murchison, which is our neighborhood school over Keeling because Murchison offers the Accelerated program along with the IB program that allows her educational needs to be met along with her interests in sports and the arts.
- Pease Elementary is an excellent school that serves its population well. It should not be punished for its small size. Look at its students' achievements, its community and its history before you make any decision that will negatively affect the oldest public school in Texas.
- We have plenty of perfectly fine buildings within the AISD and can utilize them in a better fashion. We can also use many private buildings that sit vacant for years! Mismanagement of funds and assets is our biggest problem.
- Good Luck. This will not be an easy task. Please listen to the public and take in all their considerations before making changes. I'm worried about the changes that may occur. Is it the best for our children and for Austin? Please take care and precision in making these difficult decisions. Thank you.
- It is a mess at Covington and I am worried about sending my kids there and Crockett.

- If I truly have a voice. Please know that the injustice and inequality of how some AISD schools are being supported really offends and upsets me. I am sure that you will hear countless comments from people, like me, who were involved in the zoning for the new SW M.S. Gorzycki. It is a lovely campus, with great faculty and students, but if you weren't involved, you can't even imagine the terrible sentiment that was left as a result of the process. If anything at all comes out of this Master Plan, I can only hope that it will be a completely new process aimed at fixing the currently-flawed system.
- How to communicate back to the community results of their input about improvement of facilities.
- Physical activity is crucial. Stop teaching standardize testing. Have separate lessons from the subject matter on test taking skills and stop stressing out the kids and let the teacher teach the subject.
- Try to offer Magnet programs in all the schools and please do not make it limited to some specific schools. Also, you should not be tested to get in Magnet program.
- ESL classes should be terminated. A girl from Korea enrolled in my son's class at the beginning of the school year. She learned English very well by December because she had to go through total emersion. We did not have a Korean specialist to take her out of class. It was very heartening to see the fantastic progress she made. ESL enables Spanish speaking students to keep English as a second language holding them back from learning in the classroom.
- I am a proponent of vouchers, but I would prefer that we just improve the schools we have and set





- higher goals. We should put as much focus in how many students are getting high grades on the TAKS test as we are on the overall number that pass. Our country will not thrive on students that merely make a passing grade. We need to compete with achievement in other countries and their standards are much higher than ours. How can we survive when so many students fail to graduate or when so many graduate with an inferior education?
- If we want to improve our public schools, we have to get the parents involved. Too many parents expect the school to raise their child. We require vaccinations for all of our students to attend AISD. Why not require all parents with underperforming students to attend classes on how to support their child's academic growth as a requirement of their child attending class? If parents are inconvenienced enough, maybe they will start getting involved. These classes can also teach parents the three Rs that they didn't learn when they attended school. If we are serious about improving education for all our students, we cannot leave the parents out of the equation.
- There needs to be more availability of technical and trade skills development in the secondary grade levels.

- Ensure daily, unstructured play time, outside the classroom, throughout elementary school (pk-6th grade) such as recess and down time.
- The bullying problem among girls is neglected and needs to be addressed.
- When I transferred my children from private to public, I was very surprised at the lack of foreign language and fine arts offered in the elementary setting.







How did you hear about the Community Dialogue?

How did you find out about the Community Dialogue?				
	Indiv	eb		
	%	Count	%	Count
Newsletter	5%	12	28%	71
Community Flyer	5%	11	4%	10
District Website	8%	19	0%	0
Word of mouth	14%	34	16%	42
Radio	0%	0	2%	4
Television	0%	0	0%	0
Phone call	14%	35	4%	10
Email	26%	64	31%	81
Other	13%	31	14%	37
Not Answered	15%	37	1%	3

Individual

- Work (Travis HS)
- Newspaper Article (2)
- School
- AISD Up Close (2)
- School Administrator
- Anderson Community
- District Call
- Parents
- Principal (2)
- Statesman (7)
- Community website
- Vertical Team Leader
- Teacher

- AISD Task Force (5)
- PTA Meeting (4)

Web

- AISD Upclose
- AISD website (2)
- Another parent
- By fax as well
- CAC meeting (2)
- Community email list
- Community web site
- Cub scout leader





- e-mail from parent thru PTA
- Facebook (3)
- Mills PTA email
- Mueller Community (4)
- Muellercommunity.com
- Neighborhood community website (3)
- Neighborhood list serve (4)
- Neighborhood steering committee for education

- Parents at our school (2)
- Principal (2)
- School email list
- School flyer and through list serve affiliated with my youngest child's nursery school
- School list serve
- School sent a notice
- Social media
- Website, boundary process

Demographics

Gender						
Individual Web						
	%	Count	%	Count		
Male	33%	54	20%	41		
Female	56%	91	78%	158		
Not Answered	11% 18 2% 4					

Employee or Retiree of AISD						
Individual Web						
	% Count % Count					
Yes	33%	53	15%	31		
No	56%	91	83%	169		
Not Answered	12% 19 1% 3					

Age					
	Individual Web				
	%	Count	%	Count	
Under 18	2%	3	1%	1	
18-29	5%	8	3%	6	
30-39	0%	0	34%	68	
40-49	0%	0	40%	82	
50-64	0%	0	20%	41	
65+	0%	0	1%	1	
Not Answered	93%	152	2%	4	

Are you a Resident in AISD?					
Individual Web					
	%	Count	%	Count	
Yes	79%	128	95%	192	
No	9%	14	3%	6	
Not Answered	13%	21	2%	5	





Education					
Individual Web					
	%	Count	%	Count	
Current Student	2%	3	1%	2	
Not a High School Graduate	2%	4	0%	0	
High School Graduate	2%	4	1%	3	
Some College / Trade School	8%	14	5%	11	
College Graduate	31%	52	42%	85	
Advanced Degree	42%	70	49%	100	
Not Answered	11%	19	1%	2	

How many years have you lived in AISD?					
	Indiv	idual	Web		
	%	Count	%	Count	
Less than 2	4%	6	3%	7	
2-5	5%	8	16%	33	
6-10	12%	19	22%	44	
11-15	12%	20	20%	41	
16-20	14%	22	13%	27	
More than 20	38%	61	24%	48	
Not Answered	16%	25	1%	3	

Parental/Guardian Status					
	Individual Web				
	%	Count	%	Count	
Do Not have children in AISD	24%	48	8%	29	
Parent/Guardian of child less than 5 yrs old	5%	9	12%	40	
Parent/Guardian of PreK or kindergarten student	5%	10	13%	46	
Parent/Guardian of 1st-3rd grade student	13%	25	21%	71	
Parent/Guardian of 4th-5th grade student	9 %	17	14%	47	
Parent/Guardian of 6th-8th grade student	13%	25	12%	42	
Parent/Guardian of 9th-12th grade student	17%	34	14%	48	
Parent/Guardian of private/parochial student	2%	4	1%	1	
Parent/Guardian of former student or graduate	10%	20	3%	11	
Grandparent of student or graduate in AISD	3%	6	1%	2	
Not Answered	1%	2	1%	5	





Employment					
	Indiv	idual	W	eb	
	%	Count	%	Count	
Accommodation/Food Services	0%	0	0%	0	
Education	34%	57	29%	58	
Government	6%	10	8%	17	
Health Care/Social Services	3%	5	6%	12	
Homemaker	10%	16	16%	32	
Legal	4%	7	5%	11	
Manufacturing	1%	2	2%	4	
Retail	0%	0	2%	4	
Other	28%	46	31%	62	
Not Answered	14%	24	1%	3	

Individual

- Architecture (5)
- Attorney (2)
- Higher education administrator
- Business
- Commercial real-estate development
- Communications (2)
- Engineer (5)
- Financial services
- High tech
- Higher education
- Interior designer
- IT consultant
- Marketing
- Realtor (3)
- Retired (4)

- Self employed/entrepreneur
- Student (2)
- Teacher
- Delivery
- Volunteer community partners
- Writer/editor
- Employee Travis High School

<u>Web</u>

- Administration
- Advertising Managerial
- Architecture
- Artist
- Association / Non-Profit





- Business Owner
- Communications (3)
- Computer Software
- Consultant
- Consumer Products
- CPA Accountant currently stay-at-home mom
- Creative Media
- Education Liaison
- Engineering
- Engineering & Manufacturing
- Freelancer
- Hi Tech (3)
- High Technology (semiconductors)
- Homemaker & part-time engineer
- Hotel
- Insurance Counselor
- IT
- Librarian
- Marketing (3)

- Musician
- NGO-Aid and Development Organization
- Non Profit Management
- Non-profit community agency
- Professional Real-Estate Brokerage
- PT Homemaker/Business Manager
- Publishing, Advertising
- Real Estate (2)
- Retired
- Sales (2)
- Self Employed
- Semiconductor
- Small Business Owner
- Software
- Technology (3)
- Trade Association
- Trades-Fire Alarms
- Video and computer tech support
- Writer











Web Survey #2 Results

The Master Plan Task Force met on June 8, 2010, to review the results of the Community Dialogue. At that time, they agreed to reactive the web questionnaire in order to solicit more input from the Austin community. One hundred seventeen additional questionnaires were completed. The responses are indicated within the following pages.

Questions #1, #2, #3 - In your opinion, what is the ideal number of students for ELEMENTARY, MIDDLE and HIGH schools?

Ideal number of students for an ELEMENTARY school				
Web #2				
	%	Count		
Less than 300 students	21%	25		
300 to 500 students	59%	69		
500 to 700 students	14%	16		
700 to 900 students	3%	3		
More than 900 students	3%	3		
Not Answered	1%	1		

2. Ideal number of students for a MIDDLE school				
Web #2				
	% Count			
Less than 400 students	22%	26		
400 to 600 students	29% 34			
600 to 800 students	36% 42			
800 to 1000 students	9% 10			
More than 1000 students	3% 4			
Not Answered	1% 1			





3. Ideal number of students for a HIGH school				
Web #2				
	%	Count		
Less than 500 students	13%	15		
500 to 1000 students	25%	29		
1000 to 1500 students	33%	39		
1500 to 2000 students	22%	26		
2000 to 2500 students	3%	3		
2500 to 3000 students	2%	2		
More than 3000 students	2%	2		
Not Answered	1%	1		

Question #4 - How would you like Pre-K programs to be implemented for children in the District?

4. Implementation of Pre-K programs in the District									
	Wel	b #2							
	%	Count							
A. Offered at all elementary schools	33%	39							
B. Offered at selected elementary schools	14%	16							
C. Offered at Pre-K Centers throughout the District	19%	22							
D. Combination of the above	27%	32							
E. Other	5%	6							
Not Answered	2%	2							





- It would be ideal to have the elementary schools set up as k-2, 3-6, middle school 7-8, 9th grade center, and high school 10-12.
- I would prefer that there be no Pre-K programs at all and that taxes would instead be lowered.
- The District should consider putting 6th grade into some more underutilized elementary campuses which would also alleviate some of the overcrowding at some middle schools.
- The outside grounds of the schools in the Austin Area need improvement. It is a shame that we send our children to these schools that look like prisons.
- Smaller school sizes increase the sense of community, parent involvement and safety (faculty knows students

- and student behavior improves).
- Where the student population dictates that Pre-K be offered (and I would think this is every school) it is better to offer it on campus.
- I'm not sure Pre-K is worth the tax dollars. It won't be our strength. Focus, focus!
- Provide parents a stipend that allows them to spend against approved programs, including Montessori.
- The best way. What does the performance data suggest?
- The District should not offer Pre-K.
- Mandatory at all schools.
- Prefer moderately sized schools.
- Offered first at Title I schools

Question #5 - AISD provides a Pre-K program for students who qualify based on economic disadvantage, limited English proficiency or parents' active military status. Do you believe the District should expand Pre-K?

5. Should the District expand Pre-K?								
	Web #2 % Count							
Yes	53%	1						
No	21%	62						
Don't Know	25% 25							
Not Answered 1% 29								





Question #5a - If yes, what is your recommendation for this expansion?

- Pre-K should be available to all children, with priority given to children at risk.
- Bilingual programs should be open for all pre-school children, not just those with limited English proficiency.
 Early age is the best time to learn a new language.
 And, in fact, Spanish should be a required class for all grades, just as the core classes and special areas are.
- I voted no due to fiscal considerations.
- Pre-K helps everyone and the more children we get used to the way public school works in an organized way, the easier time the higher grade teachers will have in moving into actual teaching curriculum.
- Pre-K should be offered to all 4-year old children. Every child has a right to a free education regardless of the parent's economic standing. It is very unfair that legal citizens as well as tax-paying citizen are treated so unjustly.
- A tuition-based program at every school (with sliding fee scales).
- Repurpose some of the under-utilized schools and convert them to Pre-K centers.
- Special needs (disability), only if there is federal or state grant money.
- Pre-K should be available to all students, not just to the students whose parents are of low socioeconomic status or Spanish-speaking parents. Why should a lower-middle class family be punished for having the initiative to move ahead?
- Ideally, all students should be able to access a quality
 Pre-K program. Program should not be limited to

- particular "categories" of need but should be open to all students.
- Pre-K should be available for all students. (10)
- It should not discriminate against English-speaking students and middle-income families.
- Some schools that have the capacity and extra room could have Pre-K.
- Some schools could be Pre-K to start with and expand a grade level each year, like for Becker. It would totally turn around that school. Right now there is a lot of public perception that Becker does not have the quality of children that come from the lower economic housing and the cultural division is really large at that school.
- It should be available to children who otherwise would not have a rich preschool experience.
- I say yes to funding the Headstart mandate that says 50% Headstart teachers by 2011 should have BA or higher degree. I say yes to quality early childhood education, but I don't know that elementary schools are the place.
- Pre-K should be offered to all students, not only those economically disadvantaged. All children need the opportunity to attend Pre-K. Recommendation is to include Pre-K in the existing elementary schools.
- Make available for all students in need. Research demonstrates the earlier we work with these kids the better long-term results.
- Allow tuition-based Pre-K at all elementary schools.
- Open to all families on a sliding fee basis.





- All kids should have the opportunity for Pre-K; offer it at ALL elementary schools. A 4-year old 1/2 day tuitionbased program that includes parent training and parent participation. If space is available, have it at all schools.
- All of our data shows that it is much more important to offer high quality Pre-K (including continuing with fullday services) rather than expanding the offering to all students. Concentrate on strong services with response to intervention for those who need it most.
- Provide Pre-K. We pay an inordinate amount of school taxes and it would be a great service to us working parents.
- Expand to make it optional for all children.
- All children, everywhere if parents are interested. It definitely needs to be bilingual.
- The income requirements increase a bit to those who don't receive any other assistance but are still having a hard time affording other forms of childcare.
- I think pre-K centers, rather than combining pre-K with existing elementary schools. It's imperative that children arrive at kindergarten with some similarity in educational status.
- Perhaps one pre-K center for a set of 3-4 elementary schools?
- Provide high quality pre-k programs in school areas where a number of tax-payers have children who would qualify for specific program/ and where facilities can handle the increased load of students.
- Expansion to all elementary schools, with option for parents to select which school the child will attend.
- All children need pre-k. No one can decide a child's

- readiness based solely on income and English proficiency.
- It should be provided for all children who reach the age of four, regardless of their economic or language status.
- I think all schools should have Pre-K, not only because of economic disadvantages.
- Offer all 4-year old kids an opportunity to attend Pre-K.
- Make it mandatory.
- The program is available to all Pre-K children and district members beyond those already eligible will pay an additional annual assessment.
- Every child should be eligible to attend a Pre-K. Too many "middle income" families do not currently qualify and yet cannot afford the expensive alternatives.
- To give children from all background the opportunity to socialize together and to provide more similar opportunities to all students. If you only offer this program to students who fit that criterion, it is a segregated, separate program which is inherently unequal.
- I would like to see AISD expand its tuition-based pre-K options. (I believe only one elementary school, Becker, currently allows students to enroll and pay tuition.)
 Providing this option would expand available options for high-quality childcare and better prepare our district students. Studies from other areas show that districts that offer tuition-based Pre-K programs have experienced better results at keeping middle class students in the district.
- Parents should be able to identify need for preschool for their child and be able to access these services.





- It should be expanded to all children ages 4-5.
- More enrollments at all levels.
- Include disabled students including early dyslexia testing.
- Pre-K should be available for anyone who wants it, at the neighborhood elementary school. Especially for lower socioeconomic status kids, earlier school in dependable, affordable, structured environment can only

improve outcomes later.

The head start that Pre-K gives children in learning to learn is critical. It should be made available to as many people as possible. Special circumstances should not be placed on eligibility if we truly believe in the public school system. There can certainly be a fee placed on this offering with special requirements for fees to be lowered or waived.

Question #6 - How long do you believe portables/temporary buildings should be used before they are replaced with permanent buildings/construction?

6. Portables/ Temporary Buildings									
	Wel	b #2							
	% Cour								
A. Less than 1 year	7%	8							
B. 1 to 3 years	36%	42							
C. 3 to 5 years	34%	40							
D. 5 to 10 years	16%	19							
E. More than 10 years	4%	5							
Not Answered	3%	3							





Question #7 - Please rate your level of support for the following grade configurations:

7. l	evel of su	pport for t	he follow	ng grade	configur	ations: We	eb #2			
Web	Strongly	Support	Sup	Support		Do Not Support		know	Not Answered	
web	%	Count	%	Count	%	Count	%	Count	%	Count
A. K-3, 4-5, 6-8, 9-12	7%	8	25%	29	53%	62	9%	11	6%	7
B. K-3, 4-6, 7-8, 9-12	15%	17	32%	37	34%	40	11%	13	9%	10
C. K-3, 4-6, 7-9, 10-12	21%	24	27%	31	38%	44	8%	9	8%	9
D. K-4, 5-8, 9-12	3%	4	14%	16	71%	83	3%	4	9%	10
E. K-5, 6-8, 9-12	25%	29	38%	44	26%	30	3%	3	9%	11
F. K-6, 7-8, 9-12	43%	50	27%	32	21%	24	3%	4	6%	7
G. K-8, 9-12	9 %	11	9%	10	65%	76	9%	8	10%	12
H. Combination of the above	9%	11	14%	16	21%	24	17%	20	39%	46
I. Other	9 %	11	2%	2	6%	7	18%	20	36%	77

- Multi-pathway high school
- K-6, 7-9, 10-12
- PK, K-2, 3-6, 7-8, 9, 10-12
- If schools are less tied to geographic attendance zones, then perhaps a combination would be acceptable. But when this is neighborhood based, it limits the available options for many students. Middle school should be shortened to just 7th and 8th grades.
- Kindergarten thru 5, 6-9, rest dumped on ACC (abolish high school).
- K-6, 7-9, 10-12 (5)
- K-4, 5-6, 7-9, 10-12
- The structure is less important that providing seamless

- transitions and consistent instruction based on research practices and often these do not exist.
- We happen to be in the geographic area served by a K-6 elementary school and find this configuration to be highly desirable for a variety of reasons. I think it's a shame that other areas of the district don't really have this option.
- K-12 school with no more than 700 students.
- Keep 6th with 5th. Not appropriate for mixing with 8th. Garza offers startling evidence that 11-12 works very well. Consider 10-12 or 11-12 as very attractive.
- K-4, 5-6, 7-8, 9-12
- K-3, 4-5, 6-12
- Keep options of elementary school through 6th





- grade. Possibly include option for 9th grade at either middle school or high school.
- 6th graders do better in elementary but with some special benefits.
- K-8 schools are known to be healthier model for both younger and older kids.
- K -3, 4-5, 6-7, 8-9, 10-12

Question #8 - Please rate your level of support for year-round school at the following grade levels:

8. Year-Round School: Web #2										
Web	Strongly	Support	Sup	port	Do Not	Support	Don't know			
web	%	Count	%	Count	%	Count	%	Count		
A. Elementary School	31%	36	27%	31	36%	42	7%	8		
B. Middle School	28%	33	28%	33	37%	43	7%	8		
C. High School	26%	30	22%	26	44%	52	8%	9		

Question #9 - Please rate the desirability of the following scenarios regarding how students should be assigned to ELEMENTARY schools:

9. Assignment	to ELEMEN	TARY Sch	ools: Web	o #2				
Web	Hi	gh	Mod	erate	Lo)W	Don't Know	
web	%	Count	%	Count	%	Count	%	Count
A. A neighborhood school: Students generally attend the school closest in proximity to their home.	77%	90	16%	19	6%	7	1%	1
B. School of choice: These schools are typically open enrollment. Students located anywhere in the District may attend.	23%	27	36%	42	38%	44	3%	4
C. Vertical Alignment: Keeping elementary school communities intact through middle and high school.	54%	63	32%	38	7%	8	7%	8
D. Other	14%	16	3%	4	6%	7	77%	90





- I support primarily neighborhood, with the option to transfer. Parents should have some choice where to send their students to school. However, I don't support open enrollment all over as it is too much like vouchers.
- Not sure EVERY school should be schools of choice, but support limited magnet schools based on interests.
- Social Services Partnership Center Schools aligning highest needs and helping to keep students in the same schools throughout the school year if not the K-5, etc. groupings.
- In a city as segregated as Austin, neighborhood schools just serve to reify racial/ethnic segregation, especially at the elementary level.
- Very frustrating to buy a house based on the school and then new boundaries are drawn.
- Magnet schools at convenient locations.
- Make all schools full choice. Fire principals AND most teachers of ones that fall below enrollment minimums.
- Tracking transfers based on siblings.
- This is assuming a quality elementary school in each neighborhood. If elementary school is not good, I would be open to parents choosing to send their child elsewhere.
- I like the combination of the two options. It is good for students and schools to have the "competitive spirit" that can come from the school of choice options. I am not inclined to any other variation.

- I completely support the vertical team and keeping children as close to their homes as possible.
- Community and family involvement is what we lack most - in our troubled schools.
- Combination of a and b.
- The rising cost of gas is very high because we are busing students across town instead of sending them to the school closest to their home.
- Only in support of year-round schools if there are complete breaks with no homework or special projects.
- Prefer neighborhood schools, but acknowledge that quality gets really disparate. The option to transfer (so there is some choice for neighborhoods with poorly performing schools) is an important component in a primarily neighborhood-school system.
- Neighborhood Schools are preferred with option of transfers.
- Equalize funding instead of using property taxes to fund.
- All of these should be possible.
- AISD must carry out a strategy to deal with the racial and economic segregation that exists in the system.
 While I support idea of neighborhood schools, the de-facto segregation that results is not acceptable.
- All of the above should be available.
- The option of some open enrollment schools should be available.





Question #10 - Please rate the desirability of the following scenarios regarding how students should be assigned to MIDDLE schools:

10. Assignment to MIDDLE Schools: Web #2											
Web	Hi	gh	Mod	erate	Lo	w	Don't Know				
web	%	Count	%	Count	%	Count	%	Count			
A. A neighborhood school: Students generally attend the school closest in proximity to their home.	64%	75	29%	34	6%	7	1%	1			
B. School of choice: These schools are typically open enrollment. Students located anywhere in the District may attend.	35%	41	40%	47	21%	25	3%	4			
C. Vertical Alignment: Keeping elementary school communities intact through middle and high school.	54%	63	33%	39	7%	8	6%	7			
D. Other	15%	17	3%	4	5%	6	77%	90			

- Again, primarily neighborhood with option to transfer. But not open enrollment all over the city. This is too complicated and disproportionate.
- Again, a couple of magnet schools is great if financially feasible.
- Social Services Partnership Center Schools aligning highest needs and helping to keep students in the same schools throughout the school year as above OR a true Magnet School that any student can

- qualify for that is not located in neighborhood areas.
- Middle school can be too late to introduce students to racial/ethnic/economically diverse peers. By this time the cliques are already set.
- Children who are motivated should be able to attend any MS they want.
- Make all schools full choice. Fire principals AND most teachers of ones that fall below enrollment minimums.





- Tracking transfers based on siblings.
- School of choice keeps schools on their toes and offers options to students and parents that are greatly appreciated.
- I am not inclined to any other variation.
- Can this really happen when school properties are so close to one another (Small, Covington, Gorzycki)?
- The diversity choice for schools only makes it harder to educate the children.
- Magnet schools

- Offer schools of choice as well as special program for all interested middle school students.
- Equalize funding instead of using property taxes to fund.
- Yes, all.
- If you have true vertical alignment that is based on neighborhood schools, then doesn't that solve the entire problem? Choice is always good as well.
- All of the above should be available.

Question #11 - Please rate the desirability of the following scenarios regarding how students should be assigned to HIGH schools:

11. Assignn	11. Assignment to HIGH Schools: Web #2											
Web	Hi	gh	Mod	erate	Lo)W	Don't Know					
web	%	Count	%	Count	%	Count	%	Count				
A. A neighborhood school: Students generally attend the school closest in proximity to their home.	52%	61	38%	45	9 %	10	1%	1				
B. School of choice: These schools are typically open enrollment. Students located anywhere in the District may attend.	46%	54	34%	40	16%	19	3%	4				
C. Vertical Alignment: Keeping elementary school communities intact through middle and high school.	47%	55	34%	40	14%	16	5%	6				
D. Other	15%	18	2%	2	8%	9	75%	88				





- Multi-pathway high school.
- Neighborhood with option to transfer, but not open enrollment to all.
- Magnet/vocational schools are great.
- True Magnet high school not in a neighborhood school.
- By the time high school arrives, students have some ideas regarding the types of subjects they're most interested in studying. Magnets and special programs (like Austin High's Global Studies Program) should be open to all students with entry requirements.
- Let motivated HS kids go where they want to go.
- Make all schools full choice. Fire principals and most teachers of ones that fall below enrollment minimums.
- Tracking
- A combination is probably best.
- High school is very important, our tax dollars should speak for themselves in that parents should have a choice in what school their child goes to as long as there is room.

- Offering transfers to school with specific curriculum.
- We must stop open enrollment. We need to focus on the problem which is to make each school great not allow the students to abandon a school because it is less desirable. The parent and student participation falls when the students go outside their boundaries.
- Magnet schools and programs.
- Magnet, Academy, Garza.
- Offer special programs for all students.
- Equalize funding instead of using property taxes to fund.
- All of these choices should be available.
- Transportation needs to be provided to schools of choice, not just to the one magnet school. Should be based on need for transportation.
- True vertical alignment will use neighborhood schools as a start, then it all works from there.
 Always keep that choice option available. Kids learn differently, they have different needs.
- All of the above should be available.





Question #12 - If a student chooses to attend a school outside his/her attendance boundary, should the District be responsible for providing transportation for that student?

12. Transportation for students attending schools outside attendance boundaries										
	Web									
	% Count									
Yes	16%	19								
No	68%	80								
Don't Know	15%	17								
Not Answered	1%	1								

Question #13 - The following are important in planning optimal learning environments:

13. Plant	ning opti	mal lear	ning env	ironmen	ts: Web	#2				
Web	Strongly Agree		Agree		No Opinion		Disa	gree	Disagree Strongly	
WCD	%	Count	%	Count	%	Count	%	Count	%	Count
A. Safe and secure buildings	86%	101	12%	14	2%	2	0%	0	0%	0
B. Indoor air quality - i.e. proper ventilation and monitoring indoor pollutants	79%	92	21%	24	1%	1	0%	0	0%	0
C. Natural light	63%	74	34%	40	1%	1	2%	2	0%	0
D. Green Building concepts - i.e. energy, water and materials efficiency	49%	57	37%	43	9%	10	5%	6	1%	1
E. Current and emerging technology integrated into all classrooms	66%	77	29%	34	2%	2	3%	3	1%	1
F. Wireless internet access	41%	48	39%	46	10%	12	9%	10	1%	1
G. Other	26%	30	3%	3	48%	56	1%	1	23%	27





- Multi-pathway high school.
- Outdoor classrooms
- Wireless technology is detrimental to learning because kids use it all the time.
- Cleanliness, remodeling. It's depressing to see a school with run down facilities.
- Hire new teachers
- Hands-free sink, toilet, and dryers.
- Stimulating surroundings -- art, color, plants, etc.
- Quality and dedication of teachers and school leaders.
- Nice outdoor space.
- Rooms with no natural lighting need to be remodeled to add some windows.
- Sound levels and distractions should be controlled and limited.
- At least one full-time librarian in every school.
- No drugs and gangs.
- It is obvious parents want the best for their children. There are too many schools that do not have equal technology or even decent tables and chairs for the kids to sit in, while new schools in subdivisions have the best of everything.
- Consistency is important (new vs. old schools) (east vs. west) (no extra funding vs. special funding).
- Outdoor learning whether it's ample play space/equipment for an elementary school or just outdoor experiences for free time in above grades.

- Improve each school individually, therefore giving the neighborhood pride and desire to stay at that school.
- Hardcopy textbooks & library books.
- Acoustic environment (baffles/materials to keep noise levels reasonable).
- Safe play areas at elementary schools.
- Gardens and other natural wildscapes.
- Flexibility in building usage over time.
- Great electives like at Kealing in all middle schools. There is no reason this cannot be done to allow for alternative positive learning especially when kids are struggling in normal academic areas with no other opportunity to learn potential lifetime skills.
- Very hard to prioritize among these planning objectives. They all seem very important.
- Outdoor learning, gardens, local and high quality food.
- Strong discipline and monitoring of bullying, harassment and bad influences.
- Stimulating landscape, hardscape, and surroundings.
- Nice playground, exercise facilities, etc. to promote physical exercise.
- Safe social and emotional environments.
 Atmosphere that inspires innovation.
- Agreeable teacher to student ratio.
- Usable outdoor space. Do not sprawl buildings all over site.





- More technology please. When using portables, install covered walkways, especially in elementary schools.
- Portable buildings do not meet basic standards for air quality and light. My son was in a 4th grade class in a portable where the windows were covered by shelves etc., there was no light whatsoever.
- Keep the older buildings 'historic', don't add new windows, and figure out how to fix the old ones to keep the school looking like it should. This applies to all building changes/updates, not just windows.
- Fresh food local food.
- Properly filtered water supply for drinking indoors and outside.

Question #14 - Maximizing utilization of school buildings could lead to school closure/consolidation, boundary changes and/or major school transformations in the District. Please indicate at which level you agree or disagree with the following:

14. [Maximizin	g utilization	on of scho	ol buildin	gs: Web	#2				
Web	Strongly Agree		Agree		No Opinion		Disagree		Disagree Strongly	
Web	%	Count	%	Count	%	Count	%	Count	%	Count
A. District should optimize facility utilization	50%	58	40%	47	5%	6	5%	6	0%	0
B. District should redraw boundaries to balance enrollment and capacity	44%	51	37%	43	10%	12	8%	9	2%	2
C. No school should be closed in the District.	15%	18	9%	11	21%	24	44%	51	11%	13
D. Other	17%	20	4%	5	66%	77	0%	0	13%	15





- Create a multi-pathway high school for all students on a voluntary basis.
- When "optimizing facility utilization" the effectiveness of small schools should be strongly considered.
- Sell off some buildings/schools, increase size of classrooms and remaining schools.
- Stop allowing NCLB transfers. It's destroying the home school and hurting the transfer school.
- There is a need for staying sensitive to neighborhoods and communities without being too cut and dry.
- It should be considered on a case-by-case basis.
- Grade-level changes at the various schools (i.e. 6th grade in elementary schools, 9th grade in middle school) should be implemented where beneficial.
- I am not for school closure unless absolutely necessary. If a school closes, the students should be absorbed in several different schools. No one school should take on the burden of all the students.
- Old buildings should not be used for teaching small children.
- It might be good to review the District lines, especially with Austin High. We need another school out in SW Parkway. We also need our inner city schools.
- Consider grandfather rules for families already enrolled in 3 campuses at the time of the

- changes.
- Schools should not be closed while other schools are over capacity.
- I think the district must work with the schools first and foremost in deciding how buildings are being utilized or not. I think boundaries need not be fixed as populations increase or decrease over time.
- We must close some campuses, the overcrowding is already too high.
- Poorly performing/attended schools should be reviewed & redesigned to improve performance and attendance.
- Schools should not be sold to the highest bidder, but donated to the community/city (we've paid for these, don't sell to developers).
- Redrawing boundaries, however should take into consideration the financial basis of each school and should not leave schools totally impoverished and without parent financial support.
- Boundary re-drawing will create a period of havoc and conflict, so minimize this to the extent possible, but do it where it makes sense.
- I fail to see how maximizing leads to closure. It would probably lead to fewer temporaries and fuller buildings!
- There needs to be a balance. Schools with only 200-300 students are a waste in every aspect. Especially when you have schools that have over 700 students, and are having to use portables. More support for low-performing schools and



AISD Facility Master Plan

Community Dialogue #1 - Results Report Addendum



teacher education for all parent income levels.

- The District should explore joint-use opportunities for under-enrolled campuses.
- Return Baker School to use at some level that is available to children in the immediate area. Also, keep central schools and bus kids into the city if

- needed. Give much advanced notice (2-3 years) if boundaries will change.
- Redrawing of boundaries should be a last resort of course unless that school community is requesting the redraw.





Question #15 - Rate the importance in providing facility access to the following outside programs / services in Austin ISD:

15. Providing facility acces	ss to the fo	lowing o	utside pro	grams/s	services: V	Veb #2		
Web	Very Im	portant	Impo	ortant	Somewhat Important		Not Im	portant
Web	Percent	Count	Percent	Count	Percent	Count	Percent	Count
A. Parks and recreational programs	47%	55	33%	39	15%	17	5%	6
B. Adult education programs	27%	32	33%	39	31%	36	9%	10
C. Senior services	14%	16	27%	31	39%	46	21%	24
D. Wellness center	22%	26	33%	39	31%	36	14%	16
E. After-school programs for children	83%	97	11%	13	4%	5	2%	2
F. Community service groups (i.e. Lions, private industry, Rotary)	15%	17	19%	22	42%	49	25%	29
G. Youth and independent sports leagues	43%	50	34%	40	17%	20	6%	7
H. Public library	54%	63	28%	33	13%	15	5%	6
I. Social organizations / groups	21%	25	28%	33	32%	37	19%	22
J. Higher education: college/university/professional development	43%	50	32%	38	19%	22	6%	7
K. Other	21%	24	6%	7	7%	8	67%	78





- Create a multi-pathway high school for ALL students who choose not the traditional high school and make it voluntary.
- I would prioritize groups that serve the students in the school. For low-income neighborhoods, I support events for the parents to help them feel more at ease/familiar with the schools.
- Schools supported by taxpayers, many of which are people without children- if possible it is great to support the community.
- After-hours / non-core use of facilities should be allocated based on who is willing to pay the most.
- Saturday school for struggling learners.
- Non-profit organizations that directly benefit the students.
- Schools should be open to as many public events as possible outside the regular school hours.
- Faith-based groups.
- We should allow for others to utilize school facilities, but they should pay a reasonable fee for it with the money going to the schools for both educational and structural improvements.
- Any other is not important.
- You will have more community involvement if you offer the community a place to go. The elementary schools are perfect for that.
- All groups allowed access must cover the cost that their use imposes on the facility. For example, a youth sports group should pay to offset wear on

- the facility.
- These programs would be able to thrive if the students remain in their neighborhood schools, therefore increasing participation and pride.
- PTA-sponsored activities.
- Social Services to support students & their families.
- Outside non-education organizations should pay to use facilities.
- Everyone should have access to these schools provided the pay for the cost of their use.
- When services/opportunities can be offered that are consistent with school mission, increase usage of the facilities, and increase efficiency of tax dollars, they should be repurposed.
- Area social services that supplement or build upon educational instruction.
- Communities-in-School and other strength-based social work programs.
- Edible gardens.
- Leasing this space, during non-instruction time, is a financially sound move for the district, especially with all the proposed budget cuts.
- There should not be courses for people who have broken the law on campuses. It is inappropriate to have criminals mixing with our children. They smoke on campus. There are "repeat offender" classes. There has to be a better place for these classes.
- Life skills like how to budget, work attitude skills, the





Dave Ramsey tapes programs/groups that could also offer resources for students at campus.

- I like voting locations to be in the schools. Maintain good security for students at all times.
- Groups should provide a benefit to the students who attend the school or the surrounding

- community.
- To the extent that school facilities can function as community centers (with paid support from partner agencies), the buildings can be better utilized and everyone wins.
- Community outreach programs.

Question #16 - Please review and rank in terms of importance the following factors to be considered when making school facility decisions. Rank each factor using a scale of 1 to 8; with 1 being the Most Important and 8 being the Least Important.

16. Review and rank in terms of importance the following factors to be considered when making school facility decisions: Web #2																
Web	1		2		3		4		5		6		7		8	
	%	Count														
A. School diversity: Balancing socioeconomics	12%	14	20%	23	17%	20	15%	17	15%	17	15%	17	1%	1	7%	8
B. Utilization of facility (capacity vs. enrollment)	22%	26	19%	22	16%	19	19%	22	14%	16	5%	6	3%	4	2%	2
C. Condition of existing facility	27%	31	14%	16	23%	27	20%	21	9%	10	8%	9	1%	1	2%	2
D. Age of facility	7%	8	9%	10	9%	11	16%	19	14%	16	22%	26	16%	19	7%	8
E. Safety & security	42%	49	27%	32	9%	11	5%	6	8%	9	4%	5	1%	1	3%	4
F. Creating equal learning opportunities for all students	57%	67	20%	23	7%	8	4%	5	4%	5	2%	2	3%	3	3%	4
G. State Accountability Ratings	9%	11	8%	9	16%	19	16%	19	9%	11	6%	7	25%	29	10%	12
H. Other	11%	13	4%	5	3%	3	5%	6	1%	1	5%	6	7%	8	64%	75





- Creation of a multi-pathway high school.
- What makes the best economic sense.
- Location
- Historical significance of building or location.
- Build permanent structures, if portables have been used for 5 or more years, and the population trend supports a building.
- Utilize building for something that you want to see. Sell it, make it happen and advertise it.
- Morale of teachers, administration.
- If students remain in their neighborhood schools then they would be more inclined to take care of the facility. Those students who attend but do not live in the neighborhood are destructive to the neighborhood and school property.
- Creating a learning environment for all students.

- Distance; students must travel/transportation considerations.
- It's hard to rate these factors in the abstract--I'm trying to imagine how each factor might actually influence a decision and it's hard to do that without more specific or concrete scenarios.
- Quality food served daily.
- Reduction of bussing.
- Ensuring that all schools have a balance of advanced students and remedial students.
- Access to transportation
- Old facilities aren't bad but maintenance might have been bad!
- Disciplinary issues. Some schools are plagued with discipline problems that take up much administrative time, while other schools have few issues leaving administrators more time to do their most important task; ensuring quality education.





Question #17 - Please rate the importance of the following program options:

	17. lmpc	ortance of	program	options:	Web #2					
Web	Very In	portant	Important		No Opinion		Somewhat Important		Not Important	
Web	%	Count	%	Count	%	Count	%	Count	%	Count
A. Magnet Schools	46%	54	36%	42	7%	8	6%	7	5%	6
B. Signature Programs	21%	24	22%	26	46%	54	6%	7	5%	6
C. Turnaround Schools	15%	18	27%	32	47%	55	7%	8	3%	4
D. International Baccalaureate Programs	30%	35	35%	41	21%	24	9%	11	5%	6
E. Increasing Fine Arts program offerings	43%	50	41%	48	8%	9	6%	7	3%	3
F. Career and Technical Schools	60%	70	28%	33	8%	9	4%	5	0%	0
G. Gender specific schools (i.e. Ann Richards School)	18%	20	32%	37	22%	26	15%	18	14%	16
H. Twilight schools/classes - Courses offered during evening and night	15%	18	39%	46	27%	31	13%	15	6%	7
I. Alternative middle school(s)	18%	21	41%	48	24%	28	12%	14	5%	6
J. Alternative high school(s)	26%	30	40%	47	30%	24	10%	12	3%	4
K. Other	11%	13	2%	2	61%	71	2%	2	25%	29





- Creation of an all-voluntary multi-pathway high school.
- I don't know enough about the signature programs to rate them, but having choices seems good to me.
- All boys' school for middle school.
- If there are going to be signature programs and magnet schools, then equal access should be available for all qualified students.
- It's important to have as many options as possible to reach all students.
- If by "alternative" MS and HS you mean "credit recovery", then I consider them important.
- I have no opinion on twilight & alternative schools.
 I don't know the need. I don't want to throw money at programs that are not needed.
- Offering real programs for students who may not go to college, Distributive Education should come back!

- Keeping the students in their neighborhood would allow schools to tailor their hours, i.e. twilight schools to accommodate the needs of that specific area of town.
- Schools that offer a strong, but broad curriculum.
- Mandatory school uniforms.
- Environmental programs.
- Offering the ambitious programs (magnet, IB) gives something for kids to strive for; but having engaging career/alternative schools is also important.
- Better campus programs/staff for those students that need in-school detention.
- Seriously, we don't need a ton of "programs". We just need quality teaching and high standards on each campus.
- Concentration on special needs.
- Alternative schools could probably operate out of regular schools.





Question #18 - What other academic or facility issues should be considered while developing the AISD Facility Master Plan?

- Removing all portable buildings that have been on campuses more than three years and constructing permanent additions to buildings.
- Small schools may not optimize budget resources, but many are more successful than the largest schools in the district. I have worked in schools with 900 elementary students, and the problems caused by such a huge population distract the faculty and staff from concentrating on improving student achievement.
- This should be brought into serious consideration when deciding to consolidate schools.
- The lower-performing schools need to be brought up to speed with added resources. For example, the high schools should have enough classrooms to provide interesting and unique electives. Have the students participate in programs to improve old campuses, such as doing murals, planting gardens -aside from improving the atmosphere at their campus, they can feel more ownership and a sense of belonging and responsibility. In terms of technology, all schools should have equal access -including an IT person paid by the district (not just Title I schools). But some schools may prefer the technology to be in their individual classrooms and others may prefer to have a lab. Schools should have some choice in deciding how to best implement the different resources. Choice is important, don't make cookie-cutter schools with all

- the same grades going to the same levels across the district. Sixth grade should have the option of being in elementary and middle school -- not all the same. I like having the different programs; i.e. magnet, International Bachelorette, career, etc.
- District needs to get serious about drawing sensible boundaries and not yielding to ridiculous political pressure (see Travis Country, most of which should be going to Sunset Valley and small schools).
- If a school is below a certain percentage of usage, it should either be redistricted to relieve overcrowded schools or closed. We owe that to the taxpayers. We should also look at less expensive locations for our administrative offices with better parking situations than its current one.
- Parent accountability in their child's education.
 Incentive pay that is connected to testing outcomes should be revamped. I've observed many classrooms where the quality of teaching is so poor that it is impossible to believe that the students perform as well as they do when money is connected. Snapshot testing (TAKS) is an unfair way of measuring a child's intelligence, creativity, and potential. This is true for PDAS.
- I would love to see the schools matched up with effective, frequent public transport systems, so that vehicular traffic is reduced at drop off and pick up (and reduced on the street as well).
- We have to develop a realistic plan for maintenance and begin spending more money for maintenance





of our facilities. We need a plan to repurpose some of our schools and converting one or more to Pre-K and K centers has merit. We need to continue to improve on the exterior appearance of our schools with feature flower beds at the entrances to the campuses.

- We have some very outstanding school to career facilities both the programs at these facilities and the awareness of students in the vertical teams that these programs are available needs to be improved upon.
- Sports facilities/parking commutes.
- Older schools need remodeling. There is a huge disparity between these older schools and the newer schools being built. This just further contributes to people moving to the suburbs of Austin, causing traffic congestion, sprawl, etc.
- Updating old schools should be as important as building new ones.
- Turning McCallum HS into a true Fine Arts Academy with adequate funding.
- Creating spaces that have as much natural light as possible and are less institutional in design. Also, create as much green space outside as possible with spaces for students to come together outside. Lastly, use as many green products in the building process.
- It might be interesting to allow a few students to be on the space planning and design of future schools.
- Libraries are the hub of most schools. Most meetings are held there. Students love to go to the library. All libraries should be updated so that they are large enough to handle the many activities that happen

- there. It is also necessary for every library to have a full-time librarian so that the library can be open every day during school, before school and after school.
- I may have missed this, but use failing school buildings to house popular (or over-crowded) programs. Don't close inner-city schools and spend money to keep them up to date. We don't all live in the suburbs.
- When opening a new school, please consider proper enrollment and expected growth and do not add portables after a school has been opened two years (Blazier). This reflects on the AISD decision-makers' lack of foresight and their lack of prudence in using taxpayers' funds.
- As this district has grown, it has become more and more fiscally irresponsible and expecting to raise taxes again to compensate for their lack of proper planning.
- Additionally, adding portables without having proper cover for students to shield them from rain. This really backfires on AISD goals to increase attendance. Children, especially the ones who cannot afford an umbrella or coat, get wet. Then, they get sick, thus missing school. So now AISD loses funds because of poor attendance, but the children do not get enough instruction time resulting in poor academic and standardized testing performance.
- I am glad that you are asking for our input. Now it's time to really muse on this input and act accordingly.
 It's not right when some schools are over capacity while others have a very low enrollment.





- Growth trends in neighborhoods.
- I would like to see more programs offered to the inner-city schools. Smaller schools with less socioeconomics. The socioeconomic classification should be reconsidered and looked at again. Many parents are just above the line, just because someone is just above the line doesn't mean that they are not still in poverty. Taxes have gone up, rent, food, cost of living, 3,000 doesn't mean the same thing it did barely 5 years ago.
- Combining facilities: having a high school next to a health center and a daycare center. Opening school libraries to the public outside of school hours. Charging outside groups for facility use.
- Have members of the legislature come out to the neighborhood schools that are failing, make room for meetings with these decision makers so that they can see, talk, and walk the halls for themselves. Maybe then we succeed in forcing them to realize we shouldn't close schools, but work with them, maybe include incentives for good teachers to stay and get rid of poor teachers. Work with what we have!! Increase pay for teachers, but teachers must show they can teach!
- Have the cost of the use of the facility be covered and that the use make sense, leveling out capacity problems so that middle and high schools are not more than 100% capacity, lessening busing to allow students to attend neighborhood schools and not be dependent upon the "late bus" (that is always very late off its schedule) to take the students home.
- Although the interior of the school is important, the

- grounds are equally as important. We need to improve the outside appearance of the schools to help increase neighborhood pride, student pride and ownership. By keeping the students enrolled in their own neighborhood schools, they would be more inclined to maintain the appearance of the school. Bussing the students has caused large problems with loitering after school, destruction to neighborhood property, theft at local markets and the list goes on. The students who are bused from the other side of town are dependent on the bus system therefore if they have an after-school activity which lets out early they are left waiting in the high heat and left to destructive behavior while waiting for the late bus. It really is a problem.
- Maintaining an environment at schools that are conducive to learning.
- Student & faculty safety.
- Smaller campuses that are more manageable (smaller student populations).
- Parking/public transportation availability.
- More inclusion of PTA and parents in development of master plan.
- Need for more green space (science, gardening, student play).
- Ensuring that a broad curriculum continues to be offered; not as much focus on magnet schools.
- The need to partner with outside social services to maximize opportunities to support students and their families. Getting "ahead of the game" with the boundary task force and specific neighborhoods by having open conversations about the trade-offs





- between optimizing use of facilities and neighborhood's specific interests providing a cost/benefit case for making better global decisions on behalf of the entire district.
- Size of classes and ability of students within those classes to actually learn the material that is being offered. Classes are way too large at the middle school and high school levels. You are also losing bright kids that may not be as motivated as others because teachers do not have time to focus any attention on these kids. They are just getting through with low As and high Bs when someone ought to be stimulating their brains as well.
- Campus security.
- Minimizing disruption to the students who might be re-zoned or otherwise affected by big changes in facilities management.
- The overuse of portable buildings in our district is a disgrace.
- Performing arts center for every school to use. It's embarrassing to use Burger, and in the meantime make the HS auditoriums available for MS performances, etc.
- Buildings that INSPIRE involvement. Beautiful spaces that encourage children to be at school and parents to be there, too. Not to mention teachers. Progressive.
- Massive involvement w/ all universities. Super intermingled w/ business communities, too. Integrated. Different. Unique. Not perfect, but inspiring.
- Install passion.

- Aesthetics are very important. Schools should designed to be attractive to the eye, inviting, and engaging. Places where people want to be. Schools should represent the community in which they are located.
- Making schools multi-use and inviting other members in the community to be at the space would hopefully develop more interest in the school and engagement with the students.
- Unless you have a child in school, there is not a reason to go to one.
- Keep athletics separate do not take away money from the classrooms to fund football.
- How the neighborhoods are trending. I'm very interested/concerned with the need for new schools in the Mueller neighborhood.
- We should count on programs like Garza growing. It's a model of what we need to move to with more and more students. Strength-based solution focus are so important to the future of the district.
- We should have more career and tech schooling.
 University simply isn't the way for as many as we expect and we need to prepare for that. Give people alternative paths for success.
- Outdoor spaces that offer outdoor learning opportunities - edible gardening.
- Outdoor spaces that offer protection from the sun.
- School should partner with parks and rec to make school playgrounds double as exercise spaces for adults and families in the PM.
- I would like to see schools strive for less energy use through purchase of wind power and installation of





solar panels.

- Traffic impact.
- We need a fine arts facility that is located mid-way for all AISD schools to be able to use.
- Using Burger Gym for concerts is pathetic.
- Hayes has an outstanding facility that serves the whole district and UIL competitions. Again, the potential to lease to outside venues to generate revenue for an already suffering budget.
- Simplification. Use high school to get kids ready for postsecondary work. When it's time to differentiate, send the kids to ACC for dual credit courses. They could either focus on vocational programs that prepare them for traditional college. Start from the top not from the test to determine standards. What does a student look like who is ready for post-secondary work in 11th grade. High schools should determine curriculum for middle schools, middle schools should determine elementary standards. The TAKS is not rigorous enough.
- Allowing low-performing schools to receive upgraded technology and classroom support to help bridge the gap with high-performing schools with a different socioeconomic mix.
- Community involvement in demonstrating the curriculum at all age levels. The cost of implementation should be considered.
- I would like to see the funding equalized instead of having schools in areas with higher property taxes receive better funding. Also, funding and whether or not a school remains open should not be determined TAKS scores.

- It seems to me that it does not matter very much as
 to the size of elementary schools. At least in most
 schools, most kids stay with their classes all day: for
 lunch, recess, art, PE, etc. They are not part of a
 larger whole. Their world is their class group. I've
 always thought that elementary schools should be
 bigger and high schools should be smaller.
- I also feel strongly that 6th graders should not be in the same school as 7 & 8th graders. And the 9th graders should not be with 10th, 11th and 12th graders.
- I strongly believe that it is unfair to have neighborhood kids get a inferior education while others at the same school receive a superior education. It is a sad state that white west Austin kids get treated like kings and queens (Kealing and LASA) and the east Austin kids are going to belowaverage programs at the same schools. This is not what magnets were designed to do.
- Joint-use opportunities.
 - Older buildings can be used and should be recognized for their value to the community and their value as structures. Historic preservation is important, is an important community lesson, and should be a part of the AISD philosophy. I do not know why a 95 year-old brick building would be painted. This makes no sense to me. Please stop using Baker School as an office building in our neighborhood and return it to school programming and take good care of the building. Hire a preservation architect to address its historic character properly. Move the office use somewhere





- else and restore the building and grounds for academic and community use. Mathews School and Pease are zoned historic. Lee and Baker, as well as others, should also be historic. There is much history about Baker School and the Hyde Park Community but our children don't learn about it.
- If No Child Left Behind & Magnet kids are provided bussing by the district, then Fine Arts Academy kids deserve it too. It should be all or nothing. I am disheartened that the Board did not approve busing for the McCallum Fine Arts kids. How do their lives not equal the Magnet or No Child Left Behind kids? These kids live all over the city. They are good, smart kids with talent, who have a passion and add a lot to the school. We should be protecting them, not sending them on city buses in the wee hours of the morning and night. 7 of our 8 National Merit Finalists were Academy kids last year. They add a beautiful diversity to McCallum's population. Please consider busing for the ones that live more than 2 miles out. Traffic safety and adequate parking spaces for staff and parents.
- My main concern is that AISD mirrors the social and economic inequities that exist in Austin in general as opposed to being a force to reduce those inequities.
 As a parent of a Kealing student, I am appalled at the segregation in the school. It is like walking back into the 1950s. You are validating the bigotry/prejudices that students bring into the building when you set up an exclusive program that neighborhood students are, by and large, excluded from. AISD should be ashamed. Please be a force for

- change instead of reinforcing stereotypes about which students are deserving of opportunity.
- Financial education in schools for both parents and students.
- Keep buildings with historic or near historic significance intact and true to the time period, as much as possible.
- Instead of master-planning a replacement for the current, not so temporary, portables, look into new modular green design companies as an option. Many provide all the key factors that are highly requested on the facility master plan list. Natural light, non-toxic building materials, passive cooling/heating, fresh air, access to new technology, etc. And they can be constructed offsite, allowing a new building turnaround in a summer instead of over a year or two time period.
- Baker School served as a focal point of community life in Hyde Park for many decades until AISD changed its use to an office facility. I urge you to return this school to academic and community uses.
- In 2004, the Austin City Council adopted The Central Austin Combined Neighborhood Plan for areas south, east and west of Hyde Park. That plan preserves single-family areas while allowing much greater density in the area west of the UT campus and infill housing in other appropriate areas. Preserving central city family neighborhoods assures continued and likely, even greater demand for central city schools. In 2000, the Austin City Council adopted the Hyde Park Neighborhood Plan that sets out goals and action items to guide future care and





- development of the neighborhood. The area continues to see investment from families desiring to locate in the central city.
- The Hyde Park Neighborhood Plan states that "It is the wish of the neighborhood that the school return to use as both a school for area children and as a focus of community activity including after school care and other childcare and community activities such as Parks & Recreation's summer teen program (in the summer of 1997 and 1998 these programs utilized the gym and grounds), community meetings, and access to the gym for recreation." I urge you to return Baker School to uses for children.
- Exploring comprehensive New Media Literacy education across the curriculum.
- Leveling the playing field for all schools as far as hardware, software and computer labs.

- The district should look for ways to partner with other programs and agencies to utilize school facilities for the benefit of the community, in return for financial support from those programs and agencies. It makes no sense to have so many buildings that are empty in the evenings, on weekends, and all summer. Build less, use it more.
- Should have a stronger, more efficient, proactive operations infrastructure that supports and partners with schools instead of slowly reacting to their needs. Why aren't schools that are geographically close to each other assigned a facilities team that performs preventative tasks and can respond in a timely manner in the event of a catastrophe?
- I support CATE programs and believe that they are a key to helping address the relevance in learning and preparing the next generation workforce.





Question #19 - With which schools in the District are you affiliated?

AISD (7) Akins HS (3) Allan ES Allison ES (2) Ann Richards Austin HS (20) Bailey MS Barrington ES Barton Hills ES Becker ES (2) Bedichek MS Blackshear ES Blanton ES (2) Blazier ES Bowie HS (2) Brooke ES

Cowan ES (2) Crocket HS (2) Cunningham ES Davis ES Dobie MS Fulmore MS (2) Garza HS Highland Park ES Hill ES I work for MIS I work in about 40 of our schools. Kealing Magnet MS (18) Lamar MS Lanier HS (20) LASA & LBJ HS(6) Lee ES Linder ES Lucy Read Pre-K (2) Maplewood ES (2)

Martin MS (2)

Mathews ES (2) McCallum HS (9) Menchaca ES (2) O.Henry MS (20) Oak Hill ES Ortega ES Paredes MS Patton ES (2) Pearce MS (2) Pecan Springs ES Pleasant Hill ES Reagan HS (4) Ridgetop ES Rodriguez ES Rosedale School Small MS (3) St. Elmo ES Travis Heights ES Zavala ES Zilker ES (4)



Casey ES Casis ES (11)

Covington MS

Clifton



Question #20 - Additional Comments

- I know these changes will cost money that the district doesn't have at the present time. However, I firmly believe that if Austin ISD wants to provide an education to all students, a creation of a multipathway high school should be the first priority. The District is losing too many students by continuing to utilize the traditional academic setting for all students. All students are not going to attend college upon graduation. Please provide an opportunity to all students!
- Thank you for the opportunity to provide input.
- Really glad to see that this issue is being treated with thoughtfulness & care.
- Crucial to me:
 - 1. Keep 6th grade in elementary schools. Those students are in a developmentally transitional age and you can't assume they should all be lumped together. Studies have shown students who go to an elementary school in 6th grade perform better than in a middle school. They can also develop a stronger sense of confidence and be better prepared for the dynamics of middle school once they go there. Middle school is the toughest stage for many students, no need to forcefully prolong it by having every 6th grader have to attend.
 - 2. Do not close schools because they are low performing. It is a blow to the community and the students sense of personal worth. Instead

- redesign them by providing better teachers, smaller classes, teaching strategies that work, and the involvement of the community. You can't expect those students to improve by just helping at the school. If the parents and community are not engaged, the changes will be minimal.
- 3. I said I don't support transportation for students who choose to go to a different school than their assigned one, because I'm aware of the cost. If it not were for the cost, I would support transporting them as well. However, magnet students should continue to be transported. Many students who have limited resources would not be able to receive the enrichment and benefits of a magnet program if AISD did not transport them. And it's not that costly. LASA is the cheapest school per student for AISD, including transportation!
- Feel like question 12 didn't leave room for any nuance. If a kid just decides he wants to go to Bowie, then no, the district doesn't need to provide transportation. However, if the district provides a program that is open district-wide, Ann Richards and the magnets, then yes, the district should provide transportation. If the district doesn't provide transportation, these programs will be populated by only those families with the resources to get their kids to the schools. Those who have an extra car for the HS kids to drive, those who don't have two parents





- working, those who can afford the gas to get the kids to school, etc. I think it would be a step backward for the magnet programs. That said, this is the reason I am against a fine arts magnet at this time; this will further increase transportation costs, which we can't as a district afford right now. I would love to see the fine arts vertical team strengthened but not with the additional cost of transportation. If this can be done without spending \$1 million, then fine.
- As I understand it, AISD currently provides transportation to students accepted to magnet schools. I would like to see this program expanded to any program offered to the District at large, such as the Fine Arts Academy at McCallum or IB program at Anderson, and special programs at other high schools such as Global Studies, the Culinary Academy, etc. opened to students throughout the district with the transportation infrastructure to make it a viable option for students to attend these programs.
- My children's experience in AISD was marred by the mostly white, mostly wealthy demographic of our neighborhood elementary school. Because of historical precedents, Austin is a segregated city, so "neighborhood schools" are segregated schools. Until we can find a way to more effectively integrate the housing market, AISD should recognize its role in educating our students not just for the world of their narrow neighborhood group but for a world that includes people of different racial, ethnic, cultural and economic backgrounds.

- We are not spending enough on current maintenance on the exteriors facilities and this lack of investment is going to cost the taxpayer more in the long run. Please refrain from aggressive withdraw from the fund balance for it will negatively impact on the bond ratings. Balance the budget with the revenue and not go into the balance to avoid making tough decisions. The School Board needs to demonstrate to the community that it supports its Superintendent and give her and her staff credit for the Reagan and Pearce's academic improvement. The School Board needs to stop trying to micro manage the Superintendent.
- Would like to see the decrease in portable buildings.
- student in my son's class tried to find an alternative to Lamar Middle School. Some of the students were able to attend Kealing, and most of the others who had a choice went to private schools, including my son. The only kids left to attend Lamar were kids who couldn't qualify for a magnet program or kids whose parents could not afford a private school. This does not bode well for the future of any school. I would also say that while I admire the academic quality of a magnet school like Kealing, I find it disturbing that it is located in a school where the rest of the students do not have access to the same educational opportunities.
- There are so many inequities in the district. Small schools do not get much money because of the number of students. If it wasn't for active PTAs, we would not have enough money to run our school as





we would like. Our PTA funds a part-time technology person. Schools with low socioeconomic students, get extra moneys that we do not receive i.e. Title 1 funds. Our school has no extra space so everything takes place in the library which sometimes then has to close to students which I find unacceptable.

- I have lots of opinions, just not sure if my voice will be heard here.
- Personally I moved my children to Zilker because of the high school. I wanted my children to have the option to go to Austin High, and luckily Zilker and O.Henry fell into their vertical team. I did not want my children to go to Becker, Fulmore or Travis High. Having lived in the neighborhood for 20 years, I have seen what happens before and after school and it is not a pretty sight many times. I wanted my children to go to schools who have high parent involvement. Not just the academic standings, it's more about community then the grades to me.
- Boundaries are tough. We went through the worst process with the middle schools just a few years ago. We have found (at all three of these schools) that the success of these schools is totally dependent upon the involvement of the families who see these schools as their home or neighborhood school. These families support the school and all the students who transfer in or whose parents are not as involved. Many more students in these schools and this balance would tip.
- We must invest in each school individually instead of diversity choice. Address the problem at each school, don't just abandon the school and cause a

problem at another school. In that case, now you have two broken schools because you failed to improve the situation instead you just bus the kids across town raising the cost of gas and the dependence on American oil grows. The problem trickles down to all aspects of our lives.

- Improving schools will decrease the need for specialized magnet schools and student transfers.
 Excellence should be the focus in each school, at every level across the district.
- The district must strive to provide equal facilities and opportunities. For instance, a school like Menchaca elementary, whose demographic is not wealthy but does not have enough free-and reduced-lunch students to meet the Title I status really loses in the budget wars. They don't have the resources like either the poorer or more affluent schools and yet still do a very good job.
- This is the situation where formulaic approach cannot help with. Unfortunately, I do not have an alternative answer either.
- This is so important. Austin is not a leader in education and can/should be world class. Especially w/ middle and high school. Too few exemplary schools at this level.
- Congratulations on your good work.
- Our children are not yet of school age but we would like to feel confident in sending them to an AISD school when the time comes. We believe that no student - black, white, Hispanic, or otherwise benefits from being educated in a school where everyone looks the same or comes from the same





social class. Schools need economic diversity as well as racial diversity, and we believe it is very important for the district to retain middle-income families. The district needs to develop innovative ways to attract middle and upper-income families to schools in economically-disadvantaged areas, and also needs to permit students from these areas to attend the school of their choice.

- I see many schools on the East Side with so many minorities that it does not reflect the population of the community. My guess is the white people are sending their children to private schools. I might follow this trend unless something is done to actually get all parents to support and be confident the East Side schools are safe and top quality. I want to send my children to neighborhood schools but will not sacrifice safety and quality of education in the interest of diversity.
- Although neighboring communities may not want their schools closed, keeping under-enrolled campus' running is a waste of energy, resources and staff. They should be combined, and AISD should provide transportation for those neighborhoods.
- Also, anytime a new school is opened, it is 100% brand new, on every level. Yet there are campuses that are old, and have old furniture, air-conditioning systems, etc. Why isn't it possible to combine old with new, so that old campuses don't have to keep struggling from looking old and run down. Not a very good impression for any new families that move into those areas.
- Monies allocated to campuses need to be better

- divided, to provide all campuses the ability to have similar resources available.
- I teach at Reagan.
- I want to see increased collaboration and planning with city of Austin and Travis County.
- Thank you for doing this. I hope some good ideas come from this. I like having neighborhood schools and tracking kids with their friends. I also like having school nearby because it makes it easier for the kids and their families to access and use the school and attend events. I think if kids and their parents want to choose a certain school that should be possible too. The one drawback for us was that the children would become friends with others who lived a distance from us and made getting them together more difficult. This may affect the children not having friends in the neighborhood where they live. Choosing a special high school should be possible. AISD should work with Cap Metro to have a better bus system so kids can get low-cost transportation but I don't think AISD should pay for choosing a different school. The buses to Kealing left so early that we carpooled there in the morning so the kids could get more sleep.
- Portables really aren't that bad, but I have had children at my elementary school for 11 going on 12 years. The portables are still there. There comes a time to own growth and take the plunge to build. The numbers in our school have consistently grown each year we have been there. We are at portable capacity. It is time to build.
- Be sure to not be fooled by capacity (over capacity





especially) numbers. Look at the school, are the kids starting lunch at 10am? Are they finishing lunch at 2pm? Many schools can appear to be overcapacity, but in truth are not. Treat each school independently when making large enrollment decisions - a committee with the principal and key parents and teachers could help the district make those decisions. Also, there was another committee

on school closure ideas - be sure to look at that information before closing a facility as well. The public provided lots of input to that committee (committee on neighborhoods and schools). That information directly relates to facilities.

• Thank you for finally engaging the community in as many ways as possible.

How did you hear about the Community Dialogue?

How did you find out about the Community Dialogue?								
	W	'eb						
	%	Count						
Newsletter	3%	3						
Community Flyer	3%	3						
District Website	5%	6						
Word of mouth	21%	24						
Radio	0%	0						
Television	0%	0						
Phone call	0%	0						
Email	72%	84						
Other	10%	12						

- Neighborhood list serve (2)
- PTA (2)
- ACPTA/ PTA email
- ACPTA President encouraged my participation

- Twitter (2)
- Email forwarded to me
- On Advisory Board to Career and Technology Education program





Demographics

Gender				
	W	eb		
	% Count			
Male	18%	21		
Female	80% 94			
Not Answered	2%	2		

Age		
	Wel	o #2
	%	Count
Under 18	0%	0
18-29	6%	7
30-39	17%	20
40-49	50%	58
50-64	26%	30
65+	1%	1
Not Answered	1%	1

Employment								
	Wel	b #2						
	% Co							
Accommodation/Food Services	1%	1						
Education	26%	30						
Government	4%	5						
Health Care/Social Services	20%	23						
Homemaker	8%	9						
Legal	8%	9						
Manufacturing	1%	1						
Retail	1%	1						
Other	32%	38						

Education									
	Web #2								
	%	Count							
Current Student	0%	0							
Not a High School Graduate	0%	0							
High School Graduate	0%	0							
Some College / Trade School	9%	11							
College Graduate	43%	50							
Advanced Degree	48%	56							





Employment Other

- AISD Prime Time Instructor
- Architecture
- Business owner communications
- Civil engineer
- Clerical
- Construction
- Consultant (3)
- Creative industry
- Designer Sculptor
- Financial Services
- Internet
- Local family magazine
- Management

- Marketing
- Media entertainment
- Non-profit (4)
- Non-profit (3)
- Professional Services (2)
- Real Estate
- Sales/Marketing
- Semiconductor
- Services
- SLP
- Technology
- Volunteer
- Workforce Development

Parental/Guardian Status								
	Wel	o #2						
	%	Count						
Do Not have children in AISD	29%	34						
Parent/Guardian of child less than 5 yrs old	9%	11						
Parent/Guardian of PreK or kindergarten student	7%	8						
Parent/Guardian of 1st-3rd grade student	21%	24						
Parent/Guardian of 4th-5th grade student	22%	26						
Parent/Guardian of 6th-8th grade student	29%	34						
Parent/Guardian of 9th-12th grade student	22%	26						
Parent/Guardian of private/parochial student	0%	0						
Parent/Guardian of former student or graduate	10%	0						
Grandparent of student or graduate in AISD	1%	1						
Not Answered	2%	2						





Employee or Retiree of AISD									
Web #2									
	% Coun								
Yes	11%	13							
No	86%	101							
Not Answered	3%	3							

Are you a Resident in AISD?							
Web #2							
Yes	87%	102					
No	13%	15					

How many years have you lived in AISD?							
	Web #2						
	% Count						
Less than 2	9%	10					
2-5	8%	9					
6-10	10%	12					
11-15	19%	22					
16-20	14% 16						
More than 20	38% 44						
Not Answered	3%	4					



AUSTIN INDEPENDENT SCHOOL DISTRICT

District-Wide Facility Master Plan

Appendix E

Community Dialogue #2 Results



Facility Master Plan

Community Dialogue #2 – Executive Summary





Introduction

Upwards of 700 parents, community members, and AISD staff, among others, attended the eight community dialogues, held between September 28th and October 5th. Participants worked individually on questionnaires, and then in groups of 6-8 people to discuss the same questions, listen to each other's opinions, and try to reach consensus on the group questionnaire. AISD staff and DeJONG-RICHTER staff helped to facilitate the community dialogue and members of the District's Facility Master Planning Task Force assisted in leading discussions for each of the small groups. Approximately 1,400 individuals also submitted questionnaires online.

The AISD Facility Task Force recognizes that the following results are reflective of those who attended the community dialogues and filled out the questionnaire on-line. While the majority of respondents supported change as a result of the Facility Master Plan, it was clear that when it came to their own area, change such as school closure was not supported. The Task Force strives to represent the entire AISD school community and realizes that every AISD school was not represented equally. The following information will be used as one of many planning tools for making decisions and recommendations.

AISD CD#2 Questionnaire Totals									
Planning Area	Individual	Web							
Planning Area #1	126	407							
Planning Area #2	114	188							
Planning Area #3	123	94							
Planning Area #4	115	63							
Planning Area #5	97	369							
Planning Area #6	147	340							

722 1461

Dialogue Attendees

- Mostly females
- Ages 30-65
- Majority white, non-Hispanic in areas 1,2,5,6
- Majority Hispanic in areas 3,4
- 30% employed in education
- College graduates
- Residents in AISD
- Parents of children in AISD



Planning Area #1 Summary

AISD Facility Master Plan Task Force - CD #2

Planning Area #1

 Area Summary
 Utilization
 Seats Available

 ES
 115%
 (1,321)

 MS
 73%
 1,306

 HS
 103%
 (141)

Question	1		aires		Web	Questionnaiı	res		Group	Questionna	ires		
		Individual	%	Тор Вох	Conclusion	Web	%	Тор Вох	Conclusion	Group	%	Тор Вох	Conclusion
1. Build 1 ES	Strongly Support	52	43%			83	25%			7	44%		
	Support	51	43%	86%	Cummont	180	54%	79%	Cummont	8	50%	94%	Commont
	Do Not Support	17	14%	14%	Support	69	21%	21%	Support	1	6%	6%	Support
	Total	120	100%			332	100%			16	100%		
2. Build 2 ES	Strongly Support	29	24%			122	34%			6	38%		
	Support	46	38%	62%	Cummont	93	26%	60%	Do not Support	4	25%	63%	Support
	Do Not Support	45	38%	38%	Support	141	40%	40%		6	38%	38%	
	Total	120	100%			356	100%			16	100%		
3. Develop 9th Grade Center	Strongly Support	17	14%			102	27%			0	0%		
	Support	25	21%	35%	Do not Cumport	92	25%	52%	Too Class	4	25%	25%	Do not Sunnou
	Do Not Support	79	65%	65%	Do not Support	177	48%	48%	Too Close	12	75%	75%	Do not Suppor
	Total	121	100%			371	100%			16	100%		
4. No Change	Strongly Support	2	2%			12	4%			0	0%		
	Support	12	10%	12%	Do not Commont	57	17%	21%	Do not Commont	1	6%	6%	Do not Common
	Do Not Support	106	88%	88%	Do not Support	266	79%	79%	Do not Support	15	94%	94%	Do not Suppor
	Total	120	100%			335	100%			16	100%		



Planning Area #2 Summary

AISD Facility Master Plan Task Force - CD #2

Planning Area #2

 Area Summary
 Utilization
 Seats Available

 ES
 102%
 (172)

 MS
 80%
 850

 HS
 79%
 828

Question		Individual Questionnaires					Web	Questionnai	res		Group (Questionnai	res
		Individual	%	Тор Вох	Conclusion	Web	%	Тор Вох	Conclusion	Group	%	Тор Вох	Conclusion
1. Close 1 ES West of IH-35	Strongly Support	8	7%			36	20%			1	6%		
	Support	16	15%	22%	Do not Support	14	8%	28%	Do not Support	1	6%	12%	Do not Sunnort
	Do Not Support	85	78%	78%	Do not Support	130	72%	72%	Do not Support	14	88%	88%	Do not Support
	Total	109	100%			180	100%			16	100%		
2. Build 1 ES East of IH-35	Strongly Support	35	32%			64	36%			4	24%		Support
	Support	55	51%	83%	Cummont	68	39%	75%	Command	11	65%	88%	
	Do Not Support	18	17%	17%	Support	44	25%	25%	Support	2	12%	12%	
	Total	108	100%			176	100%			17	100%		
3. Add Programs at Secondaries	Strongly Support	55	50%			98	54%			7	41%		
	Support	49	45%	95%	C	66	37%	91%	C	10	59%	100%	Support
	Do Not Support	5	5%	5%	Support	16	9%	9%	Support	0	0%	0%	
	Total	109	100%			180	100%			17	100%		
4. No Change	Strongly Support	14	16%			20	12%			1	8%		
	Support	8	9%	25%	Do not Connort	34	21%	33%	Do not Summent	1	8%	15%	Do not Sunnout
	Do Not Support	67	75%	75%	Do not Support	110	67%	67%	Do not Support	11	85%	85%	Do not Support
	Total	89	100%			164	100%			13	100%		



Planning Area #3 Summary

AISD Facility Master Plan Task Force - CD #2

Area Summary	Utilization	Seats Available
ES	73%	1,260
MS	81%	439
HS	59%	639

Question			Individu	al Questionr	naires		Web	Questionnaiı	es		Group	Questionna	ires
		Individual	%	Тор Вох	Conclusion	Web	%	Тор Вох	Conclusion	Group	%	Тор Вох	Conclusion
1. Close 2 ES	Strongly Support	9	8%			24	27%			0	0%		
	Support	15	14%	22%	D	24	27%	55%	To a Class	0	0%	0%	D
	Do Not Support	83	78%	78%	Do not Support	40	45%	45%	Too Close	11	100%	100%	Do not Support
	Total	107	100%			88	100%			11	100%		
2. Close 1 ES	Strongly Support	16	15%			22	24%			0	0%		
	Support	23	21%	36%	D	34	38%	62%	C	5	42%	42%	D
	Do Not Support	68	64%	64%	Do not Support	34	38%	38%	Support	7	58%	58%	Do not Support
	Total	107	100%			90	100%			12	100%		
3. Relocate Alternative School	Strongly Support	43	41%			34	40%			8	73%		
	Support	31	30%	70%	C	28	33%	74%	C	2	18%	91%	C
	Do Not Support	31	30%	30%	Support	22	26%	26%	Support	1	9%	9%	Support
	Total	105	100%			84	100%			11	100%		
4. No Change	Strongly Support	39	41%			22	26%			4	33%		
_	Support	22	23%	64%	Comment	18	21%	47%	To a Class	1	8%	42%	D
	Do Not Support	35	36%	36%	Support	46	53%	53%	Too Close	7	58%	58%	Do not Support
1	Total	96	100%	3070		86	100%			12	100%		



Planning Area #4 Summary

AISD Facility Master Plan Task Force - CD #2

Area Summary	Utilization	Seats Available
ES	108%	(522)
MS	55%	1,451
HS	83%	580

Quest	tion		Individu	al Questionn	aires		Web	Questionnaiı	res		Group	Questionnai	res
		Individual	%	Тор Вох	Conclusion	Web	%	Тор Вох	Conclusion	Group	%	Тор Вох	Conclusion
L. Close 1 MS	Strongly Support	23	22%			19	32%			3	20%		
	Support	30	29%	51%	Too Close	21	35%	67%	Comment	4	27%	47%	Too Close
	Do Not Support	51	49%	49%	100 Close	20	33%	33%	Support	8	53%	53%	100 Close
	Total	104	100%			60	100%			15	100%		
. Add Signature at HS	Strongly Support	45	44%			24	40%			5	33%		
	Support	41	40%	83%	6	23	38%	78%		10	67%	100%	
	Do Not Support	17	17%	17%	Support	13	22%	22%	Support	0	0%	0%	Support
	Total	103	100%			60	100%			15	100%		
. No Change	Strongly Support	17	17%			3	5%			1	7%		
	Support	14	14%	31%	Do work Command	13	23%	28%	Do not Consort	3	20%	27%	Da
	Do Not Support	70	69%	69%	Do not Support	41	72%	72%	Do not Support	11	73%	73%	Do not Suppo
	Total	101	100%			57	100%			15	100%		



Planning Area #5 Summary

AISD Facility Master Plan Task Force - CD #2

Planning Area #5

 Area Summary
 Utilization
 Seats Available

 ES
 108%
 (705)

 MS
 80%
 806

 HS
 106%
 (262)

Question			Individu	al Questionr	naires		Web	Questionnai	res		Group	Questionna	ires
		Individual	%	Тор Вох	Conclusion	Web	%	Тор Вох	Conclusion	Group	%	Тор Вох	Conclusion
1. Limit Transfers	Strongly Support	32	37%			63	22%			3	25%		
	Support	38	44%	81%	Cunnort	106	38%	60%	Cunnort	6	50%	75%	Cunnort
	Do Not Support	16	19%	19%	Support	112	40%	40%	Support	3	25%	25%	Support
	Total	86	100%			281	100%			12	100%		
2. Enlarge Small Schools	Strongly Support	22	26%			67	20%			3	23%		
	Support	50	59%	85%	Cunnort	130	39%	59%	Cunnort	8	62%	85%	Cunnort
	Do Not Support	13	15%	15%	Support	135	41%	41%	Support	2	15%	15%	Support
	Total	85	100%			332	100%			13	100%		
3. Consolidate 2-3 ES into New ES	Strongly Support	7	8%			30	9%			0	0%		
	Support	10	12%	20%	Do not Commant	53	16%	25%	Do not Commant	1	8%	8%	D C
	Do Not Support	66	80%	80%	Do not Support	244	75%	75%	Do not Support	12	92%	92%	Do not Support
	Total	83	100%			327	100%			13	100%		
4. No Change	Strongly Support	4	5%			87	29%			1	8%		
	Support	15	17%	22%	Do not Connect	95	31%	60%	Commont	0	0%	8%	Do not Compani
	Do Not Support	68	78%	78%	Do not Support	123	40%	40%	Support	12	92%	92%	Do not Support
	Total	87	100%		70/0		100%			13	100%		



Planning Area #6 Summary

AISD Facility Master Plan Task Force - CD #2

Planning Area #6

 Area Summary
 Utilization
 Seats Available

 ES
 130%
 (2,076)

 MS
 103%
 (71)

 HS
 88%
 469

Quest	ion		Individu	al Questionr	aires		Web	Questionnai	res		Group	Questionna	ires
		Individual	%	Тор Вох	Conclusion	Web	%	Тор Вох	Conclusion	Group	%	Тор Вох	Conclusion
1. Build 1 New School	Strongly Support	12	10%			86	29%			0	0%		
	Support	41	34%	44%	Do not Commant	109	37%	66%	Command	7	41%	41%	Da
	Do Not Support	67	56%	56%	Do not Support	101	34%	34%	Support	10	59%	59%	Do not Support
	Total	120	100%			296	100%			17	100%		
2. Construct Additions	Strongly Support	101	84%			238	76%			12	75%		
	Support	12	10%	94%	Comment	56	18%	93%	Command	3	19%	94%	Comment
	Do Not Support	7	6%	6%	Support	21	7%	7%	Support	1	6%	6%	Support
	Total	120	100%			315	100%			16	100%		
3. No Change	Strongly Support	0	0%			10	3%			0	0%		
	Support	4	3%	3%	Do work Commonst	14	5%	8%	Do wat Command	0	0%	0%	Do
	Do Not Support	117	97%	97%	Do not Support	269	92%	92%	Do not Support	17	100%	100%	Do not Support
	Total	121	100%			293	100%			17	100%		



District-wide Summary

The following questions were asked at every community dialogue and on each web questionnaire.

Do you think that AISD needs to realign current attendance boundaries?

Overall, the majority of the respondents, in all planning areas, feel that AISD needs to realign the current attendance boundaries.

	Individ	ual Questio	nnaires	Wel	o Questionn	aires	Group Questionnaires			
Planning Area	Individual	%	Conclusion	Web	%	Conclusion	Group	%	Conclusion	
Area 1										
Yes	76	63%		240	60%		12	75%		
No	29	24%	Yes	74	19%	Yes	1	6%	Yes	
Don't Know	16	13%	res	84	21%	163	3	19%	Tes	
Total	121	100%		398	100%		16	100%		
Area 2										
Yes	93	89%		134	74%		17	100%		
No	2	2%	Yes	12	7%	Yes	0	0%	Yes	
Don't Know	9	9%	163	36	20%	163	0	0%	163	
Total	104	100%		182	100%		17	100%		
Area 3										
Yes	56	55%		22	26%		11	92%		
No	29	28%	Yes	26	30%	Don't Know	1	8%	Yes	
Don't Know	17	17%	163	38	44%	Don't know	0	0%	163	
Total	102	100%		86	100%		12	100%		
Area 4			<u> </u>			<u> </u>				
Yes	74	70%		35	60%		13	87%	Yes	
No	13	12%	Yes	9	16%	Yes	0	0%		
Don't Know	18	17%	163	14	24%	163	2	13%	163	
Total	105	100%		58	100%		15	100%		
Area 5										
Yes	59	68%		115	33%		6	55%		
No	10	11%	Yes	75	21%	Don't Know	0	0%	Yes	
Don't Know	18	21%	163	161	46%	Don tranow	5	45%	163	
Total	87	100%		351	100%		11	100%		
Area 6			<u> </u>			<u> </u>				
Yes	65	54%	Yes	85	26%		7	41%		
No	31	26%		131	40%	No	4	24%	Yes	
Don't Know	25	21%		109	34%	140	6	35%	163	
Total	121	100%		325	100%		17	100%		



What is your level of support for the addition of a gender-specific male school?

Although there is some opposition to the addition of a gender-specific male school, it is mostly supported rhroughout the District.

		Individual C	Questionnair	es		Web Qu	iestionnair	es		Group Qu	Iestionnair	es
Planning Area	Individual	%	Тор Вох	Conclusion	Web	%	Тор Вох	Conclusion	Group	%	Тор Вох	Conclusion
Area 1												
Strongly Support	24	20%			103	26%			1	7%		
Support	39	33%	53%	Too Close	91	23%	50%	Too Close	10	67%	73%	Cupport
Do not Support	57	48%	48%	100 Close	195	50%	50%	100 Close	4	27%	27%	Support
Total	120	100%			389	100%			15	100%		
Area 2												
Strongly Support	41	40%			62	34%			7	44%		
Support	42	41%	81%	Support	68	38%	72%	Support	7	44%	87%	Support
Do not Support	19	19%	19%	Support	50	28%	28%	Зиррогс	2	13%	13%	Support
Total	102	100%			180	100%			16	100%		
Area 3												
Strongly Support	10	10%			2	18%			2	18%		
Support	38	39%	49%	Too Close	3	27%	45%	Too Close	3	27%	45%	Too Close
Do not Support	50	51%	51%	100 01030	6	55%	55%	100 Close	6	55%	55%	100 01030
Total	98	100%			11	100%			11	100%		
Area 4												
Strongly Support	41	39%			18	31%			4	27%		
Support	35	33%	72%	Support	23	39%	69%	Support	10	67%	93%	Support
Do not Support	30	28%	28%	Support	18	31%	31%	Support	1	7%	7%	Support
Total	106	100%			59	100%			15	100%		
Area 5												
Strongly Support	23	27%			97	28%			4	31%		
Support	38	45%	73%	Support	126	36%	64%	Support	6	46%	77%	Support
Do not Support	23	27%	27%	Support	123	36%	36%	Support	3	23%	23%	Support
Total	84	100%			346	100%			13	100%		
Area 6												
Strongly Support	17	14%			40	13%			0	0%		
Support	34	28%	42%	Do not	63	20%	33%	Do not	8	57%	57%	Support
Do not Support	70	58%	58%	Support	208	67%	67%	Support	6	43%	43%	Support
Total	121	100%			311	100%			14	100%		



Do you feel that AISD needs to increase and enhance the availability and quality of athletic programs and facilities throughout the District?

The majority of the individual respondents who attended the community dialogues do not feel that AISD needs to enhance or increase the availability of athletic programs and facilities. Conversely, the majority of the web respondents do not agree.

	Individ	ual Questio	nnaires	Wel	Questionn	aires	Grou	ıp Questionı	naires	
Planning Area	Individual	%	Conclusion	Web	%	Conclusion	Group	%	Conclusion	
Area 1										
Yes	52	42%		138	35%		4	25%		
No	39	32%	Yes	162	42%	No	7	44%	No	
Don't Know	32	26%	163	90	23%	NO	5	31%	NO	
Total	123	100%		390	100%		16	100%		
Area 2										
Yes	50	48%		56	32%		8	53%		
No	25	24%	Yes	76	43%	No	1	7%	Yes	
Don't Know	29	28%	163	44	25%	NO	6	40%	163	
Total	104	100%		176	100%		15	100%		
Area 3										
Yes	58	56%		28	33%		7	58%		
No	21	20%	Yes	36	42%	No	2	17%	Yes	
Don't Know	24	23%	163	22	26%	140	3	25%	163	
Total	103	100%		86	100%		12	100%		
Area 4										
Yes	51	47%		19	32%		4	27%		
No	34	31%	Yes	26	44%	No	7	47%	No	
Don't Know	23	21%	163	14	24%	140	4	27%	140	
Total	108	100%		59	100%		15	100%		
Area 5			<u> </u>			<u> </u>				
Yes	25	29%		119	34%		4	33%		
No	34	40%	No	143	40%	No	6	50%	No	
Don't Know	27	31%	140	92	26%	140	2	17%	140	
Total	86	100%		354	100%		12	100%		
Area 6										
Yes	77	65%		135	43%		12	75%		
No	26	22%	Yes	107	34%	Yes	3	19%	Yes	
Don't Know	16	13%	"63	75	24%	Yes	1	6%	res	
Total	119	100%		317	100%		16	100%		



If a school is to be closed or reused in AISD, please rank the following criteria that could be used to determine which schools are candidates for this action.

Throughout the District, respondents most commonly identified facility condition, state rating, and utilization as the most important factors that should be used in determining which schools may be candidates for closure or reconfiguration. School size and potential reuse were identified as the least important factors in such decisions.

Criteria	Most Consistent Ranking
Facility condition	1, 2
State rating	1, 4
Utilization	1
School size	4
Potential reuse	5

Individual Results

Most Important										
District-wide - Individual	1	1	2	2	:	3	4	1	5	5
District-wide - maividual	Count	%								
A. Facility Condition Index (cost of repairs/cost of replacement)	132	25%	151	30%	103	20%	79	16%	43	9%
B. State accountability status (failure to meet state performance targets)	153	29%	76	15%	78	15%	76	15%	132	26%
C. Utilization of the school (District goal is a permanent capacity between 85% and 105% at all schools)	149	28%	131	26%	121	24%	78	15%	35	7%
D. School size (number of students enrolled)	65	12%	105	21%	108	21%	132	26%	96	19%
E. Potential for reuse of the school for other purposes	31	6%	45	9%	97	19%	141	28%	196	39%



Web Results

Most Important										
District-wide - Web	1		7	2	3	3	4	1		5
District-wide - Web	Count	%								
A. Facility Condition Index (cost of repairs/cost of replacement)	386	25%	316	24%	303	23%	128	14%	125	12%
B. State accountability status (failure to meet state performance targets)	377	24%	217	17%	213	16%	114	13%	310	29%
C. Utilization of the school (District goal is a permanent capacity between 85% and 105% at all schools)	328	21%	329	25%	321	24%	194	21%	85	8%
D. School size (number of students enrolled)	259	17%	239	18%	236	18%	260	29%	215	20%
E. Potential for reuse of the school for other purposes	195	13%	191	15%	256	19%	215	24%	344	32%
Totals	1,545	100%	1,292	100%	1,329	100%	911	100%	1,079	100%



Group Results

	Most Impo	ortant 🔲							Least I	mportant
District wide Crown	1		2		3		4			5
District-wide - Group	Count	%	Count	%	Count	%	Count	%	Count	%
A. Facility Condition Index (cost of repairs/cost of replacement)	18	30%	20	33%	11	18%	9	15%	1	2%
B. State accountability status (failure to meet state performance targets)	12	20%	10	16%	9	15%	15	25%	16	26%
C. Utilization of the school (District goal is a permanent capacity between 85% and 105% at all schools)	23	38%	16	26%	13	21%	6	10%	3	5%
D. School size (number of students enrolled)	7	11%	10	16%	19	31%	18	30%	7	11%
E. Potential for reuse of the school for other purposes	1	2%	5	8%	9	15%	13	21%	34	56%
Totals	61	100%	61	100%	61	100%	61	100%	61	100%



If AISD were to close a school facility, what should be done with the unoccupied facility?

The majority of the respondents throughout the District support options A, B,C, and E but do not support option D.

- The majority of the respondents support options A, B, C, and E.
- They do not support option D.

	Individual Questionnaires					Web Que	stionnaires		Group Questionnaires			
Planning Area	Individual	%	Тор Вох	Conclusion	Web	%	Тор Вох	Conclusion	Group	%	Тор Вох	Conclusion
Area 1												
A. Renovate for	a different ty	pe of educa	ational space	•								
Stongly Support	61	54%			216	59%			8	53%		
Support	48	42%	96%	Cupport	129	35%	93%	Support	7	47%	100%	Support
Do not Support	5	4%	4%	Support	24	7%	7%	Support	0	0%	0%	Support
Total	114	100%			369	100%			15	100%		
B. Reconfigure fo	or use as an a	dministrati	ve or Distric	t support spa	ce							
Stongly Support	33	29%			105	28%			2	13%		
Support	57	50%	80%	C	174	47%	76%	Commant	10	67%	80%	Command
Do not Support	23	20%	20%	Support	90	24%	24%	Support	3	20%	20%	Support
Total	113	100%			369	100%			15	100%		
C. Sell or lease th	ne property											
Stongly Support	51	43%			153	41%		Support	5	36%		Support
Support	49	42%	85%		135	36%	77%		9	64%	100%	
Do not Support	18	15%	15%	Support	84	23%	23%		0	0%	0%	
Total	118	100%			372	100%			14	100%		
D. Raze/Demolis	sh											
Stongly Support	5	4%			72	19%			0	0%		
Support	28	25%	29%	Do not	66	17%	36%	Do not	5	33%	33%	Do not
Do not Support	79	71%	71%	Support	246	64%	64%	Support	10	67%	67%	Support
Total	112	100%			384	100%			15	100%		
E. Use in partner	rship for com	munity use	or higher ed	lucation								
Stongly Support	44	40%			162	43%			5	33%		
Support	54	49%	89%	Cummont	171	45%	88%	Cummont	10	67%	100%	Support
Do not Support	12	11%	11%	Support	45	12%	12%	Support	0	0%	0%	
Total	110	100%			378	100%			15	100%		



- The majority of the respondents support options A and E.
- They have little to no support for options B and C.
- They do not support option D.

	I	ndividual Qเ	Jestionnaire	s S	Web Questionnaires				Group Questionnaires			
Planning Area	Individual	%	Тор Вох	Conclusion	Web	%	Тор Вох	Conclusion	Group	%	Тор Вох	Conclusion
Area 2												
A. Renovate for	a different ty	pe of educa	tional space									
Strongly Support	38	47%			74	44%			6	46%		
Support	36	44%	91%	Commont	68	40%	85%	Commont	7	54%	100%	Commont
Do not Support	7	9%	9%	Support	26	15%	15%	Support	0	0%	0%	Support
Total	81	100%			168	100%			13	100%		
B. Reconfigure for	B. Reconfigure for use as an administrative or District support space											
Strongly Support	8	11%			30	18%			0	0%		
Support	30	39%	50%	Tan Class	80	49%	67%	C	5	36%	36%	Do not
Do not Support	38	50%	50%	Too Close	54	33%	33%	Support	9	64%	64%	Support
Total	76	100%			164	100%			14	100%		
C. Sell or lease th	e property											
Strongly Support	12	15%			28	17%		Do not Support	3	21%		
Support	24	30%	45%	Tan Class	36	22%	39%		4	29%	50%	Too Close
Do not Support	44	55%	55%	Too Close	102	61%	61%		7	50%	50%	
Total	80	100%			166	100%			14	100%		
D. Raze/Demolis	h											
Strongly Support	1	1%			12	7%			0	0%		
Support	12	16%	17%	Do not	16	10%	17%	Do not	1	7%	7%	Do not
Do not Support	64	83%	83%	Support	134	83%	83%	Support	13	93%	93%	Support
Total	77	100%			162	100%			14	100%		
E. Use in partner	ship for com	munity use	or higher ed	ucation								
Strongly Support	32	42%			60	36%			5	38%		
Support	36	47%	88%	Command.	74	45%	81%	C	7	54%	92%	Commont.
Do not Support	9	12%	12%	Support	32	19%	19%	Support	1	8%	8%	Support
Total	77	100%			166	100%			13	100%		



- The majority of the respondents support options A and E.
- They have little to no support for options B and C.
- They do not support option D.

	li	ndividual Qu	uestionnaire	s S	Web Questionnaires				Group Questionnaires			
Planning Area	Individual	%	Тор Вох	Conclusion	Web	%	Тор Вох	Conclusion	Group	%	Тор Вох	Conclusion
Area 3												
A. Renovate for	a different ty	pe of educa	ational space									
Stongly Support	43	43%			24	28%			2	17%		
Support	32	32%	76%	Command	44	51%	79%	Command	7	58%	75%	Commont
Do not Support	24	24%	24%	Support	18	21%	21%	Support	3	25%	25%	Support
Total	99	100%			86	100%			12	100%		
B. Reconfigure fo	or use as an a	dministrati	ve or District	t support spa	се							
Stongly Support	11	11%			20	23%			1	8%		
Support	30	31%	43%	Do not	36	42%	65%	Command	3	25%	33%	Do not
Do not Support	55	57%	57%	Support	30	35%	35%	Support	8	67%	67%	Support
Total	96	100%			86	100%			12	100%		
C. Sell or lease th	e property											
Stongly Support	13	14%			16	19%			1	9%		
Support	18	19%	33%	Do not	42	49%	67%	Command	3	27%	36%	Do not
Do not Support	63	67%	67%	Support	28	33%	33%	Support	7	64%	64%	Support
Total	94	100%			86	100%			11	100%		
D. Raze/Demolis	h											
Stongly Support	1	1%			4	5%			0	0%		
Support	9	9%	10%	Do not	24	29%	34%	Do not	1	9%	9%	Do not
Do not Support	86	90%	90%	Support	54	66%	66%	Support	10	91%	91%	Support
Total	96	100%			82	100%			11	100%		
E. Use in partner	ship for com	munity use	or higher ed	ucation								
Stongly Support	41	41%			30	35%			4	33%		
Support	28	28%	69%	Cumport	38	44%	79%	Support	3	25%	58%	Support
Do not Support	31	31%	31%	Support	18	21%	21%	Support	5	42%	42%	Support
Total	100	100%			86	100%			12	100%		



- The majority of the respondents support options A, B, C, and E.
- They do not support option D.

	l	ndividual Qเ	uestionnaire	!S	Web Questionnaires				Group Questionnaires			
Planning Area	Individual	%	Тор Вох	Conclusion	Web	%	Тор Вох	Conclusion	Group	%	Тор Вох	Conclusion
Area 4												
A. Renovate for	a different ty	pe of educa	itional space	!								
Strongly Support	36	42%			26	45%			4	27%		
Support	46	53%	95%	Cummont	26	45%	90%	Cummont	10	67%	93%	Cummont
Do not Support	4	5%	5%	Support	6	10%	10%	Support	1	7%	7%	Support
Total	86	100%			58	100%			15	100%		
B. Reconfigure fo	or use as an a	administrativ	ve or District	t support spa	ce							
Strongly Support	15	17%			12	21%			1	7%		
Support	44	51%	69%	Commont	29	51%	72%	Command	7	47%	53%	Too Close
Do not Support	27	31%	31%	Support	16	28%	28%	Support	7	47%	47%	100 Close
Total	86	100%			57	100%			15	100%		
C. Sell or lease th	e property											
Strongly Support	16	19%			14	25%		Support	3	20%		Too Close
Support	41	48%	66%	Cumm and	23	40%	65%		5	33%	53%	
Do not Support	29	34%	34%	Support	20	35%	35%		7	47%	47%	
Total	86	100%			57	100%			15	100%		
D. Raze/Demolis	h											
Strongly Support	3	3%			4	7%			0	0%		
Support	14	16%	20%	Do not	7	12%	19%	Do not	1	7%	7%	Do not
Do not Support	70	80%	80%	Support	47	81%	81%	Support	14	93%	93%	Support
Total	87	100%			58	100%			15	100%		
E. Use in partner	ship for com	munity use	or higher ed	lucation								
Strongly Support	36	41%			25	43%			6	40%		Support
Support	46	53%	94%	Cummort	24	41%	84%	Cummont	8	53%	93%	
Do not Support	5	6%	6%	Support	9	16%	16%	Support	1	7%	7%	
Total	87	100%			58	100%			15	100%		



- The majority of the respondents support options A, B, C, and E.
- They do not support option D.

	lı	ndividual Qu	uestionnaire	S		Web Que	stionnaires		Group Questionnaires			
Planning Area	Individual	%	Тор Вох	Conclusion	Web	%	Тор Вох	Conclusion	Group	%	Тор Вох	Conclusion
Area 5												
A. Renovate for	a different ty	pe of educa	itional space									
Stongly Support	34	41%			156	50%			2	15%		
Support	41	50%	91%	Cumport	131	42%	91%	Cummont	11	85%	100%	Cummont
Do not Support	7	9%	9%	Support	27	9%	9%	Support	0	0%	0%	Support
Total	82	100%			314	100%			13	100%		
B. Reconfigure fo	or use as an a	dministrativ	ve or District	t support spa	ce							
Stongly Support	17	21%			56	18%			1	8%		
Support	40	49%	70%	Commont	167	55%	73%	Command	8	62%	69%	Commant
Do not Support	24	30%	30%	Support	82	27%	27%	Support	4	31%	31%	Support
Total	81	100%			305	100%			13	100%		
C. Sell or lease th	e property											
Stongly Support	19	23%			69	22%		Support	2	14%		Too Close
Support	41	49%	71%	C	130	41%	63%		5	36%	50%	
Do not Support	24	29%	29%	Support	118	37%	37%		7	50%	50%	
Total	84	100%			317	100%			14	100%		
D. Raze/Demolis	h											
Stongly Support	3	4%			17	6%			4	24%		
Support	21	26%	30%	Do not	68	22%	28%	Do not	4	24%	47%	Do not
Do not Support	56	70%	70%	Support	220	72%	72%	Support	12	71%	71%	Support
Total	80	100%			305	100%			20	118%		
E. Use in partner	ship for com	munity use	or higher ed	ucation								
Stongly Support	36	43%			135	43%			4	31%		Support
Support	35	42%	86%	Cummont	135	43%	86%	Cummont	9	69%	100%	
Do not Support	12	14%	14%	Support	43	14%	14%	Support	0	0%	0%	
Total	83	100%			313	100%			13	100%		



- The majority of the respondents support options A, B, C, and E.
- They do not support option D.

	l	ndividual Qı	uestionnaire	es	Web Questionnaires				Group Questionnaires			
Planning Area	Individual	%	Тор Вох	Conclusion	Web	%	Тор Вох	Conclusion	Group	%	Тор Вох	Conclusion
Area 6												
A. Renovate for	a different ty	pe of educa	ational space									
Strongly Support	50	43%			158	54%			5	33%		
Support	58	50%	92%	Cumport	106	36%	90%	Cummont	10	67%	100%	Cummont
Do not Support	9	8%	8%	Support	29	10%	10%	Support	0	0%	0%	Support
Total	117	100%			293	100%			15	100%		
B. Reconfigure for	or use as an a	administrati	ve or Distric	t support spa	ce							
Strongly Support	15	13%			41	14%			1	7%		
Support	56	49%	62%	Cumport	149	52%	66%	Cummont	7	47%	53%	Too Close
Do not Support	44	38%	38%	Support	98	34%	34%	Support	7	47%	47%	100 Close
Total	115	100%			288	100%			15	100%		
C. Sell or lease th	ne property											
Strongly Support	55	46%			64	25%		Support	7	44%		Support
Support	35	29%	76%	Cumport	124	48%	72%		4	25%	69%	
Do not Support	29	24%	24%	Support	72	28%	28%		5	31%	31%	
Total	119	100%			260	100%			16	100%		
D. Raze/Demolis	sh											
Strongly Support	10	9%			17	6%			1	7%		
Support	41	36%	45%	Too Close	93	33%	39%	Do not	5	36%	43%	Do not
Do not Support	62	55%	55%	100 Close	169	61%	61%	Support	8	57%	57%	Support
Total	113	100%			279	100%			14	100%		
E. Use in partner	rship for com	munity use	or higher ed	lucation								
Strongly Support	35	30%			103	36%			4	25%		
Support	63	53%	83%	Cupport	144	50%	86%	Support	10	63%	87%	Support
Do not Support	20	17%	17%	Support	41	14%	14%	Support	2	13%	13%	Support
Total	118	100%			288	100%			16	100%		



Additional Options Provided by the Community

The AISD Facility Task Force recognizes that the following results are reflective of those who attended the community dialogues and filled out the questionnaire on-line. While the majority of respondents supported change as a result of the Facility Master Plan, it was clear that when it came to their own area, change such as school closure was not supported. The Task Force strives to represent the entire AISD school community and realizes that every AISD school was not represented equally. The following information will be used as one of many planning tools for making decisions and recommendations.

Planning Area #1

- 1. Build a new high school.
- 2. Build one new elementary school.
- 3. Adjust boundaries.
- 4. Add a magnet school in south Austin.
- 5. Open a Pre-K Center in south Austin.

Planning Area #2

- 1. Adjust boundaries to relieve overcrowding.
- 2. Expand Dual Language Programs.
- 3. Build an additional middle school.
- 4. Update Ann Richards to meet current HS educational specifications.

Planning Area #3

- 1. Adjust boundaries to relieve overcrowding.
- 2. Close Blackshear ES and consolidate with Allan ES.
- 3. Close Blackshear ES and consolidate with Allan ES and Ortega ES
- 4. Make Blackshear ES a Pre-K center.
- 5. Reuse Blackshear as the ALC.

- 6. Reconfigure annex at Allan ES to be an early childhood learning center.
- 7. Reconfigure Allan to be a middle school again.

Planning Area #4

- 1. Realignment of boundaries.
- 2. Close Reagan HS and consolidate with LBJ.
- 3. Move LASA to a separate campus.
- 4. Build another elementary school.

- 1. Adjust boundaries.
- 2. Keep vertical teams together.
- 3. Convert Lamar MS into a Fine Arts Academy.
- 4. Expand permanent facilities to eliminate portables.
- 5. Use Baker Administrative Center as a school.
- 6. Reconfigure Lamar MS to be an elementary school.



- 1. Adjust boundaries to relieve overcrowding.
- 2. Add programs to Burnet MS and Lanier HS to increase enrollment.
- 3. Change grade configurations.
- 4. Build a new middle school.
- 5. Construct an addition or a new building at Murchison MS.
- 6. Construct an addition or a new building at Doss ES.
- 7. Improve athletic facilities at Anderson.
- 8. Build two new elementary schools.
- 9. Increase / improve Academic programming at Lanier and Burnet MS so more students will stay in those areas.
- 10. Move International HS to a separate campus.

District-Wide

- 1. Adjust boundaries.
- 2. Keep small neighborhood schools, especially at the elementary level.

- 3. Do not close schools.
- 4. Equitable facilities throughout the District.
- 5. Offer more Signature Programs and Magnet Schools.
- 6. Increase availability of Fine Arts Programs and facilities.
- 7. Stop leasing administrative space. Convert underutilized schools to administrative space.
- 8. Consider changing grade configuration to balance enrollment. Especially at the middle school level.
- 9. Expand Pre-K to include a tuition-based option.
- 10. Limit transfers.
- 11. Revisit transportation policy.
- 12. Vertical alignment.
- 13. Reduction of portable buildings.
- 14. Build a swimming facility for district-wide use.
- 15. Do not add another music-focused Signature Program or Magnet School.
- 16. Increase Dual Language Programs.
- 17. Title I funding should follow transfer students.



Comments provided by the community that pertain to the existing Educational Framework

The AISD Facility Task Force recognizes that the following results are reflective of those who attended the community dialogues and filled out the questionnaire on-line. While the majority of respondents supported change as a result of the Facility Master Plan, it was clear that when it came to their own area, change such as school closure was not supported. The Task Force strives to represent the entire AISD school community and realizes that every AISD school was not represented equally. The following information will be used as one of many planning tools for making decisions and recommendations.

Educational Framework

1. Planning Guidelines

- A. Priorities for decision making and optimal learning environments
- **B.** Facility utilization alternatives
- **C.** Transfer policies

2. Programmatic Considerations

- A. School size
- B. Grade configuration
- **C.** Student assignment
- **D.** Transportation
- **E.** Fine Arts
- F. Signature Programs
- **G.** Magnet Schools
- H. Athletic Programs
- I. Career and Technical Programs
- J. Pre-Kindergarten/Early Childhood Programs
- **K.** Student Services
- L. Administrative Spaces



1. Planning Guidelines

A. Priorities for Decision Making and Optimal Learning Environments

- 1. Safety and security
 - Several individuals indicated that students should have the same access to clean, safe facilities for academic and extracurricular learning and growth.
 - Overcrowding is a major safety issue.
- 2. Equitable learning opportunities for all students Ensure that all facilities offer Alternative Learning Education programs and are in full compliance with the Americans with Disabilities Act (ADA).
 - Equity throughout the District.

3. Quality facility conditions

- a. Physical condition and safety
 - Many respondents expressed concern with the condition of some of the buildings in the District. Those most often mentioned are; Murchison MS, Doss ES, Anderson HS, Lamar MS, and ALC.
- b. Support for academic programs
 - Several participants highlighted their interest in the District increasing accessibility to academic programs throughout the District.
- c. Indoor-air quality e.g. proper ventilation, monitoring of indoor pollutants
 - A few individual respondents mentioned that attention should be directed to air quality for health purposes.
- d. Natural lighting
- e. Environmental condition
- f. Green Building concepts e.g. energy, water and materials efficiency
 - Several participants identified their desire to see the District incorporate green building concepts and environmentally sound engineering.



- g. Application of current and emerging technology e.g. wireless Networks
 - Some participants would like to make sure that teachers are educated on new and emerging technology.
 - Students should have increased access to new and emerging technologies.
 - A couple of people recommended the addition of a technology-focused high school.
- h. Site acreage
 - Several people expressed concern with impervious cover and zoning restrictions that limit the addition of any more portable buildings at schools that are already overcrowded.
- i. Campus layout and organization
- j. Neighborhood accessibility
 - An overwhelming number of respondents feel that neighborhood schools should remain intact.
 - Small schools are better, especially at the elementary level.
 - Traffic is a major problem in Austin so proximity of school to home is important.
- k. Feeder pattern impact
 - Many people think that vertical teams need to be cleaned up.
- **4. School Performance** The Board may consider a campus intervention, including closure or repurposing, for schools that have not met academic criteria established by the District, state or federal accountability systems.
 - Do not close schools that have earned Exemplary Status.
 - Do not spend money only in underachieving schools.
- 5. Facility utilization
 - a. Facility condition
 - A number of respondents indicate that facility condition is important in the educational experience of the students.
 - b. Capacity



- Facilities that are over capacity are not safe.
- Overcrowded schools may negatively impact students' abilities to learn.
- Underutilized facilities can be reconfigured to house administrative buildings.

c. Enrollment

• Smaller schools are better, especially at the elementary level.

d. Economic efficiency

- A few individuals recommended that the District seek partnership with outside resources to form jointuse opportunities in an effort to increase revenue-generating options.
- e. Intensity of use
 - Facilities that are overcrowded may need more M&O (Maintenance and Operations) money.

B. Facility Utilization Alternatives

- Portable/Temporary Classrooms The Facility Master Plan will seek to reduce the number of portable/temporary classrooms. When additional classrooms are needed and are anticipated to be needed over time, the Facility Master Plan will include plans to replace portable/temporary buildings with permanent buildings.
 - Several respondents expressed a desire to see a reduction in the number of portable buildings.
- 2. Shared Use of Facilities The AISD Facility Master Plan will, wherever possible, provide access to school facilities for outside programs in order to create and promote successful community-school partnerships.
 - A few respondents expressed an interest in shared use of facilities.
 - Seek partnerships with ACC.
- C. School closure, consolidation and boundaries The AISD Facility Master Plan Task Force will consider recommending options for adjusting boundaries and the consolidation or repurposing of schools to balance enrollment with capacity, to ensure an optimal learning environment for all students, and to realize necessary economic efficiencies. The AISD Facility Master Plan Task Force will continue to consider criteria and options for schools that are not successful in providing adequate and/or equitable learning environments.

2010 AISD Facility Master Plan Community Dialogue #2 – Executive Summary



- A significant number of respondents expressed that they feel the AISD needs to re-evaluate and re-draw the current attendance boundaries.
- Many respondents do not feel that school closure is a viable option.
- Some respondents feel that students in underutilized facilities should be consolidated with students in other schools.
- Boundary realignment can assist in balancing enrollment.
 - 1. Transfer Policy When possible, reduce the number of transfers to align with the efficient use of facilities.
- Numerous respondents expressed concern with the current transfer policy and recommend that the District re-evaluate the parameters.
- Some respondents support eliminating the opportunity to transfer students throughout the District. They feel that students should attend the schools in the areas in which they live.

2. Programmatic Considerations

A. School Size

1. The following school size targets are guidelines based on community input that, fiscally, may be achievable only through creative design concepts, such as multiple schools sharing the same campus. It is unlikely that every large school will reduce its enrollment to match these specifications. Therefore, it is necessary to exercise flexibility with this general guideline, which should also be applied to site-specific and/or program-specific facilities. The utilization target is 85% - 105%.

Elementary Schools300-500 studentsMiddle Schools600-800 studentsHigh Schools1,500-2,000 students

• Large numbers of respondents are of the opinion that smaller schools are better, especially at the elementary level.



2. The following school size standards have been utilized by AISD for construction of new school facilities since the 1996 Bond Program.

Elementary Schools 720-800 students
Middle Schools 1,100 students
High Schools 2,200-2,400 students

- **B.** Grade Configuration The current AISD grade configuration for each facility will remain. Recommendations may be developed for schools in which flexibility in configuration might better meet student and neighborhood needs.
 - A few respondents offered the following alternatives to help relieve overcrowding:
 - o 6th grade centers
 - o 9th grade centers
 - A few other respondents expressed strong opposition to the inclusion of a 9th grade center.
 - Several people recommended that changes in grade configuration, especially in certain areas, could assist in balancing enrollment.
- **C. Student Assignment** When developing facility options, student assignment would optimally be based on the following:

Elementary Schools Neighborhood Schools / Vertical Alignment

• An overwhelming majority of respondents support neighborhood schools at the elementary level.

Middle Schools Neighborhood Schools/ Vertical Alignment

and Choice (depending upon which option provides the best level of consistency for

students).

High Schools Vertical Alignment and Choice



- **D. Transportation of Choice Students** Transportation should not be provided to students attending schools outside of their attendance boundary by choice, with the exception of those opting for choice due to No Child Left Behind or for those students whose applications have been approved for enrollment in a Magnet School.
 - Numerous respondents recommend that the District re-evaluate the current transfer policy.
- **E. Fine Arts** The AISD Facility Master Plan Task Force will seek opportunities to support increasing and enhancing the availability and quality of Fine Arts Programs.
 - A significant number of individuals would like to see increased access to Fine Arts programs and facilities.
- **F. Signature Programs** The AISD Facility Master Plan Task Force will seek opportunities to support increasing and enhancing the availability and quality of Signature Programs, which are offered in each school and/or vertical team. These programs are interest-based, and transportation is not provided by the District [e.g. International Baccalaureate, Global Studies, Early College High School, Early College Start, etc.].
 - Several people support the increased availability (addition) of more Signature Programs throughout the District.
- **G. Magnet Schools** The AISD Facility Master Plan Task Force will seek opportunities to support increasing and enhancing the availability and quality of Magnet Schools that offer a specialized curriculum that draws students across boundaries, requires an application, and transportation is provided [e.g. LASA, Kealing, Fulmore, Ann Richards]. The Facility Master Plan Task Force will utilize community input to assist the District in developing other categories, if needed, for programs that do not fit existing definitions and criteria.
 - Several people support the increased availability (addition) of more Magnet School throughout the District.
- **H. Athletic Programs** The AISD Facility Master Plan Task Force will seek opportunities to support increasing and enhancing the availability and quality of athletic programs and facilities. The plan will also address the facilities that receive more frequent and intensive use.
- I. Career and Technical Programs The AISD Facility Master Plan Task Force will seek opportunities to support increasing and enhancing the availability and quality of Career and Technical Programs [e.g. Cosmetology, Culinary Arts, etc.].

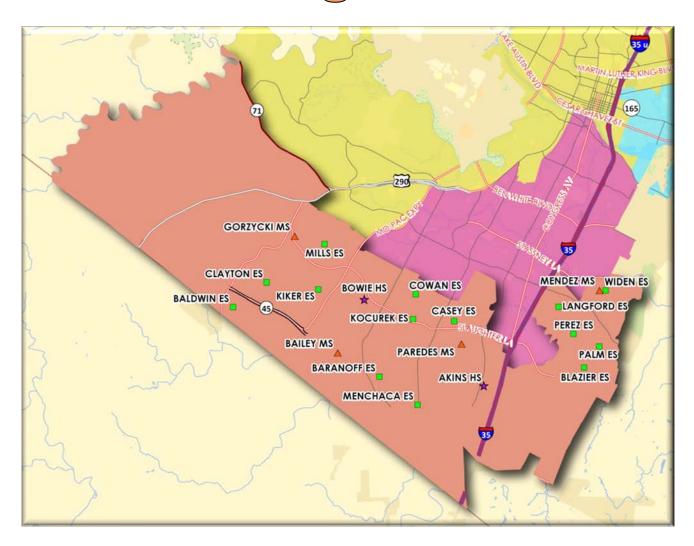
2010 AISD Facility Master Plan Community Dialogue #2 – Executive Summary



- A few respondents recommended the addition of a dedicated, district-wide Career and Technical school.
- Additionally, some respondents expressed interest in the addition of a Technology-based Career and Technical Program.
- **J. Pre-Kindergarten/Early Childhood Programs** Pre-K and early childhood services should be expanded to the greatest extent that is economically feasible to serve all children of the community.
 - Several individuals expressed interest in the District offering a Pre-K facility in south Austin.
 - Some people also support the introduction of tuition-based Pre-K programs district-wide.
- **K. Student Services** The AISD Facility Master Plan Task Force will seek opportunities to provide space for student services based on the demographic and economic needs of the student population.
 - Several respondents expressed concern with the racial and socioeconomic differences throughout the District.
- **L. Administrative Spaces** Administrative buildings and spaces will be reviewed and recommendations developed as part of the comprehensive Facility Master Plan.
 - A significant number of respondents expressed that they feel the AISD should see the 6th street administration buildings and use schools that are underutilized for the administrative offices.



Community Dialogue #2 – Results Report Planning Area #1





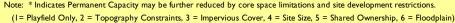
Introduction

On September 28 2010, approximately 120 parents, community members, and AISD staff, among others, attended Community Dialogue #2, which was held at Bowie High School. Participants worked individually on questionnaires, and then into groups of 6-8 people to discuss the same questions, listen to each other's opinions, and try to reach consensus on the group questionnaire. Staff from DeJONG-RICHTER helped to facilitate the community dialogue and members of the District's Facility Master Planning Task Force assisted in leading discussions for each of the small groups. An additional 407 individuals submitted questionnaires online.

Facility Data Summary Table

Name	Grade Config.	TEA Rating	Title I	FCI (Excludes M&O)	Current Bond Work	Portables	Perm Capacity	2009 Enroll	Utilization	Student Teacher Ratio	2009 Population	2014 Population	Migration In	Migration Out	Site Size (Acres)	Perm Area (SF)
Planning Area #1 - Facilities In	nformatio	n														
Baldwin Elementary School*	PK-5						704	420	60%	Γ	Γ		Г I			
Baranoff Elementary School	K-5	EX		11.0%		4	794	856	108%	17.74	881	982	54	79	15.6	80,088
Blazier Elementary School	PK-5	AA	Yes	5.3%		7	598	720	120%	16.22	827	1,041	29	136	15.4	82,897
Casey Elementary School	PK-5	AA	Yes	15.8%			711	663	93%	14.33	652	628	169	158	17.9	81,506
Clayton Elementary School	K-5	EX	T :	5.9%		4	836	974	117%	14.41	1,107	1,412	51	184	16.8	99,921
Cowan Elementary School	PK-5	EX	[9.1%		6	669	741	111%	16.08	678	692	175	112	22.5	70,234
Kiker Elementary School	K-5	EX		16.3%	Yes	10	752	904	120%	14.88	689	688	236	21	12.4	76,332
Kocurek Elementary School	PK-5	AA	Yes	25.4%	L	<u> </u>	673	644	96%	15.48	676	665	93	125	12.3	78,528
Langford Elementary School	PK-5	AA	Yes	34.9%	T	11	692	841	122%	15.58	914	1,012	17	90	10.7	74,419
Menchaca Elementary School	PK-5	AA		36.3%	Yes	7	606	698	115%	14.43	702	830	104	108	19.8	59,978
Mills Elementary School	PK-5	EX	[12.6%	Yes	8	794 * ³	1,100	139%	16.37	1,037	1,099	101	38	10.7	81,368
Palm Elementary School	PK-5	RC	Yes	11.1%		2	673	650	97%	14.39	687	649	33	70	13.2	79,082
Perez Elementary School	PK-5	RC	Yes	9.0%		10	598	805	135%	14.86	864	907	40	99	28.0	82,223
Widen Elementary School	PK-5	AA	Yes	12.8%		10	673	794	118%	14.46	834	831	35	75	10.7	74,523
Elementary School Totals						81	9,069	10,390	115%		10,548	11,436	1,137	1,295	206.0	1,021,099
Bailey Middle School	6-8	RC	I	16.4%	Yes	7	1,176	959	82%	14.88	997	1,132	115	153	41.3	148,143
Gorzycki Middle School	6-8	RC	T :	4.8%			1,323	835	63%	14.22	943	1,115	56	164	14.2	171,560
Mendez Middle School	6-8	AA	Yes	15.0%	Yes	9	1,215	871	72%	13.44	1,224	1,348	6	359	20.7	173,382
Paredes Middle School	6-8	RC	Yes	11.0%		4	1,156	899	78%	14.28	1,123	1,308	68	292	78.2	148,695
Middle School Totals						20	4,870	3,564	73%		4,287	4,903	245	968	154.4	641,780
Akins High School	9-12	RC		6.5%	Yes	21	2,394	2,710	113%	16.69	3,076	3,218	142	508	57.7	324,950
Bowie High School	9-12	RC	<u> </u>	31.6%	Yes	13	3,003 * 3	2,828	94%	17.53	2,595	2,735	433	200	66.0	414,413
High School Totals						34	5,397	5,538	103%		5,671	5,953	575	708	123.7	739,363
Area Totals						135	19,336	19,492	101%		20,506	22,292	1,957	2,971	484. I	2,402,242

^{*} Note: Preliminary projections for 2010-2011, Numbers are not included with sub-totals.







Question #1 - Please rate your level of support for Possible Draft Option #1 - Build one elementary school

1. Please rate your level of support for Possible Draft Option #1 - Build one elementary school										
Individual Group Web										
	% Count % Count % Cou									
Strongly Support	43%	52	44%	7	25%	83				
Support	43%	51	50%	8	54%	180				
Do not Support	14%	17	6%	1	21%	69				

Question #2 - Please rate your level of support for Possible Draft Option #2 - Build two elementary schools

2. Please rate your level of support for Possible Draft Option #2 - Build two elementary schools											
Individual Group Web											
	% Count % Count % Count										
Strongly Support	24%	29	38%	6	34%	122					
Support	38% 46 25% 4 26% 93										
Do not Support	38%	45	38%	6	40%	141					





Question #3 - Please rate your level of support for Possible Draft Option #3 - Develop a 9th grade center

3. Please rate your level of support for Possible Draft Option #3 - Develop a 9th grade center										
Individual Group Web										
	%	Count	%	Count	% Cour					
Strongly Support	14%	17	0%	0	27%	102				
Support	21%	25	25%	4	25%	92				
Do not Support	65%	79	75%	12	48%	177				

Question #4 - Please rate your level of support for Possible Draft Option #4 - No change

4. Please rate your level of support for Possible Draft Option #4 - No change											
Individual Group Web											
	% Count % Count % Count										
Strongly Support	2%	2	0%	0	4%	12					
Support	10%	12	6%	1	17%	57					
Do not Support	88%	106	94%	15	79%	266					





Question #5 - Do you have any additional recommendations for options in Planning Area #1?

Individual Comments

- Build another high school. (17)
- Joint use through community partnerships.
- Further divide elementary and middle schools and split grade levels to include; Primary (Pre-K-1st grade), elementary (grades 2-4), middle (grades 7-8). Also, add another high school.
- Build a new high school in southeast Austin. (4)
- What about staggered scheduling? Possibly two shifts at the high school level?
- We need a new high school in southeast Austin that represents the growth that is already in place, not what might happen.
- Be sure to address overcrowding in the east and the west.
- Build wings on existing schools to address overcrowding.
- Sell the 6th street administration buildings and use schools that are underutilized for the administrative offices.
- Construct two new schools in the south area; one in the east and one in the west.
- I just recommend that the District build an elementary school in the southeastern area, once the growth of the area is fully assessed. If the area is not growing, then the boundaries should be redrawn.
- With overcrowding at elementary levels a new high school must be part of the solution – Austin, Bowie and Akins all need relief (and will especially need relief for the incoming elementary).

- Good Night Ranch doesn't have infrastructure so should not be considered as a major factor in forecasts.
- With the addition of an elementary as well as a middle school, and many of our elementaries overcapacity, why is a new high school not on the table?
- I think that some redrawing of attendance boundaries would help but only if there is a way to limit transfers and to find and deal with families that are not zoned and use a relative or friends address to go to the school of choice. I am amazed at how many people I hear of that do that both within and outside of planning area 1.
- Build new high school or facility for AP / Students in science, math, English, languages, college prep.
- If it is possible for kids to track with peers from elementary to MS. Currently my kids will track with only 10 kids from their elementary to MS.
- Change tracking to fix what you can.
- Open a pre-k center in the south.
- District performance facilities.
- I would prefer adding fine arts as a possible program option.
- Boundaries should be redrawn across planning area #1.





- There is an imbalance in capacity and redrawing boundaries would be the most cost effective way to balance enrollment. It would require less in amount of construction and renovation.
- Do not allow parents to vote in boundary decisions.
 Parents cannot be objective in boundary decisions.
- I do not support a 9th grade center without specific details.
- Plan for high school.
- Can Akins students be moved to Crockett even though Crockett is not in area #1?
- It seems that "area" designation is limiting the options available to us.
- Aim for fair distribution of schools / facilities.
- Who paid for three new schools in Circle C?
- Build a new high school in southwest Austin.
- Equal access to all schools no matter where they are located in area #1 – no boundaries.
- Repurpose existing administrative facilities to educational facilities for example the Regency building at 2100 South IH-35 (the current XO communications building at Oltorf and IH-35).
- Close the all girls school and repurpose that facility to fill a co-ed need.
- I don't support a 9th grade center. It adds another school that parents with multiple children would have to go to. Also, it would be costly to transport 9th graders on buses from Akins to Bowie.
- Build a new high school to relieve Bowie and Austin high schools.

- Build a new high school while a 9th grade center will be of some help, it is not a good long term solution to continued growth. 5,000 student south of the river served by 5 high schools (includes Austin HS as 5th HS) compared to 35,000 students north of the river served by 7 high schools (includes Austin HS as a 7th HS) is not equitable.
- Build schools using private builders versus government. They will build them faster, better and less expensive.
- Perez Elementary is at 41% to Mendez, it should be at 100% to the Mendez Middle School.
- Consolidate under-capacity elementary schools in South Austin and repurpose one campus as a MS magnet and use another as a pre-k center. Stop the transfers at over-capacity schools. Keep tracking and vertical team teaching in place. Instead of building a new elementary, add another wing onto Oak Hill.
- There are too many ES not included in this planning zone to get an accurate picture. Several of these schools are under-capacity. Small Middle School is not included in this plan. Need to focus on tracking and vertical teams. Don't change Small's tracking away from Bowie.
- Move students from populated to unpopulated elementary schools.
- Build additional classrooms at Oak Hill Elementary School.
- Need a magnet school at MS level. (2)





- Track schools.
- Consider balancing the area #1's ES attendance with area due North, which has ES that are underutilized.
- Consider multiple 9th grade centers and switching HS to 10-12 model.
- Work harder on vertical integration.
- Reconfigure elementary schools 1-2, 3-4, 5-6.
- Build a new high school and domino grades up which also creates an elementary school.
- Look at the area holistically in combination with all other areas. Consolidation of under-capacity schools adjacent to this area could yield another available facility to offset the numbers at over- capacity schools.
- I don't think that we need to build a new elementary school when there are so many under enrolled elementary schools in the South area. I would rather see a new high school in the South area instead.
- The same areas are always subject to rezoning / boundary changes (i.e. North attendance zone of Mills).
- High schools that are too big force many children to be lost – a 9th grade center might help.
- More information about the actual attendance boundaries.
- Please look at tracking patterns throughout the entire district.
- Option #1 support if built on East side of 35 IH.

- Be open-minded about boundary changes, need more.
- Need new high school especially East of IH 35.
- We need a high school or 9th grade center depending on where it goes.
- I am not excited about a 9th grade center; however, if no high school is in site to receive Bowie HS population then I think it could be an option to be explored. Another option is to look at redrawing boundaries and shifting some of the population to the east to help relieve Bowie HS. However, it would be a painful decision process for our area #1. We need a new HS.
- Need relief for Perez elementary first.
- Need southeast high school.
- Open magnet schools in middle schools with historically under-utilized space.
- Consider module building systems; semi-permanent structures that can be connected and reconfigured as space needs change, with common energy systems, AC systems, etc.
- Please plan for computer and library upgrades, too.
- Look at changes you can make at individual campuses that could increase capacity or bring about better utilization of buildings.
- Build a new high school in the area of 71-290 intersection.
- I understand that we will not have a budget for an ideal plan. Would favor conservative new construction to allow for ability to address physical





plant needs at existing facilities. Explore expansions at existing facilities. Once current facility needs for safety and basic program requirements are addressed then look at new construction options. Why is new high school construction not listed in draft options?

- Build a HS to relieve crowding at Bowie, Austin, and Akins based on elementary school enrollments.
- District-wide career center.
- Better align vertical team so that 60/40 or 50/50 are in larger schools (middle, high).
- One new elementary.
- 9th grade center.
- Facilities for fine arts at Bowie or district performing arts center.
- Magnet middle school (Covington).
- Close schools under-capacity and combine with other under-capacity schools. Repurpose the buildings.
- Magnet school in the south.
- Converting Covington to either a magnet school or 9th grade center or gender specific school.
- Convert current MS (Covington) to magnet program for the south / southwest.
- Move boundaries. Get a better bang for our bucks from every school. Crockett is at 78%.
- I strongly disagree (philosophically) with the 9th grade center concept.
- Build up on existing buildings to accommodate more students (not out, but up – 3rd floor).

- Stop allowing Hays students to over populate our schools.
- Why not a new HS instead of just a 9th grade center?
- My southwest Austin kids now track across the river to Austin High. I would like a closer alternative.
- We support the above options contingent upon a new south Austin HS is built and the plans are supported along with the elementary schools.
- We support a 9-12 HS not a 9th grade center.
- I also desire a pre-k school for South Austin.
- Additional MS and HS magnet school options.
- New HS? Elementary magnet school?
- If building new facilities make them smaller.
- To help alleviate the HS overcrowding, maybe use a current facility for 9-10 and build a new facility for 11-12.
- Take under-capacity Crockett HS and sell to ACC for their use.
- Keep the elementary schools under 100% capacity. They are too big in the number of students there.
- Think about and revamp the way boundaries are aligned.
- We do not have enough information.
- Build new HS in Western portion of planning area #1 and make it a choice HS like LASA. Austin and Bowie HS need relief.
- Considering PA #1 in a vacuum without looking at adjacent PA does not make sense. The planning areas north of planning area #1 have several underutilized schools. It is hard to justify new construction of





- elementary schools in planning area #1 when there will be a huge under-utilization close by.
- The boundary redrawing process will need to be revamped. There is too much conflict that the current process entails. In this area, the FUBTF process has been excruciating.
- Build a Southwest HS and buy land for a future HS cost of 113 near Slaughter.
- Consider moving Oak Hill to Travis County and build new HS at land across the street from Oak Hill (William Connon, Vega, Patton Ranch).

Group Comments

- Look at nearby planning areas impact each other.
- Magnet programs at under-utilized schools.
- Balance new construction with repairable buildings.
- Technology, replace obsolete technology.
- Same neighborhoods are subject to boundary changes. Need to look at way to provide more stability.
- Need another high school in planning area #1. (2)
- Look at boundary changes for high schools.
- Make all athletic facilities equitable from campus to campus.
- Build a new high school to relieve Bowie and Austin High Schools.

- Building onto existing elementary schools. Preferable to building new facilities; this would help with the budget. Build up or out depending on site.
- Redraw boundaries! Balance district-wide, do not limit just to the individual planning area.
- We support a 9-12 high school, rather than just a 9th grade center.
- We support a pre-k (planning area #1) center.
- Additional magnet schools at all levels.
- Possible split at high school level 9-10, 11-12.
- Build a new high school in southwest.
- Centralize facilities for administration of supplies.
- Privatized facilities building.
- Repurpose an existing facility for magnet school (MS).
- Add to existing facilities (such as Oak Hill) in lieu of building new facilities.
- Adjust existing boundaries to encompass tracking and vertical alignment thus equalizing enrollment.
- Build a new 9-12 high school. (15)
- Instead of boundary re-draft, consider revisiting the transfer policy to limit transfers to the area.
- Address both east and west overcrowding.
- Sell 6th Street Admin building and use the funds to build schools.





Web Comments

- Please build an elementary and a high school in the South East part of the Area 1. (2)
- Renovate the Fine Arts and Athletic Facilities at Bowie HS.
- Realign vertical pattern to spread population to other schools like Travis and Eastside Memorial High Schools.
- Build a 9th grade center and one elementary school.
- There is not enough information provided regarding the 9th grade center to support it, and I doubt many parents would support it without details. Who would attend? All Akins and Bowie 9th graders? Where would it be? What about transportation, school hours, extracurricular activities, etc? How well has this been thought out?
- AISD just opened a new elementary in the Circle C area to relieve overcrowding why build another elementary. By building this new elementary, the boundaries were changed and thus students were already moved around to relieve overcrowding in other elementary schools. The 9th grade center would be a waste of money and time on a facility that only serves one purpose.
- Rezone school assignment. The school assignment will alleviate some overcrowding and underutilized schools.
- Before agreeing to 2 elementary schools (which may be necessary), would need more information on possible locations. Mills & Kiker Elementary Schools need overcrowding relief. A new high school should be located where it relieves overcrowding in the most crowded schools, not where it is politically

- expedient for an influential group of parents. For now, Akins needs more overcrowding relief than Bowie. A southeast or south central high school, with possibly a magnet or IB focus, for all AISD students should be considered. Current facilities, especially fine arts facilities, should be upgraded and expanded to address current and near-term future, student needs.
- I think one of the biggest issues in this area is that some parents will insist that their children go to one school (Kiker, Mills etc.) because they feel they are better while other schools are not utilized as much but are just as good. I hear parents transferring their kids all the time. Transfers should be locked and closed down. You go to the school that is in your area. This is a problem.
- We need a high school in addition to Bowie.
 Clayton, Kiker, and Baldwin continue to grow and those kids will have to feed into somewhere and Bowie is already overcrowded. I have a daughter that goes there so I know firsthand.
- Our area absolutely needs a new high school. A 9th grade center is just a temporary band-aid. I would much prefer progressing toward the new high school that everyone knows is needed.
- Create a magnet high school that's comparable to LASA so students don't have to travel so far.
- Why is there no indication of where these proposed elementary schools would be built like in Area #2?
- Fix vertical alignment and feeder patterns so schools and some under enrolled schools may not have to be closed or repurposed.





- Build the new High School in the Southwest portion of the district.
- A new high school or magnet high school is needed immediately in this area. Existing buildings should be considered for this purpose. Overcrowding at the high school level becomes dangerous and inadequate for the students.
- Consider growth rate in Southeast Travis County east of IH 35, for designation of new high school.
- Because of growth, this area must have a new HS as both Bowie and Akins are over capacity. Most of the growth appears to be to the south and west portions of the boundary. I do not like the idea of splitting elementary schools, then reuniting students in high school. Perhaps there is a more equitable way to draw boundary lines so that this does not happen. Dividing middle school students into different high school attendance zones appears more logical, as this is typically a period of change for students the disruption of community/neighborhood ties would be less traumatic at this age level.
- Yes, build a new high school in the district. Get funding in the next bond program.
- Renovations of Bowie HS for more efficient use of space.
- Is it more cost effective to build a new school or to build an addition/annex building at existing schools? The addition that was built at Langford is beautiful, but does not eliminate all the portable buildings. I'm wondering if we should consider looking at building two story structures. Out at HAYS CISD they had mentioned building two story elementary schools because the footprint on the land isn't any bigger,

- but the capacity is doubled. Of course, I know cost is an issue.
- We need to put some money into a new high school facility. AISD high schools are too big and the facilities are run down. In this economic atmosphere costs need to be cut.
- Need another high school down south but on the other side of Hwy 35 to relieve overcrowding.
- A 9th grade center is a horrible idea.
- We need to de-emphasize testing in these schools.
 We need to engage the community and businesses in Austin (there are very few businesses in this area east of (I-35) that can help develop these kids and give them tangible goals so that by becoming engaged in something worthwhile, they continue to grow and develop into responsible adults.
- I work extensively as a volunteer at Bowie High School. By the time these plans are adopted I will no longer have a child there. I also can appreciate the budget shortfalls the district faces and the focus on cost containment. Creativity in pursuit of fiscal management is definitely a must. Having said that, given my understanding of school budgets and the approach for fiscal management at the school level, I do not believe the answer is to maximize space utilization for classroom instruction. Support areas are integral to the success and delivery of any child's education. There should be a comprehensive understanding of space utilization on a campus by campus basis and not "one size fits all" formula approach. I realize this requires additional time; however I believe it is a necessary evil. There are hundreds of thousands of dollars being wasted in





school's budgets due to the lack of fiscal discipline and management at the campus level.

- A high school must be built now. This has been needed for over 10 years.
- Please re-evaluate how "capacity" is determined in a building.
- Build new east south high school now.
- Build new HS School seems to be needed in South Austin. Should realign boundaries. If you live within the 2 mile non-busing zone of a school, then you should go to that school. We live within 2 miles of Bowie, yet we are bused to Akins. This is wasting gas/pollution/money and time. Seems pretty silly, especially since Akins is as/or more crowded than Bowie.
- Strongly support the building of a long overdue high school as a priority.
- Each high school should have direct feeder schools.
 For example, all Bailey students should track to Bowie.
- Redraw high school boundaries to relieve Bowie and Akins and increase Crockett and Travis capacity to 90-100%.
- I wonder why not additional high school instead of a 9th grade center? Why delay 9th grade development another year? It seems both Bowie and Akins are over capacity.
- In looking at the current high school utilization, it seems logical that Crockett and Travis could easily accommodate the overflow at Akins High School. The last consideration should be building an additional high school (which, though it is not on the list of options, is certainly the buzz around the SW Austin community). Perhaps we can look at

developing programs that would make underutilized High School facilities more attractive to transfer students from all around the district?

- New South High School.
- Move boundaries so that under-enrolled schools (Crockett) relieve over-crowded schools (Akins and Bowie).
- Can 9th grade centers be built on high school campuses?
- Fix the boundary lines.
- Build an elementary school for the neighborhoods east of 35/south of Slaughter lane (Onion Creek).
- Move boundaries so that high schools with low enrollment (Crockett) are filled to relieve crowded high schools (Bowie and Akins).
- Place an elementary school on the east side of 35, but south of Slaughter.
- We need another high school in the area to service the large number of students that are moving up through the grades.
- A new elementary opened this school year (2010-2011) to alleviate overcrowding at the elementary level along with realigning of boundaries. The new numbers should be more reflective of this adjustment and should be considered before any decisions are made about building another elementary school.
- Please build an elementary school in southeast Austin.
- Really feel a new elementary in both the SE & SW would be most beneficial.
- Build a high school in Southeast Austin.
- Really in need of an additional high school to alleviate current overcrowding of Akins High School.





- Build an elementary school south of Slaughter to serve the Onion Creek and Parkside at Slaughter Creek neighborhoods.
- Given the number of young kids in the area, please think ahead to when they reach middle school and high school age. It looks like there's probably adequate middle school capacity, but an additional high school should be considered. As it is, I understand that some of the classes at Bowie have 40+ students in them.
- Please add an elementary and High School to the south east area of this area.
- Turn one of the low enrollment elementary schools into a pre-K center, similar to Lucy Reed in the north. Create a magnet middle or high school with another low enrollment campus.
- It would be helpful to see two elementary schools and one high school. It would also be nice to add on current schools where allowable. Perez Elementary is currently operating at 100% capacity and has the space, and foundation for an additional wing. This would be a welcome relief.
- Consider boundary changes that would direct students toward under-enrolled schools or schools with capacity in other planning areas - such as Crockett HS. Do not continue to promote growth in environmentally sensitive areas by adding schools in this area. Do not make plans now based on Goodnight Ranch as the project has stalled and could change substantially in upcoming years (think of the former residential subdivision-turned Formula One racetrack).
- Planning Area #1 needs another high school as the two existing HS are overflowing and an another

- middle school(s) in the future as east, west and central south Austin fully develop. We are talking future here. Look at the growth in the northern part of Hayes County. The area of far south Austin will someday be filled in. Obtain the land for future growth now as the price has never failed to increase over time. If a school isn't needed, sell or trade the property. I am speaking from a fifty year perspective.
- Renovate the Fine Arts and Athletic Facilities at Bowie HS.
- Realign vertical pattern to spread population to other schools like Travis and Eastside Memorial High Schools.
- Build a 9th grade center and one elementary school.
- Rezone school assignment. The school assignment will alleviate some overcrowding and underutilized schools.
- A new high school or magnet high school is needed immediately in this area. Existing buildings should be considered for this purpose. Overcrowding at the high school level becomes dangerous and inadequate for the students.
- We need to put some money into a new high school facility. AISD high schools are too big and the facilities are run down. Take a look at Bowie's 4 foot high grass right now. We are not maintaining our facilities. We need to hire the best band directors, football coaches, and have winning teams at every school to increase school/academic spirit. LBJ and Reagan used to have the best football teams back in the 80s. They also had lots of school spirit at that time. Another thing that increases the drop out rate is these kids are overwhelmed with the ridiculous amounts of homework after spending 8 hours at





school. We had a teacher send home 20 worksheets for homework last week during six weeks tests. This is ridiculous. There needs to be a cap of 10 to 15 problems a night per subject for homework. Even at that rate the kid will be spending 2 hours at least on homework. Picture an at risk kid doing this. I would drop out and feel defeated. This needs to be corrected.

- In this economic atmosphere costs need to be cut.
- We need to de-emphasize testing in these schools. Many "teach to the test" and rob the children of needed recess. We complain that our kids are overweight, that there is an epidemic of diabetes B and we rob them of something so essential as unstructured time where they can be themselves and can "play", a concept that we as adults are dismissing and not giving the importance that it merits. I know this is not a facilities issue, but since you are giving me a forum here it goes: awarding teachers or punishing them because of test scores is totally improper. Empty stomachs, parents in jail, and other social issues should not be held against teachers that really work hard to help these children rise above their circumstances. I work in the area besides live in it. What I hear of Mendez middle school makes me think that there should be other options for these youth. Many of them are unsupervised by their parents afterschool and get in trouble. Teachers cannot control what goes on in these kids lives they can only teach. We need to engage the community and businesses in Austin (there are very few businesses in this area east of (I-35) that can help develop these kids and give them tangible goals so that by becoming engaged in

- something worthwhile, they continue to grow and develop into responsible adults.
- A high school must be built now. This has been needed for over 10 years.
- Please re-evaluate how "capacity" is determined in a building.
- Build new HS School seems to be needed in South Austin. Should realign boundaries. If you live within the 2 mile non-busing zone of a school, then you should go to that school. We live within 2 miles of Bowie, yet we are bused to Akins. This is wasting gas/pollution/money and time. Seems pretty silly, especially since Akins is as/or more crowded than Bowie.
- Strongly support the building of a long overdue high school as a priority.
- Each high school should have direct feeder schools.
 For example, all Bailey students should track to Bowie.
- Build an additional high school.
- I wonder why not additional high school instead of a 9th grade center? Why delay 9th grade development another year? It seems both Bowie and Akins are over capacity.
- In looking at the current high school utilization, it seems logical that Crockett and Travis could easily accommodate the overflow at Akins High School. The last consideration should be building an additional High School (which, though it is not on the list of options, is certainly the buzz around the SW Austin community). Perhaps we can look at developing programs that would make underutilized High School facilities more attractive to transfer students from all around the district?





- New South High School.
- Move boundaries so that under-enrolled schools (Crockett) relieve over-crowded schools (Akins and Bowie).
- Can 9th grade centers be built on high school campuses?
- Fix the boundary lines.
- Build a new high school in southeast Austin. (3)
- Build an elementary school for the neighborhoods east of 35/south of Slaughter lane (Onion Creek).
- Move boundaries so that high schools with low enrollment (Crockett) are filled to relieve crowded high schools (Bowie and Akins).
- Place an elementary school on the east side of 35, but south of Slaughter.
- We need another high school in the area to service the large number of students that are moving up through the grades.
- A new elementary opened this school year (2010-2011) to alleviate overcrowding at the elementary level along with realigning of boundaries. The new numbers should be more reflective of this adjustment and should be considered before any decisions are made about building another elementary school.
- Elementary school in South East Austin please.
- Really feel a new elementary in both the SE & SW would be most beneficial. A middle school and
- Really in need of an additional high school to alleviate current overcrowding of Akins High School.
- Build an elementary school south of Slaughter to serve the Onion Creek and Parkside at Slaughter Creek neighborhoods.
- Given the number of young kids in the area, please think ahead to when they reach middle school and

- high school age. It looks like there's probably adequate middle school capacity, but an additional high school should be considered. As it is, I understand that some of the classes at Bowie have 40+ students in them.
- Please add an elementary and High School to the south east area of this area.
- Turn one of the low enrollment elementary schools into a pre-K center, similar to Lucy Read in the north.
 Create a magnet middle or high school with another low enrollment campus.
- It would be helpful to see two elementary schools and one high school. It would also be nice to add on current schools where allowable. Perez Elementary is currently operating at 100% capacity and has the space, and foundation for an additional wing. This would be a welcome relief.
- new high school to relieve over crowding
- Planning Area #1 needs another high school as the two existing HS are overflowing and an another middle school(s) in the future as east, west and central south Austin fully develop. We are talking future here. Look at the growth in the northern part of Hayes County. The area of far south Austin will someday be filled in. Obtain the land for future growth now as the price has never failed to increase over time. If a school isn't needed, sell or trade the property. I am speaking from a fifty year perspective.
- Realign vertical pattern to spread population to other schools like Travis and Eastside Memorial High Schools.
- Build a 9th grade center and one elementary school.
- Our area absolutely needs a new high school. A 9th grade center is just a temporary band-aid -- I would





much prefer progressing toward the new high school that everyone knows is needed.

- Create a magnet high school that's comparable to LASA so students don't have to travel so far.
- Why is there no indication of where these proposed elementary schools would be built like in Area II.
 Why is there not an options of redrawing boundaries to even out capacity?
- Fix vertical alignment and feeder patterns to schools and some under enrolled schools may not have to be closed or repurposed.
- Build the new High School in the Southwest portion of the district.
- A new high school or magnet high school is needed immediately in this area. Existing buildings should be considered for this purpose. Overcrowding at the high school level becomes dangerous and inadequate for the students.
- Consider growth rate in Southeast Travis County east of IH 35, for designation of new high school.
- Because of growth, this area must have a new HS as both Bowie and Akins are over capacity. Most of the growth appears to be to the south and west portions of the boundary. I do not like the idea of splitting elementary schools, then reuniting students in high school. Perhaps there is a more equitable way to draw boundary lines so that this does not happen. Dividing middle school students into different high

school attendance zones appears more logical, as this is typically a period of change for students - the disruption of community/neighborhood ties would be less traumatic at this age level.

- Yes, build a new high school in the district. Get funding in the next bond program.
- Renovations of Bowie HS for more efficient use of space.
- Build new high school.
- A 9th grade center is a horrible idea. I cannot even imagine you considering it. Instead of teaching students responsibility, we coddle them further to make them think that they cannot compete with the older students.
- Please re-evaluate how "capacity" is determined in a building.
- build new east south high school now
- Strongly support the building of a long overdue high school as a priority
- Elementary school in South East Austin PLEASE!!!!
- Really feel a new elementary in both the SE & SW would be most beneficial. A middle school and
- Build a high school in Southeast Austin
- Really in need of an additional high school to alleviate current overcrowding of Akins High School.
- Build an elementary school south of Slaughter to serve the Onion Creek and Parkside at Slaughter Creek neighborhoods.





District-Wide Questions

Question #6 - Do you think that AISD needs to realign current attendance boundaries?

6. Do you think that AISD needs to realign current attendance boundaries? Group Individual Web % % % Count Count Count 75% 60% Yes 63% 76 12 240 No 24% 29 6% 1 19% 74 Don't Know 13% 16 19% 3 21% 84

Question #7 - What is your level of support for the addition of a gender-specific male school?

7. What is your level of support for the addition of a gender-specific male school? Group Individual Web % % % Count Count Count Strongly Support 20% 24 7% 26% 103 91 Support 33% 39 67% 10 23% Do not Support 48% 57 27% 50% 195

Question #8 - Do you feel that AISD needs to increase and enhance the availability and quality of athletic programs and facilities throughout the District?

8. Do you feel that AISD needs to increase and enhance the availability and quality of athletic programs and facilities throughout the District?

	Individual		Gro	oup	Web	
	%	Count	%	Count	%	Count
Yes	42%	52	25%	4	35%	138
No	32%	39	44%	7	42%	162
Don't Know	26%	32	31%	5	23%	90



AISD Facility Master Plan





Question #9 - If a school is to be closed or reused in AISD, please rank the following criteria that could be used to determine which schools are candidates for this action. Rank in order of importance with 1 being most important and 5 being the least important.

9. If a school is to be closed or reused in AISD, please rank the following criteria that could be used to determine which schools are candidates for this action. Rank in order of importance with 1 being most important and 5 being the least important.

Individual		1		2	-	3	4	4	5	
Individual	%	Count								
A. Facility Condition Index (cost of repairs/cost of replacement)	20%	18	32%	29	21%	19	21%	19	8%	7
B. State accountability status (failure to meet state performance targets)	17%	16	13%	12	16%	15	24%	22	29%	27
C. Utilization of the school (District goal is a permanent capacity between 85% and 105% at all schools)	27%	25	28%	26	24%	22	10%	9	11%	10
D. School size (number of students enrolled)	26%	24	17%	16	17%	16	27%	25	12%	11
E. Potential for reuse of the school for other purposes	10%	9	10%	9	22%	20	18%	17	40%	37

Chronin		1		2	3	3	4		5	
Group	%	Count								
A. Facility Condition Index (cost of repairs/cost of replacement)	18%	2	18%	2	27%	3	36%	4	0%	0
B. State accountability status (failure to meet state performance targets)	9%	1	18%	2	9%	1	45%	5	18%	2
C. Utilization of the school (District goal is a permanent capacity between 85% and 105% at all schools)	36%	4	45%	5	9%	1	0%	0	9%	1
D. School size (number of students enrolled)	36%	4	18%	2	27%	3	9%	1	9%	1
E. Potential for reuse of the school for other purposes	0%	0	0%	0	27%	3	9%	1	64%	7





Web		l	2	2		3	4		5	
VVED	%	Count								
A. Facility Condition Index (cost of repairs/cost of replacement)	27%	140	21%	84	24%	96	13%	39	7%	21
B. State accountability status (failure to meet state performance targets)	17%	85	20%	79	19%	75	10%	30	37%	108
C. Utilization of the school (District goal is a permanent capacity between 85% and 105% at all schools)	21%	106	29%	115	20%	81	21%	63	7%	21
D. School size (number of students enrolled)	19%	97	16%	64	19%	75	31%	90	18%	54
E. Potential for reuse of the school for other purposes	17%	85	15%	58	19%	78	24%	72	31%	90

Question #10 - If AISD were to close a school facility, what should be done with the unoccupied facility?

10.	If AISD were to close a scho	ol facility, wh	at should be done	with the unoccu	pied facility?
		, ,			1

Individual	Strongly	Support	Sup	port	Do not S	Support
marviauai	%	Count	%	Count	%	Count
A. Renovate for a different type of educational space	54%	61	42%	48	4%	5
B. Reconfigure for use as an administrative or District support space	29%	33	50%	57	20%	23
C. Sell or lease the property	43%	51	42%	49	15%	18
D. Raze/Demolish	4%	5	25%	28	71%	79
E. Use in partnership for community use or higher education	40%	44	49%	54	11%	12





Croup	Strongly	Support	Sup	port	Do not S	Support
Group	%	Count	%	Count	%	Count
A. Renovate for a different type of educational space	53%	8	47%	7	0%	0
B. Reconfigure for use as an administrative or District support space	13%	2	67%	10	20%	3
C. Sell or lease the property	36%	5	64%	9	0%	0
D. Raze/Demolish	0%	0	33%	5	67%	10
E. Use in partnership for community use or higher education	33%	5	67%	10	0%	0

Web	Strongly Support		Support		Do not Support	
	%	Count	%	Count	%	Count
A. Renovate for a different type of educational space	59%	216	35%	129	7%	24
B. Reconfigure for use as an administrative or District support space	28%	105	47%	174	24%	90
C. Sell or lease the property	41%	153	36%	135	23%	84
D. Raze/Demolish	19%	72	17%	66	64%	246
E. Use in partnership for community use or higher education	43%	162	45%	171	12%	45





Question #11 - What other academic or facility issues should be considered while developing the AISD Facility Master Plan?

Individual Comments

- Drive time to school. (2)
- Cost of transportation. (2)
- Facilitate partnerships with ACC and workforce.
- Make better decisions about the design of schools.
 We have new schools built and we have portable buildings issued at campuses before the school is five years old.
- Build another high school in southeast Austin.
- Seriously need another school in southeast Austin.
 Akins is already at 113% utilization and the area is constantly growing.
- I would like to see an athletic complex built somewhere in the southeast area.
- Physical space.
- Balance socioeconomic mix of an area (balance should not be based on ethnicity).
- Space for additional special programs, such as band, baseball and football.
- Growth in specific areas across time; population (quantity) differences; greater equity for students/ schools and school programs determined by socioeconomic status of an area/population.
- Students should have the same access to clean, safe facilities for academic and extracurricular learning and growth, regardless of where they live.
- Combined use of facilities, such as, sharing access with organizations in the community, enhances the

- visibility of the school and offers greater opportunities for community support of school programs. Given the continued reduction in funding for the arts in public education, we should embrace opportunities to leverage existing facilities and encourage partnerships with businesses in the community.
- South Austin needs a high school on the east side of IH-35. Many students live there and parents and family cannot separate if a 9th grade center is constructed. Traffic is getting too crowded on this side of town.
- Improve culture classes such as, painting, dance and classic instruments.
- Additional athletic facilities in southeast Austin, including a swimming pool.
- Consider adding wings to existing schools.
- No facilities should be closed, boundaries instead; should be redrawn.
- The District should consider an all boys school and pattern it as they did Ann Richards. Instead of closing Pearce, utilize that facility for a young men's school. That area is in great need of the proper education and attention.
- Indoor and outdoor athletic facilities, green facilities (renewable energy), Fine Arts (music, art, theater), FFA Facilities and technology facilities (robotics and computers).





- Performing arts facility must be centrally located as traffic is awful in Austin. Calculate cost in time and money of transporting students to facility.
- More versatility in building classrooms.
- Traffic to get to the school. Look at roads to get to school and the time it takes, not the miles driven. Time to school matters, not miles driven.
- More versatile classrooms.
- "Neighborhood schools" to support sense of community such as getting a new ES and HS near or west of the Y before the land is all gone.
- Square foot per student / school for core facilities.
- Classroom size / school.
- Better traffic flow.
- Locate new HS in Southwest Austin to relieve Austin HS and Bowie HS. Seriously consider making it a choice HS comparable to LASA.
- Consider locating district-wide facilities (example: PAC, choice schools) more centrally so they are equally accessible to South Austin.
- Revamp boundary drawing / redrawing process.
- Consider ways to increase parental involvement and encourage academic success in lower performing schools. That will draw students back to these schools.
- Consider the neighborhoods when drawing boundaries.
- Neighborhoods; keeping neighborhoods together.

- Capacity issue in the Southwest may be able to be addressed by additional magnet ES, MS and HS downtown.
- I am a parent of a student at Baldwin and believe a more robust academic program would be well received.
- Better fine arts facilities, larger areas/space for band to march.
- More parking facilities.
- Make classrooms flexible for future uses. Please include more wall outlets and internet outlets than you anticipate being used so that in the future teachers are not limited to awkward space usage. Similar for water and sinks in classrooms.
- Easier access to and from buildings.
- Bigger spaces for large groups (i.e. cafeteria, theatres, band halls).
- The presenter's numbers about migration are interesting. I would like to see more choices in the district/boys school, etc.
- Move administration and support services to underutilized campuses and then lease out or sell prime real estate.
- A magnet or other special school for performing arts music.
- The enrollment number for at least Bailey and Bowie are much higher than what is in the table. Bailey is almost at the 2014 enrollment now and Bowie is already over it.





- Why don't we have a central performing arts center for the district?
- Career centers needed and could be put in underutilized campuses.
- Sell 6th street admin facility and move to underutilized schools such as Reagan.
- Need to address safety issues with current physical plant at Bowie HS, it is an older facility. Example: theater lacks a weight floor over the counter weight fly system which is a potential safety issue for students. There should be routine safety inspections for such issues and to check cables, etc. Current space does not meet current educational specs for theater; water damage and decaying walls and ceilings.
- What about the plan for AISD performing arts center? I understood money was already approved.
 Why is there a question in this packet? RE: athletic improvements and nothing. RE: is it still in the plan?
- How will this affect property values? When the schools that neighborhoods go to are changed, families move out, property values drop it is a spiraling down that will not turn around.
- Sale of 6th street administration facility and relocation of administration throughout area campuses that are underutilized.
- Proximity to other district owned properties.
- They should look at what programs are successful and make sure that facilities are well equipped and allow for growth.

- If schools are failing the district should not pour more money into them if the school is under-utilized. Close it and repurpose it.
- Flex Campus; develop campus Pre-k -12 + with flexible usage. Considerations include transportation and academic grade differences within close proximity. Model base on university college layout, with elementary, middle, and high school quadrants separate. Could capitalize on onsite water, energy efficiency/generation.
- Key component would modular building systems (not portables).
- Full a well rounded education; students should have technologically advanced library use opportunities as well as music, art, and physical education areas in the facilities.
- I have been told that there would be a possibility that the cable placed throughout the district 20 years ago for computer connections might be sold for company use in different band width from what the schools might use. Apparently at the time it was installed people thought only one part of the light spectrum could be used but now they know they can split the capacity into different widths of the spectrum. If the extra band width were sold it might reduce the deficient spending for the district.
- Consider student's needs when looking at facility requirements. Students with family having low incomes or low parent support need schools that are not crowded, older buildings.





- Transportation to site.
- Think of the children and understand that they and their parents want to attend a neighborhood school
- Tracking.
- Why are schools failing?
- Why are parents transferring other schools?
- Look at education/teachers/socioeconomic factors at these schools and "fix" those issues.
- Bond for new high school.
- School or program for GT students in Southwest Austin.
- Ensure adequate library, group space, restrooms.
- Egress into site (i.e. bus one area).
- Halls need to have AC and ventilation. Bowie is stifling and overcrowded in the lunch room and halls and classrooms.
- Tracking and vertical alignment should be of the utmost concern. I think that if we realigned current boundaries according to vertical alignment we could solve most of the over- crowding issues at the elementary level. Transfer policy also needs to be reassessed.
- Stop the transfers of students in and out of schools.
- A fine arts center is needed. Hays and Pflugerville each have one and it is overdue for AISD.
- An improved sports facility would be nice.
- Stop busing kids to special school.
- Reduce busing kids to LASA by creating programs locally.
- Access to magnet / specialty programs.

- Equity.
- Diversity.
- Tracking seems to be a very important to most families. Keep kids together where possible. Vertical alignment is important.
- Walkability to neighborhood schools.
- Do not redraw boundaries that move students to schools that are not in their area.
- New high school.
- Fine arts facility.
- Equality issues between all the schools.
- Upgrading current schools to compete with new schools.
- Examine boundaries across district.
- Menchaca elementary school needs many renovations. It is an old building and not on par with newer buildings.
- I have a very hard time believing the Menchaca FCI is close to Bowie's.
- No boundaries try it for one to two years to see what happens with enrollment distribution and then decide where new facilities are needed.
- Facilities for the arts.
- Upgrading all facilities to high tech use.
- Re-education of facility to keep up with tech advances.
- Address transportation and "walkability" to all educational facilities.
- I have a hard time with the idea of closing any school. If health and wellbeing is a priority, then think





about the wellbeing of the children who "survive" the "death" of their school.

- Establish more schools (or school programs within a school) that provides the academic challenge of our current magnet schools.
- The cost of low enrollment schools is simply too costly from a budgetary standpoint.
- Consider modular construction foundations poured on site; walls, roofs trusses prefab – delivered and assembled. Similar building design at each site rather than all new design at each.
- Reduce central admin facilities save money.
- Please know all rules and regulations before building.
 I went to a high school with a beautiful football facility but was never used. Not enough exits from parking lot. Don't waste your money.
- Traffic time should be considered in alignment.
- College readiness initiatives and local athletic facilities.
- Focus on tracking and vertical team teaching and transfer policy throughout the district.
- Please fix tracking. Think of model; 3 elementary school feed a middle school, 2 middles feed 1 high school – you have to plan the proportions of the schools. ES size: MS size. MS size: HS size.
- Close very small elementary schools for cost reasons.
- Fine arts facilities needed.
- Look for a general plan that does not fix short term crowding issues. It seems the district has been "patching" growth issues versus creating a long term

solution. I know timing is problematic between concept and final occupancy of school. If there is currently high overcrowding in elementary level, how will that affect HS in 10 years?

- Renovate band hall at Bowie HS.
- District performance facilities.
- Pre-k center.
- Facility issues for fine arts programs at older MS.
- Look at the condition of the fine arts facilities at Bowie. There is a great need to add space and recondition facilities. Years of hard facility use and explosive growth in fine arts programs and students. The proposed fine arts facility, if build in South Austin, would possibly allow for less additional space and focus than on reconditioning the facilities.
- Bonds that have already passed so the money is committed.
- Keep neighborhoods together.
- Where the new HS will be? When?
- Neighborhoods be considered.
- Could Crockett be converted to ACC.
- Neighborhood / feeder patterns.
- Students should not be separated from friends developed in elementary school because of feeder patterns effects.
- Achieving balance with exceptional or slower learners.
- Change elementary grades to 1-6, middle grades to 7-9, and high school to 10-12.





- Add two elementary schools to accommodate additional grade.
- Needs of special education students, both underachieving and overachieving.

Group Comments

- Incentives to reduce the number of cars car pooling, etc.
- Multipurpose / reconfigure buildings.
- Where is the performing arts center in the master plan?
- Keep libraries and services.
- Consider student population social and economic needs.
- Comfort of students in overcrowded schools.
- Transportation issues.
- Access to school in neighborhood; ways to get to and from school.
- What other non-educational facilities/buildings are not being used by AISD?
- Equities issues need to be addressed before boundary attendance lines are reformulated.
- Sell off Sixth Street facility.
- House district administration in underutilized schools, Reagan.
- More flexible classroom space; outlets, internet, etc.
- Support performing arts / music center to support local music scene.
- More parking accessibility at high school level.
- More 504 services for students with Dyslexia.

- More choice on different types of schools based on community support.
- Bigger spaces for large groups (band, cafeteria).
- Pre-k center in south Austin.
- Stronger efforts to enforce a vertical team of schools to maintain peer groups.
- Numbers aren't realistic for enrollment.
- Hard to decide on options because some seem very vague.
- Drive time to school is important, miles are less, more important than time to get to school.
- Needs of special education students, both underachievers and overachievers.
- Busing costs per student per school.
- Keep neighborhoods together.
- Look at transfer issues.
- Plan renovations better.
- Fix tracking, transfer policy throughout the district, and vertical teaching alignment.
- Close very small / under enrolled elementary schools.
- Access to signature programs/quality fine arts center.
- Equitable resource allocation based on student needs.
- Consider school additions (wings) to address overcrowding.
- Athletic facilities in all areas of the District.
- Cultural facilities in all areas of the District.





Web Comments

- The Fine Arts and Athletic Facilities at Bowie High School are absolutely unacceptable. They must be considered for renovations, including more usable gyms, more classroom space, more storage space, and more office space.
- Performing arts venues needs renovation or demolition/replacement.
- Build Art Rooms. The District builds music rooms but no art rooms. Art rooms have many more supplies, storage, and cleanup needs than do music rooms.
- Before building new schools, please re-examine boundaries throughout the district to maximize use of existing facilities. With many schools underutilized, there must be something that can be done to improve this by moving boundaries. This seems to be the cheapest solution. Building new schools is too expensive and still does not solve the problem of underutilization. Instead of building new schools, invest the funds in updating and improving existing campuses. I support attending the school closest to home rather than vertical alignment.
- The visual arts need a space for exhibitions/shows/ competitions etc and we have never even been considered in this way. We need a large gallery space for permanent rotating shows. The visual arts have two to three times the students of any other fine arts on every campus in the district but are treated as the lowest man on the totem pole-budget

- wise, facility wise, and in every other way. It's time for a change. We service the most kids for the least money (\$1.10 a month per student; shameful and immoral). Do something.
- Improve Fine Arts facilities in the East Side middle schools.
- I think we need more intervention with our Special Ed Program and more support for 504 children.
- The location of the facility, access to the facility, and the academic programs available will be a selling factor to the community.
- Consider creating a magnet school per zone in AISD so kids will be challenged to excel more. The magnet schools in AISD are limited and most of the time far from those who qualified.
- Age/carcinogenic status of building, inequalities across the IH-35 corridor.
- Facility usage using realistic, conservative projections should be considered. Historically, AISD actuaries have been incorrect, in both their use of current numbers and their projection of future numbers. AISD has continually underestimated growth in South and Southwest Austin by 10% or more. This has compromised the viability of the facilities in these locations. AISD should also consider ways in which current facilities can be expanded or reconfigured on an expedited basis to relieve current usage/overcrowding issues before sinking money into construction for a new facility.





- How much does AISD pay to rent the facility on 6th street? How much would you save by closing Reagan HS (due to a very low percentage of use) and using that as your central admin office? Seems like a no brainer to me.
- Develop the dance programs in the East Austin middle schools. Make sure all dance studios and facilities are up to standards.
- Particularly elementary schools have no parking or means for parents to drop off and pick up. This results in kids and parents in the street and complete disruption of traffic patterns in the neighborhood. The neighborhoods should not be burdened by AISD's conscious choice not to provide for its own traffic patterns.
- The board supports true vertical teams. When is the district going to be addressing this? More magnet school opportunities should be available to students. It would serve to relieve crowding, and provide more advanced learning opportunities for serious students, whether it be for arts, academics, or leadership. Another consideration would be a 6th grade center, which would also allow for 9th graders to be moved to the middle schools, which are not currently over capacity.
- What is AISD's vision for providing state of the art facilities for the performing arts? It is impossible to compete for UIL status when there is a continuing disparity between funds and facilities allotted for schools on the west side of town versus the east. If

- you want to be truly 'recognized' beyond the boundaries of the city limits, your commitment of resources must match your expressed vision for excellence.
- Available space for location of a new facility must consider all current Austin restrictions such as SOS, water/elec. availability, etc. #1 priority - renovation of out-of-date facilities (ADA compliance, new edspecs, etc.).
- I think that selling or leasing a school would cost a lot of money. Has anybody considered the potential for combining a school with additional administrative space?
- Available and updated space for Fine Arts programs.
- A larger technology specific High School. Having all the kids with Math/Science interest having to go all the way to LBJ in North Austin is a waste.
- I think if quality athletic facilities are important on every campus then so should music and art facilities. I think sports are over emphasized.
- The district really needs to invest in the neighborhood middle schools. Lamar is the middle school my child's elementary school feeds into. There is a disconnect between the elementary level and middle school level. So much so, that almost an entire school looks for other options when it comes to attending middle school. Many parents are not pleased with the option of Lamar Middle School. The district needs to look at this school and pay lots of attention to what is happening over there.





- I am wondering if we can further examine how the feeder patterns are developed. I notice a lot of elementary schools feed to a middle school that is farther in distance than two other middle schools. For example, sending Palm and Blazier to Paredes. Are we using Bedichek Middle School effectively?
- Close underutilized schools.
- We need a fine arts performance facility down south, much like the Hays PAC.
- Need additional high school in SW Austin. Fine Arts are just as important as athletics.
- Fine Arts Center; there is no space to have any quality fine arts programming in this area of the district. We rent space from Hays and previously, Westlake, to have good acoustics.
- Gender-specific male school should be positioned east in district. In my work in the community health centers, the young male fathers are so unrealistic in what they think that entails. Many pregnant girls whose boyfriend "wanted them to have a baby for him". Please give these young men better aspirations in life so these girls have a chance.
- There are more students in the east side of I-35 than on the west. The answer is not to bus them to the west, because then access to the schools would be very limited for the parents. The answer isn't more portables either. We need more schools that students can access, that are not overcrowded, that are small enough so that the office and principal can learn everyone's names, that are more

- personable and where kids (and parents) don't get lost in the maze. Also, when gathering this kind of input, perhaps it should be gathered in the local school. Many parents feel and are disenfranchised and many may not have transportation to attend the public forums. Many of these same parents may not be computer literate and/or have access to a computer. If you did this as part of parent coffees or some other school function, you may actually gather data from a wider spectrum of parents so it is not a few contributing on decisions for the many.
- Build on our successes. Support and invest in successful programs that have needs for additional space.
- Please consider growth trends and project possible attendance at campus levels prior to redistricting and solidifying any plans. Consider strategic plan approach prior to action where all possible scenarios are planned out and accounted for. Use current, historical and projected trend data to gain an overall picture. In addition, integral school issues should be taken into consideration; things like trends in behavior, etc. If the trends are on a downward progression, perhaps adding many additional students without faculty resources is not the answer. This will only enhance the downward spiral. Please stop trying to plan to the lowest common denominator. We should have higher expectations for all students at AISD and ensure that all faculty are expected to perform accordingly. There should be





no excuse for inadequate performance at a school. In order to make the lower performance campuses look good, we are expecting less of our stellar campuses.

- Why do you only ask about increasing and enhancing athletic facilities (Q8)? What about building a quality Fine Arts Performing Center like the one in Hays County or at Connally High School? AISD has nothing like that. The future benefits of quality music programs far outweigh the future benefits of football. As educators, surely you know the benefits of strong music programs for students.
- The district needs to consider data other than highstakes data only when considering factors that affect education equity for our students.
- How far displaced students will have to travel.
- Get administration out of high-rent downtown areas. Use some of the under-utilized schools or use a school that is closed. Do not ignore the fact that not all subjects are suited for a cramped classroom environment and will require more "space" to be effectively taught. Forcing too many students into a classroom does not align with Accountability goals either, so either utilization is a priority or academic excellence is a priority. State which one is the higher priority, but don't try to pretend that both are.
- State Accountability rating should have nothing to do with closing a school; all this does is shift the issues to another location. We need to go inside and figure out what is contributing to this. Is it a language issue?

Is it an SES issue with little or no parental support? Do these children have learning disabilities that were never diagnosed? Are the staff burnt out? Is it a monetary issue and the school can't get materials they need to help these children succeed? Closing the school is not going to solve the deeper problem.

- Keep communities intact when possible.
- To reduce overcrowding in schools.
- I hope this large committee will really look at Area I and Area 2 together and do what is best for all schools not just what is popular to the parents. I want leadership to weigh in and give her opinion instead of just letting others make the decisions under the guise that this is input and this is what everyone wants. Leadership is the not accountable for any real decision.
- Swim Center; it is embarrassing that AISD does not have any of their own swimming pools.
- Boundaries should be redrawn to better utilize under populated campuses like Reagan, Travis, and Crockett. If a school is closed, the central administration office should be relocated to the closed campus and the building on 6th street sold or leased to generate funds.
- Convenience of neighborhood school must be considered. For example, Austin's traffic congestion greatly inhibits the possibility of a 9th grade center unless it is built between Bowie and Akins. I wouldn't want to have to drive my daughter cross town to a 9th grade center at a school that has been closed.





- Close down and sell/rent office space used downtown for administrative offices and move administrative offices to an under-utilized school campus (i.e. Reagan or Eastside). This would save/ generate revenue while utilizing school space more effectively.
- The age and condition of the facility should be considered. If it is unsafe for students why would administrators or teachers want to work there?
- (1)Potential earnings from rental spaces and real estate sales (desirable real estate and location). Administrative & District support could relocate to closed facilities and the offices on 5th could be rented or sold for a large price tag (good place for some condos, etc). (2) State of current facilities in which school utilization is high. How well kept are schools/facilities? Pool resources, shut these campuses, etc to improve campuses that get many students and much use (especially at the secondary level, which understandably come as second priority to elementary upkeep and repair on a regular basis, but have been low priority for so many years that it really shows). Keep these current facilities in good repair to save \$ later and to boost pride in education, community, etc. (3) Focus on attendance, especially at secondary level. How can we get these kids to attend more days (more \$ for the district, higher accountability rating). Consider an incentive program for good attendance; huge motivators for this age group (final exams, parking,
- etc). Community outreach for younger grade levels. (4) Spend less \$ on programs that do not work and more \$ on quality teacher training. Good teachers with solid benefits, pay, and, most importantly; resources within the district and their schools (administrative support, support from counselors, community, networks of other educators, provided with the proper tools, etc) equal more effective, healthy, and capable individuals who work with our school children all day, every day. Teacher incentives, training, and education (teacher quality) should be the top priority in doing what's best for our children. Consider a focus on vertical alignment for more effective educational experiences. (5) Please do not demolish our schools. Austin has a strong sense of history and is rather attached to our schools and their histories. Demolish the office downtown if you'd like. It's not as much a part of our city's identity. Thank you for your community outreach in scheduling these meetings and providing these online forms. We all have a vested interest in public education.
- Give money to the teachers who actually work with the kids and not waste it on useless grants.
- Sell/lease 6th Street Central Admin building. Move Central Admin to under-enrolled schools; especially low-performing high schools. Administration should have student contact; students would have additional adult role models and mentors; district would reap monetary benefit. Win-win for all.





- Sell the 6th street offices and move administration into to a closed school. Cut administration before you cut teachers and schools.
- The existing specs for new schools should be reviewed. The rooms are being made smaller while the kids are increasing in size. Have teachers assist with school design.
- Consider multiple small schools vs. one big school; campuses are too big, with too many students and staff. Administration is disorganized and students are more easily lost in the shuffle.
- Green Building Design, development of southeastern area, magnet type extracurricular considerations.
- We definitely need to address the current state of our transfer policy. I believe that a great deal of our imbalance problem exists because this policy has been very liberal. Instead of providing programs and incentives at low performing schools, we are simply moving kids to other schools. This creates overcrowding and depletes the educational options for all the students at all the schools.
- Unless a facility is in total disrepair or the repairs/improvements are staggering, do not tear down a building and then build a new one.
- Limit disparity between East and West Austin Schools.
- Solutions that span planning area boundaries should be considered. How about having vertical regions rather than vertical teams? If there were north, central, and south regions, and high schools within a region offering different areas of focus, then the

- need for transportation over long distances might be reduced. The courses available to magnet students should also be available to students at the host school, provided that those students meet the prerequisites.
- School closures should be avoided. Make closures a last resort option. Explore other means first; the 9thgrade center is a good idea; pre-K centers might also work in this area.
- Fairness with the Board of Trustees. Have them come
 out and visit affected areas. Listen to the Board of
 Trustee that represents that area, they are the one
 that knows that area the best. Don't let decisions be
 made just because you have a political agenda, be
 there for the kids and do what is right.
- Ryan Robertson has graphs showing the cyclic growth of Austin neighborhoods; children, mature family, young couples, children again. If a neighborhood remains residential then repurpose, but don't close or sell. I have seen schools with lots of portables, taking transfers to stay full, and then back to portables. If an area goes commercial then consider selling or some other use.
- Great need for more access to technology. Great need for more vocational education to help encourage students that don't plan to go on to college to stay in high school, so they can graduate ready to succeed in the job force.
- Before building new schools, please re-examine boundaries throughout the district to maximize use of





existing facilities. With many schools underutilized, there must be something that can be done to improve this by moving boundaries. This seems to be the cheapest solution. Building new schools is too expensive and still does not solve the problem of underutilization. Instead of building new schools, invest the funds in updating and improving existing campuses. I support attending the school closest to home rather than vertical alignment.

- Improve Fine Arts facilities in the eastside middle schools.
- Facility usage using realistic, conservative projections should be considered. Historically, AISD actuaries have been incorrect, in both their use of current numbers and their projection of future numbers. AISD has continually underestimated growth in South and Southwest Austin by 10% or more. This has compromised the viability of the facilities in these locations. AISD should also consider ways in which current facilities can be expanded or reconfigured on an expedited basis to relieve current usage/overcrowding issues before sinking money into construction for a new facility.
- Develop the dance programs in the East Austin middle schools. Make sure all dance studios and facilities are up to standards.
- Particularly elementary schools have no parking or means for parents to drop off and pick up. This results in kids and parents in the street and complete disruption of traffic patterns in the neighborhood.

The neighborhoods should not be burdened by AISD's conscious choice not to provide for its own traffic patterns.

- Available and updated space for Fine Arts programs.
- A larger technology-specific high school. Having all the kids with Math/Science interest having to go all the way to LBJ in north Austin is a waste.
- We need a fine arts performance facility down south, much like the Hays PAC.
- Build on our successes. Support and invest in successful programs that have needs for additional space.
- How far displaced students will have to travel.
- Swim Center it is embarrassing that AISD does not have any of their own swimming pools.
- Convenience of neighborhood school must be considered. For example, Austin's traffic congestion greatly inhibits the possibility of a 9th grade center unless it is built between Bowie and Akins. I wouldn't want to have to drive my daughter cross town to a 9th grade center at a school that has been closed.
- Close down and sell/rent office space used downtown for administrative offices and move administrative offices to an under-utilized school campus (i.e. Reagan or Eastside). (This would save/generate revenue while utilizing school space more effectively.)
- The age and condition of the facility should be considered. If it is unsafe for students why would administrators or teachers want to work there?



AISD Facility Master Plan



- Consider multiple small schools vs. one big school campuses are too big, with too many students and staff. Administration is disorganized and students are more easily lost in the shuffle.
- Sell/lease 6th Street Admin Building. Move central admin to under-enrolled high schools - especially low-performing high schools. Administration then has actual student contact and can avoid an "ivory tower" mentality; students get the opportunity for more adult contact/supervision/mentoring; district saves or even earns money. Win-win for all.
- Unless a facility is in total disrepair or the repairs/improvements are staggering, do not tear down a building and then build a new one.
- Limit disparity between East and West Austin Schools

- Solutions that span planning area boundaries should be considered. How about having vertical regions rather than vertical teams? If there were north, central, and south regions, and high schools within a region offering different areas of focus, then the need for transportation over long distances might be reduced. The courses available to magnet students should also be available to students at the host school, provided that those students meet the prerequisites.
- School closures should be avoided. Make closures a last resort option. Explore other means first; the 9thgrade center is a good idea; pre-K centers might also work in this area.





Question #12 - With which AISD schools are you affiliated?

Individual Comments

- Akins HS (11)
- Austin HS (2)
- Bailey MS (21)
- Baldwin ES (6)
- Baranoff ES (17)
- Bedichek MS(3)
- Boone ES (3)
- Bowie HS (44)
- Casey ES (2)
- Clayton ES (10)
- Covington MS (6)
- Cowan ES (3)
- Crockett HS
- Filmore MS
- Garza HS
- Gorzycki MS (10)
- Kealing MS (4)
- Kiker ES (6)
- Kocurek ES
- LASA HS (5)
- McCallum HS
- Menchaca ES (5)
- Mendez MS (2)
- Mills ES (10)
- Oak Hill ES ES(2)
- Palm ES
- Paredes MS (2)

- Patton (2)
- Perez ES (4)
- Small MS (7)
- Southwest MS
- Widen ES

Web Comments

- Akins HS (9)
- Ann Richards School for Young Women Leaders
 (2)
- Bailey MS (15)
- Baldwin ES (5)
- Becker ES (2)
- Baranoff ES (9)
- Barrington ES (2)
- Barton Hills ES (2)
- Blanton ES
- Blazier ES (4)
- Boone ES
- Bowie HS (43)
- Burnet MS
- Clayton ES (5)
- Covington MS
- Cowan ES (3)
- Crockett HS (2)
- Cunningham ES



AISD Facility Master Plan





- EMHSJC
- Garza HS
- Gorzycki MS (12)
- Gullett ES
- Highland Park ES
- Kealing MS (8)
- Kiker ES (8)
- Kocurek ES (2)
- Langford ES
- LASA HS
- Martin MS
- Mathews ES
- McCallum HS (2)
- Menchaca ES (3)
- Mills ES (7)

- Oak Hill ES (2)
- O. Henry MS (2)
- Overton ES
- Palm ES
- Paredes MS (7)
- Patton ES
- Pearce MS
- Pease ES
- Perez ES (7)
- Reagan High School
- Small MS (7)
- Sunset Valley ES
- Zilker ES





Demographics

Gender											
Individual Web											
	%	Count	%	Count							
Male	40%	50	27%	102							
Female	60%	75	73%	282							

Age											
	Indiv	ridual	W	eb							
	%	Count	%	Count							
Under 18	3%	4	1%	3							
18-29	3%	4	7%	27							
30-39	19%	24	28%	108							
40-49	44%	55	36%	138							
50-64	30%	37	28%	108							
65+	1%	1	1%	3							

Are you a Resident in AISD?										
	Individual Web									
	%	Count								
Yes	97%	121	94%	354						
No	3%	4	6%	24						

	E	thnicity				
	Indiv	ridual	Web			
	%	Count	%	Count		
African American (Non-Hispanic)	5%	6	4%	15		
Asian or Pacific Is	2%	2	3%	12		
Hispanic	19%	24	14%	54		
Hispanic	6%	8	2%	6		
Native American l	1%	1	0%	0		
White (Non- Hispanic)	67%	84	76%	291		
Other	1%	1	2%	6		

Education										
	Indiv	ridual	W	eb eb						
	%	Count	%	Count						
Current Student	3%	4	2%	6						
Not a High School Graduate	0%	0	0%	0						
High School Graduate	4%	5	2%	6						
Some College / Trade School	8%	10	9%	36						
College Graduate	57%	70	52%	204						
Advanced Degree	27%	33	36%	144						





Employment										
	Indiv	ridual	W	eb						
	%	Count	%	Count						
Accommodation/Food Service	3%	3	3%	9						
Self-Employed	13%	15	8%	30						
Education	30%	36	55%	198						
Government	17%	20	15%	54						
Homemaker	17%	20	6%	21						
Legal	5%	6	5%	18						
Manufacturing	5%	6	0%	0						
Technology	11%	13	8%	27						
Retail	0%	0	1%	3						

Employment (O	ther)
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Individual Comments

- Banking
- Childcare
- Church / ministry (2)
- Commercial real estate
- Construction
- Drug research
- Export coordination
- Financial (2)
- Government Research Consultant
- Health care (4)

How many years have you lived in AISD?											
	Indiv	ridual	Web								
	%	Count	%	Count							
Less than 2	5%	7	5%	21							
2-5	11%	17	16%	63							
6-10	18%	28	17%	66							
11-15	13%	20	10%	39							
16-20	18%	28	17%	69							
More than 20	31%	47	32%	129							
Not Applicable	3%	5	3%	12							

Parental/Guardian Status										
	Indiv	ridual	W	⁄eb						
	%	Count	%	Count						
Do not have children in AISD	6%	41	13%	78						
Parent/Guardian of child less than 5 yrs old	7%	42	7%	42						
Parent/Guardian of PreK or kindergarten student	9%	57	5%	30						
Parent/Guardian of 1st-3rd grade student	13%	81	12%	72						
Parent/Guardian of 4th-5th grade student	13%	82	12%	72						
Parent/Guardian of 6th-8th grade student	13%	82	17%	102						
Parent/Guardian of 9th-12th grade student	12%	79	22%	129						
Parent/Guardian of private/parochial student	12%	74	0%	0						
Parent/Guardian of former student or graduate	8%	52	12%	69						
Grandparent of student or graduate in AISD	8%	49	1%	3						



AISD Facility Master Plan





- Insurance
- Maintenance
- Mom
- Not currently employed
- Volunteer

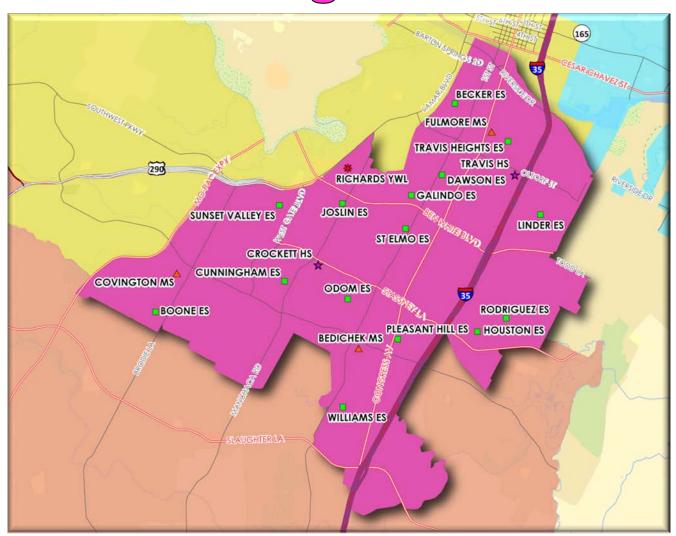
Web Comments

- AISD Teacher (2)
- Architect (2)
- Chemist
- Financial Industry (3)
- Healthcare (3)
- Human Resources (3)
- Monitor (2)
- Non profit (6)
- Outside sales
- Scheduler (2)
- Teacher (3)
- Unemployed (3)





Community Dialogue #2 – Results Report Planning Area #2



AISD Facility Master Plan

Community Dialogue #2 - Planning Area #2 Results Report



Introduction

On September 28, 2010, approximately 100 parents, community members, and AISD staff, among others, attended Community Dialogue #2, which was held at Crockett High School. Participants worked individually on questionnaires, and then into groups of 6-8 people to discuss the same questions, listen to each other's opinions, and try to reach consensus on the group questionnaire. Staff from DeJONG-RICHTER helped to facilitate the community dialogue and members of the District's Facility Master Planning Task Force assisted in leading discussions for each of the small groups. An additional 188 individuals submitted questionnaires online.

Facility Data Summary Table

Name	Grade Config.	TEA Rating	Title I	FCI (Excludes M&O)	Current Bond Work	Portables	Perm Capacity	2009 Enroll	Utilization	Student Teacher Ratio	2009 Population	2014 Population	Migration In	Migration Out	Site Size (Acres)	Perm Area
Planning Area #2- Facilities I	nformation	ı														
Becker Elementary School*	PK-5	EX	Yes	37.1%	Yes	2	524	194	37%	11.14	214	228	49	69	3.7	59,670
Boone Elementary School	PK-5	RC		17.4%	Yes		752	502	67%	13.16	485	491	116	99	12.5	73,690
Cunningham Elementary School	PK-5	AA		39.4%		4	627	550	88%	13.78	632	649	95	177	8.8	71,600
Dawson Elementary School	PK-5	EX	Yes	27.0%	Yes	4	505	335	66%	9.69	279	261	103	47	8.7	55,301
Galindo Elementary School	PK-5	RC	Yes	11.4%		5	711	717	101%	13.62	715	734	84	82	10.8	85,482
Houston Elementary School	PK-5	RC	Yes	36.0%		10	692	949	137%	16.82	911	908	103	65	13.8	81,360
Joslin Elementary School	PK-5	EX	Yes	44.1%	<u> </u>	5	374	326	87%	12.57	314	357	73	61	5.1	44,826
Linder Elementary School	PK-5	RC	Yes	19.7%	<u> </u>	11	542	842	155%	15.69	906	1,016	37	101	9.1	69,250
Odom Elementary School	PK-5	AA	Yes	19.2%	<u> </u>	9	542	688	127%	16.07	740	748	50	102	8.6	61,009
Pleasant Hill Elementary School	PK-5	AA	Yes	19.6%	Yes	5	524	632	121%	14.67	662	710	70	100	10.1	65,729
Rodriguez Elementary School	PK-5	AA	Yes	8.0%	<u> </u>	12	711	955	134%	16.12	1,044	1,048	56	145	15.0	79,918
St. Elmo Elementary School	PK-5	RC	Yes	44.6%	Yes	2	411	353	86%	12.15	407	397	35	89	9.4	48,212
Sunset Valley Elementary School	PK-5	EX	Yes	41.1%	ļ	2	561	463	83%	12.88	505	555	104	146	10.4	66,467
Travis Heights Elementary School	PK-5	RC	Yes	36.4%	Yes	3	486	525	108%	13.11	557	615	96	128	3.2	59,589
Williams Elementary School	PK-5	AA	Yes	36.9%	Yes	6	561	664	118%	14.28	728	734	144	208	14.0	64,846
Elementary School Totals						80	8,523	8,695	102%		9,099	9,451	1,215	1,619	143.2	986,949
Ann Richards School YWL	6-9	AA	T :	32.2%	Yes	4	924	441	48%	10.23] :	ĭ	441		15.3	130,240
Bedichek Middle School	6-8	AA	Yes	30.3%	T :	19	941	1,018	108%	13.97	1,171	1,266	51	204	23.3	130,600
Covington Middle School	6-8	AA		18.6%	Yes	3	1,323 * 3	950	72%	15.48	922	1,023	241	213	21.3	173,636
Fulmore Middle School	6-8	AA	Yes	39.9%	Yes	5	1,078	1,007	93%	14.03	898	1,043	277	168	9.8	159,699
Middle School Totals						31	4,266	3,416	80%		2,991	3,332	1,010	585	69.7	594,175
Crockett High School	9-12	AA		30.5%	Yes	7	2,163	1,763	82%	15.85	1,927	1,978	272	436	39.5	335,087
Travis High School	9-12	AA	Yes	30.0%	Yes	7	1,862	1,434	77%	15.44	1,994	2,054	110	670	34.8	285,098
High School Totals						14	4,025	3,197	79%		3,921	4,032	382	1,106	74.3	620,185
Area Totals						125	16,814	15,308	91%		16,011	16,815	2,607	3,310	287.2	2,201,309
Historical Significance							Note: * Indica	tes Permane	ent Capacity m	nay be furth	er reduced by	core space limi	tations and site	e development	restrictions.	



Note: * Indicates Permanent Capacity may be further reduced by core space limitations and site development restrictions.

(I = Playfield Only, 2 = Topography Constraints, 3 = Impervious Cover, 4 = Site Size, 5 = Shared Ownership, 6 = Floodplain)



Question #1 - Please rate your level of support for Possible Draft Option #1 - Close one elementary school west of IH-35 and consolidate student population

1. Please rate your level of support for Possible Draft Option #1 - Close one elementary school west of IH-35 and consolidate student population

	Indiv	oidual	Gro	oup	Web		
	%	Count	%	Count	%	Count	
Strongly Support	7%	8	6%	1	20%	36	
Support	15%	16	6%	1	8%	14	
Do not Support	78%	85	88%	14	72%	130	

Question #2 - Please rate your level of support for Possible Draft Option #2 - Build one elementary school east of IH-35

2. Please rate your level of support for Possible Draft Option #2 - Build one elementary school east of IH-35

	Indiv	ridual	Gro	oup	Web		
	%	Count	%	Count	%	Count	
Strongly Support	32%	35	24%	4	36%	64	
Support	51%	55	65%	11	39%	68	
Do not Support	17%	18	12%	2	25%	44	





Question #3 - Please rate your level of support for Possible Draft Option #3 - Add programs at secondary schools

3. Please rate your level of support for Possible Draft Option #3 - Add programs at secondary schools										
	Indiv	oidual	Group		W	⁄eb				
	%	Count	%	Count	%	Count				
Strongly Support	50%	55	41%	7	54%	98				
Support	45%	49	59%	10	37%	66				
Do not Support	5%	5	0%	0	9%	16				

Question #4 - Please rate your level of support for Possible Draft Option #4 - No change

4. Please rate your level of support for Possible Draft Option #4 - No change									
	Indiv	ridual	Gro	oup	W	eb eb			
	%	% Count		Count	%	Count			
Strongly Support	16%	14	8%	1	12%	20			
Support	9%	8	8%	1	21%	34			
Do not Support	75%	67	85%	11	67%	110			





Question #5 - Do you have any additional recommendations for options in Planning Area #2?

Individual Comments

- Redraw / realign attendance boundaries. (7)
- AISD support to attract students to under enrolled schools (promote existing special programs). (2)
- I feel like some schools in Area #2 should be in Area #1. I want my kids to stay south of the river instead of moved north to fill up empty schools. Meet the needs south of the river.
- You must look at boundaries; it seems a little disjointed not to include that in the options.
- If you were to close a school in #2, perhaps repurposing it as a local alternative MS/HS would be beneficial to this Title 1 heavy population.
- Accelerate building the Pre-K center for Linder and the other schools, so that it opens before 2012-2013 SY.
- Realign boundaries.
- Need to redraw boundaries for schools to equal out the number of students and ease the overcrowding at others.
- Changing boundary zones would save having to build east of IH-35.
- I think that the planning areas are limiting and keeping the task force from focusing on solutions that cross planning area boundaries. We should be looking at relieving overcrowding in the planning area to the west using underutilized schools in Area #2.

- How about a focus on fine arts & libraries? Why does the questionnaire ask only about athletics?
- More magnet or college prep secondary schools.
- My family has made a commitment to Austin by not moving to the suburbs. We made a commitment, as requested, to Becker to enroll my child in the dual language program. I ask the District to honor its commitment to my child and our family and continue the exemplary program at Becker. Use it as a model for under performing schools – instead of discussing school closure.
- Redraw attendance boundaries to increase equality in numbers of students in an area.
- Review boundaries for Travis Heights and Becker ES.
 Make sure that the children from the area are served to the utmost.
- Address the issue of Becker and ACES. Either account for the combined space for the two schools or find another location for ACES.
- Need to align with city long-range plan.
- Not fair to include SEU's (Special Education Units) in student teacher ratio.
- Expand dual language programs. Update technology so that older schools = newer schools.
 Update campus as to be greener - more efficient energy-wise will lower bills; better air quality will improve the health and productivity of the students.





- Technology.
- More computers for tech/students.
- How does this align with the city long range planning program – building inner city and those schools.
- The closure proposal needs to include repurposing with it.
- The teacher/student ratios; adding special unit teachers does not give an accurate depiction of class size and teacher ratio.
- Increase attendance at Becker's dual language program. Reconsider school boundaries.
- Reconsider alignments, boundaries.
- Reconsider buses bringing students to their true neighborhood and not leaving them two miles away.
- I support finding ways to attract families to central city schools so they don't feel compelled to increase the sprawl.
- West side has resources (even from outside sources) that far surpass other areas. For example, if Barton Hills & Zilker walked to Travis High you would better balance feeder pattern concerns.
- Redraw district attendance lines. Area 5 has many upper middle income schools there. It is inequitable to have the lines drawn along those lines.
- I do not believe that a new facility should be made if current AISD facilities are deemed academically unfit.
 Also, I do not believe enough information has been given to decide.
- Support programs already started; dual language at Becker.

- Functional equity for Ann Richards School.
- Why not improve utilization at elementary schools too? Like adding magnet programs at under enrolled elementary schools to boost attendance and keep students at their home school.
- Adjusting boundaries in order to provide relief to overcrowding schools both inside and outside area #2.
- Work more closely with CoA and Comprehensive Plan.
- Wait for 2010 census data.
- Redraw boundaries they do not organize best use of facilities. They are old, and have overcrowded schools bordering less crowded schools.
- Strongly look at district-wide boundary realignment and vertical track realignment.
- Small example move some Linder ES boundary to Travis Heights ES and return Travis Heights ES boundary previously Becker's in the 90's back to Becker. Impact – relieve some overcrowding at Linder; keep Travis Heights roughly same student #s; increases Becker's student #s and helps underutilization.
- Small example change Becker's vertical alignment from Fulmore MS – Travis HS to O.Henry MS – Austin HS. Impact increase Becker's #s.
- The Ann Richards School needs high school facilities for fine arts auditorium, athletics and PE gym, and library media center.
- Redrawing boundaries to more equally spread kids according to # of students allotted to attend a





- school, and to equal representation socioeconomically, racially, linguistically.
- Support programs already starting to attract new families. New programs need time to take off/develop. Seeing urban schools as possible places for bringing together diversity.
- Carefully looking at boundaries and readjusting as needed. Ex. Covington has almost = in and out migration and is still only at 72% utilization. How could boundaries be shifted to accommodate this?
- Active District support for students to remain in neighborhood schools.
- Ann Richards School needs: HS facilities for fine arts (auditorium), athletics/PE, and library/media center.
- Consider special programming, like dual language, and ensure the campus has the opportunity to build the program.
- Reconsider school status.
- We like that our kids speak and learn English and Spanish. The dual language program is very important for our kids. It gives them more of a chance to get a job in the future.
- I think AISD should consider realigning boundaries to allow for higher utilization of Becker Elem. By moving students east of I-35 and west of Lamar into Becker catchment, we can easily increase Becker utilization.
- Facilitate transportation for students that attend over enrolled schools to attend under enrolled.
- Need for all present to have a high level sense of the economic status of the District and the options for

- making hard decisions.
- It seems imperative to discuss all options that would address the community's needs, with a balanced and informed presentation of the options. To discuss closing or building schools without discussing changing attendance zone boundaries is not best practice. All costs must be considered and applied to each option. Re-drawing attendance zones should be one of the options under consideration, also building additional facilities may be necessary regardless of the issues in area #2.
- I feel AISD is responding to inappropriate growth/ development with their current planning. In reality, I doubt you can adequately predict future needs in the long term. So, developing new (possibly smaller) modular schools that could be changed to reflect the needs as they change. The surplus area could be used for partnerships. Essentially, redesign schools design to better adapt to needs.
- Consider reconfiguring attendance boundaries.
- I think planning area #1 directly impacts our area significantly since our attendance area is split between the two areas. I do not want to see middle school attendance zones/boundaries disturbed (as was attempted when Gorzycki was opened). If MS attendance zones are honored and transfers (w/o recourse) are not granted as often, neighborhood schools would stand a better chance of survival.





- Remember that boundary changes have impacted schools (reduced number at Covington) and district decisions affect repopulating our school.
- Money and support must travel with transfers in order to serve students properly and fairly.
- Need fine arts facilities, a library media center and a high school gymnasium for Ann Richards School.
- Redoing the boundaries could save the district a lot of money.
- Please consider the needs of neighborhood schools.
- Linder, Houston & Rodriquez have been painfully overcrowded for years. Students are bussing 4+ miles from Linder to Metz, Sanchez, and Brooke; the west side has no students traveling this far.
- Another option; boundaries move Linder, Houston, Rodriquez to Becker, etc. Cross 135 – it should not be a stumbling block.
- Attendance zones must be thoroughly re-evaluated attendance zones are inequitable.
- From Options Summary Packet, "St. Elmo would be an ideal site to offer a medical program to high school students." As a parent I do not like this idea if it means changing St. Elmo into a HS. My kids can walk or ride their bike to St. Elmo and we love our neighborhood school.
- Stop transfers to fix many problems (environmental, traffic, school population).
- Consider changing school boundaries to boost/relieve capacity.

- Consider joint-use opportunities within the city to allow campus like Becker to remain open.
- Expand the Pre-K program to include a tuition option (generate income).
- Provide continuity and District support for existing enrichment programs to increase enrollment at low capacity campus (i.e. Dual Language at Becker).
- Drop the excuse of "psychological boundaries," and redraw the boundaries so they make sense.
- Realign attendance zones to bring in over utilized schools to attendance zones of underutilized schools.
- Encourage transfers from overcrowded schools (like from Linder to Becker) to underutilized schools.
- Build more schools throughout district.
- Rezone to 85% usage.
- Work on boundary lines based on proximity to schools (students who live 2 blocks away must go to another school).
- Transfer policy should be considered (numbers reflect the "abnormal" movement) – hardship for family transportation; does not promote community.
- Create true vertical teams to build community, quality and enhancement programs.
- There needs to be a similar "male" school, as Ann Richards. Also we'd like to get a gym built for the high school girls at Ann Richards. There really is "no need" to close schools, transfer some of the kids from Barton Hills and Zilker to Becker.
- Re-evaluate school attendance zones and especially "psychological boundaries."





- Give serious consideration to working to re-define planning areas or at least work for solutions that aren't so strictly bounded.
- Consider boundaries, look at socioeconomic indicators, and shift attendance.
- Redraw boundaries/attendance zones to balance #
 of students or utilization at existing campuses/overall
 elementary schools at 102% just rebalance.
- Save money by no longer offering free door-to-door transportation for magnet schools or at least scale it back to only campus to campus.
- School lines may need to be altered to balance; in regards to elementary schools.
- Redraw attendance boundaries for schools that are underutilized.
- Busing of students.
- Extend the school boundaries to balance the student population across the schools.
- Extend the school boundaries so the schools with low percentages can increase their numbers and those that are overpopulated can level out and are no longer overcapacity. (4)
- Important, my daughters are extremely happy attending Becker.
- They should change the attendance zones boundaries so that the schools with low student populations nearby can balance out.
- Yes, extend them so there is more support from you to us.

 Do not close the schools and support the students; a school that's not overpopulated offers a better education.

Group Comments

- Realign attendance boundaries. (3)
- Reconsider school boundaries, transfers, and true vertical teams.
- More dual language programs.
- Align with city plan.
- Repurpose instead of closing.
- Attract families to central city or increase suburban school (Fulmore Magnet).
- Redraw district lines equally.
- Update technology.
- Air quality for health purposes.
- We need to take into account special programs at schools.
- Build schools in a more adaptable manner to be reutilized.
- Look outside of Area 2 to make the #'s work. Look at boundaries.
- More information on effects of redrawing boundaries on utilization.
- Change boundaries to increase enrollment of Becker ES. This is a great school that offers students an excellent education.
- Drop the excuse of psychological boundaries (I-35) and redistribute attendance boundaries.
- Racial issues need to be addressed.





- Build a new middle school.
- Do not limit thinking to just box #2/planning areas do not encourage thinking of solution outside box.
- Redraw boundaries/realign attendance zones to reach 85% capacity at all schools.
- Equality of facilities and programs at all schools for all AISD students.
- Restructure transfer policies to cut down #.
- Re-examine the transportation policy.
- Re-evaluate vertical alignment.
- Regional fine arts facilities for elementary, middle, and high schools.
- Factor in racial and socio diversity.
- Continue to support programs (those that attract students) so they can be successful.
- Needed: HS facilities at Ann Richards.
- Adjust boundaries to balance over and under enrollment in elementary schools.
- Transportation for transfer students.
- Make decisions and face fiscal realities or get the public to pay for the inefficiencies.
- When boundary changes are no brainers, just create an option that would make it happen; don't wait on the easier stuff for boundaries.
- Give schools time to develop their specialized programming.

Web Comments

Look at re-aligning boundaries.

- As with other areas, underutilization is a considerable problem and drain on AISD resources. Facility closing and consolidation is an option that should be seriously considered and adopted as needed.
- Consider building a regional Fine Arts facility.
- Why are we not considering redrawing boundaries with area I that is greatly overcrowded and close to area II and area IV? Three schools are under the recommended 95% capacity. Where is the revisiting of the transfer policy? Why is it that Area II clarified that building a new elementary school would happen east of 35 but Area I area did not include that specific language so it appears the elementary school might be scheduled for west of Mopac? Where is the mention of vertical team alignment?
- Our daughter is very fortunate to attend the Ann Richards School for Young Women Leaders in the former Porter Middle School. The school began with very lofty goals and a mountain of obstacles with their inaugural 6th and 7th grade students in 2007. With adding a grade each year, they currently serving 6th through 10th grades, with plans to continue this path through 12th grade over the next two years. This school is a remarkable example of high academic standards, high behavior standards, and a dedicated, engaged staff. This may not be unusual for schools that service privileged students but this school makes it the mission to serve a large percentage of under-privileged kids with the goal of getting everyone of them on the path to college. To





adequately and fairly serve, this remarkable group of girls, the campus is in desperate need of support. They are trying to provide high school level needs with a well-used middle school facility. The very basic needs of senior high students that are abundant and taken for granted at other high schools are sorely lacking for the Ann Richards students. Fine arts, athletics, and media center resources are greatly needed. I ask AISD to support these girls, and this faculty by providing facilities and programs at this jewel of a school.

• As one of hundreds of strong Becker Elementary supporters, we strongly support our school. We are one of only four Dual Language pilot Elementary Schools in AISD, and this opportunity has drawn kids from our neighborhood and beyond to Becker. As this is only our first year with Dual Language, we need additional years with this program to continually grow enrollment and share our successes with the community. AISD asked parents to commit 5 years to Becker and the DL program when they enrolled. We have made that commitment, and need the district to honor that commitment as well and ensure Becker's doors will be open for those 5 years. If Becker continues to be forced to fight closure, concerned parents will not send their kids to the school in fear of closure before each new school year. Thus, it's a self-fulfilling prophecy: AISD discussed possible closure due to low enrollment, so parents don't send their kids there for fear of losing

their school . . . enrollment suffers and the school is indeed closed. Instead, we need AISD to strongly stand WITH Becker and ensure the community that this school with the Exemplary Rating will be open, so we can then draw the many neighborhood and transfer kids who are excited about the school's many fantastic programs (DL, Green Classroom, Art House, Chicken Coop, Historic Designation, desirable location, great student-to-teacher ratio, etc). Thank you, Dan Barrett, AISD Dual Language Committee Member.

- "Linder ES, Rodriguez ES, and Houston ES, all located on the east side of IH-35, are over capacity. It is not ideal to transport children across this physical boundary to achieve equal capacity among the elementary schools in this area." I don't understand why this is not an option - especially if we are trying to increase enrollment at Becker in the two-way dual language and currently there are more native English speakers. I would imagine there are more native Spanish speakers at Linder.
- It's very difficult to look at this piece of the map without looking at the schools to the East, South and West of this area. Becker and Ann Richards are much closer to Barton Hills ES and Zilker ES than they are too many of the schools in this area. I would prefer to look at everything south of the river together even though I know that breaks up schools that track to Austin High. It would make more sense in considering options for this region.





- The new elementary facility should have a theme or program. Linder Elementary should also receive improvement programming. Existing West Elementary Schools with low enrollment should develop attractive programs. I was under the impression that Becker Elementary is full for their new dual language program & some applicants were denied admission. If so, the current stats do not take that change into account. Fulmore has dramatically improved its magnet program. Can't the elementary schools do the same?
- The area around Linder is surrounded by large amounts of recent apartment and condo growth. A new school would be the best way to begin to address this process.
- Redraw boundaries of attendance zones shifting students from over-capacity schools to undercapacity schools, i.e., a shifting Linder students west to Travis Heights and Dawson to relieve overcrowding, shift westside Travis Heights students west to Becker to accommodate with excess capacity. Elementary capacity in this Planning Zone stands at 102% in the aggregate, so this is not a question of under-capacity vs. over-capacity. It is a question of poor distribution. 2. Redraw boundaries of attendance zones beyond the arbitrary lines drawn by this Planning Zone (#2). Redrawing some of the attendance zones' boundaries of over-capacity schools i.e., west Planning Zone (#5), would go a long way in addressing the under-capacity
- issue growing in the Austin inner-corridor schools north and south. This would also greatly reduce the financial pressure on (and save money for) the District by repairing/maintaining existing schools rather than building multiple new schools. 3. Redrawing boundaries in the above manner(s) would also require reviewing and adjusting vertical tracks for logical flow of students from Elementary to Middle to High School. Many of AISD's vertical tracks reek of political sway rather than logistical reality, i.e. Oak Hill has to bypass two closer Middle Schools and two closer High Schools on their way to Austin High School. 4. Consider seriously downsizing District personnel from the top, not the bottom, of the organizational chart. AISD remains top heavy and can save more money in eliminating two assistant superintendents or multiple directors of this and that than AISD will save in closing one or two small schools.
- Boundaries need to be realigned to move kids from overcrowded schools to the underutilized ones. This is the most cost-effective and common sense approach.
- I think that Crockett's reputation as an undesirable school is going to be hard to change unless that high school can become a magnet school for science and math, engineers or something along that line. The students need a school with a technological direction. If Crockett was re-purposed, we would buy a home in the neighborhood we are in presently





(Nairn Dr. between Mopac and Latta) but if something hasn't changed within the next 1 1/2 years, we will relocate to be in the Bowie High boundaries or move to Hays County. We love our elementary school (Boone).

- I think that the boundaries need to be adjusted for each school. This really is the option that makes the most sense.
- The schools in this "area" are low-income, economically challenged, Title I schools, for the most part. They are not equitable in regards to services and/or student population. This adds to the already "disadvantaged", making their struggle, and our struggle, harder. These schools don't need to be closed, made larger with populations from closed schools, and/or be further hurt by decisions like these. Equity across the district is what needs to happen. Think about it, within our special education population we use "inclusion" b/c we know that it's beneficial to mix our groups, etc. Yes, we still have "resource" classes, but overall the push toward "inclusion" is happening. Apply this to our "areas", teams, zones.
- Boundary lines need to be redrawn again. Sunset Valley lost students instead of gaining students in this last round when Baldwin was built. Need to shuffle students from Oak Hill to Sunset Valley and then give our overflow to Boone, another school in need of kids. I just picture a big arrow starting at Oak Hill and moving clockwise to readjust the movement of

- children to one give Sunset Valley and Boone, who are at low enrollment, the kids they need and would relieve overcrowding at the other schools. I see Baldwin giving students to Oak Hill to replace some of the ones that need to go to Sunset Valley. Now that we are an exemplary school, the parents should not have a problem moving over.
- Feeder patterns for Brooke, Sanchez, Metz and Martin each have at least one school with too few students moving to next school this needs to be addressed Close Becker - too expensive to operate and still underutilized even after community attempt to increase utilization when district made recommendation to close it 2 years ago.
- The district needs to whole heartedly look into pragmatic options that solve the budget issues. Closing a school is not an option, and is not supported by the masses. As community members and parents of children at Becker, we are very serious about AISD's intentions in supporting our awesome school. We have committed 5 years to the Dual Language program at Becker as AISD asked of us. Closing the school is not an option. This is a new and greatly successful program (DL) and it needs time to flourish as it is drawing in more and more families. Without the district's support, how do you expect us to gain even more momentum and soar even higher? This is an exemplary school with such a powerful force behind it. AISD needs to redraw the elementary school boundaries for our





- area. Becker has a tiny footprint compared to those schools surrounding it. This is AISD choosing to put our school at a disadvantage by not supporting it with enrollment boundaries.
- Boundary realignment. I disagree with the idea that IH-35 is a boundary line. The neighborhood group (South River City?) encompasses both sides of IH-35, so should AISD. Tuition based Pre-K for those who can afford it.
- Was the use of community task forces to make boundary changes discussed? That process is a huge flaw for the district. The last task force did not have adequate direction from the board, too much parent input and a huge lack of accountability of the board to efficient use of facilities. Will true vertical teams be discussed? Will boundaries between areas be considered? Our current attendance boundaries are terrible, parent-driven instead of what is best for the district.
- Build new east side elementary school.
- I don't understand why boundary lines can't be changed to lessen overcrowding of some schools and increasing capacity at underutilized schools.
- Boundaries need to be re-addressed and re-drawn.
 The current boundaries encourage socioeconomic,
 racial, and cultural segregation of our diverse Austin
 community. Research shows that all students benefit
 from learning environments that include a diverse
 student population. While boundaries are a sensitive
 issue to deal with, many of the issues the district is

- facing now could be greatly improved if slight changes were made.
- Consider redrawing boundaries to support schools with lower enrollment. Add programs and/or collaborate with the city and private entities to explore opportunities for using space in under enrolled campuses for other uses. Expand tuitionbased pre-K programs.
- Give Becker's dual language program a chance to work and don't shuffle those kids off to overcrowded schools.
- Becker should be closed. It is under enrolled and too expensive to operate. AISD needs to make the tough decisions and close schools that are too expensive to operate.
- Becker has a problem even if the 70 or so transfers stayed it still would be at a woeful 45%. It just doesn't have the boundaries. It may be that families in the area just send their kids to private school. No good way to know that without a study, I think. We should find that out before trying to close it. There is a lot going for it there, I course, I don't send my kid there, because I'm afraid it is going to close, and like a lot of parents, I want my kid to track to Austin High. That has to be the number 1 reason people transfer out of Becker, which I assume nothing can be done about (Except making Travis a better school). But, like I said, even with those transferring out staying on, Becker still would be in the crosshairs for closure. It is quite possible that the boundaries are fair though.





That just means there aren't enough kids to support it. In that case, we need to keep that building in the community, and not sell it. It is historic, and it supports city programs (city watershed programs at the green classroom). It can serve Bouldin well and not be a cash sink. Bouldin residents pay enormous amounts in property taxes. My message to AISD is. Don't take away their public place. Keep it public, somehow.

- LASA south or IB at Crockett. Kealing south at Covington. Fine Arts at Travis?
- The dual language program just got going at Becker. I strongly encourage the district to keep Becker a little longer and see how this affects the school. There are more than enough children in the area to fill the school, but families choose the send their children elsewhere due to (in the past) not being satisfied with the school. Perhaps this is the chance to make Becker an institution that the overwhelming majority of families in the neighborhood want to attend.
- The schools in this area need all the help they can get i.e.:, small classrooms, bilingual education, music, art and science programs, and a really good athletic/exercise teacher and after-school opportunities.
- Please keep Becker Elem. open! The building is not underutilized. It houses a vibrant school community that is only bound to grow with the tremendous amount of babies born in Bouldin Creek

- neighborhood since 2007. It also houses ACES & school offices that would need to be relocated somewhere else, as well as the Green Classroom.
- The district needs every elementary seat it has in Area 2. Also, it makes no sense to consider the elementary schools in Area 2 independently from the schools in Area 5. The elementary schools in the area bounded by Ben White, I-35, Mopac, and Town Lake, plus Pease and Linder, should be considered together.
- It seems logical and useful to me to address the discrepancies in over and under-enrollment in the elementary schools in this area by re-drawing the boundaries so the overcrowded schools get less enrollment and the under-utilized schools get more enrollment. While this is not a great political solution for AISD, I think the option needs to at least be presented. Neighborhoods and cities change and the school boundaries should reflect that. Closing a school within the core of Austin does not seem to be a good solution for anything.
- I think you should expand the dual-language programs wherever possible. It's such a crucial, forward-thinking way to educate it should be supported and increased as much as possible.
- Do not close Becker.
- Rather than close a school, realign boundaries so that over-utilized schools are relieved, and so that under-utilized schools get more of those students (Barton Hills/Zilker and Becker; Linder and Travis





Heights. Do not allow people to transfer into schools if they are over-capacity. Consider joint-use opportunities with the city and other options that could allow under-utilized campuses like Becker's to stay open while also exploring revenue options that reduce costs. Expand Pre-K to include a tuition option to more schools throughout district.

- Why not realign the boundaries and put students in schools with low attendance, thus relieving crowding in the schools that have too many students.
- 1. Move elementary boundaries to address over and under capacity schools. I-35 should not be used as a reason to summarily reject this option. More blending of east and west Austin neighborhoods would have many benefits for the city. 2. Fully support and make a commitment to keeping open for at least 5 years the new dual language program at Becker. Possibly prioritize admissions to the program from overcrowded schools.
- I feel that we could use the smaller campuses as prek centers to pull some overcrowding away from larger schools and add to the size of the smaller campuses. Rather than renting extra space downtown such as the system-wide testing offices, move it to a small campus where there is extra room.
- Possibilities Include: 1. Expand the Dual Language Program to Middle School and High School level, creating 2-way Dual Language Magnet HS tracks for both Travis HS and Crockett HS to increase enrollment and attract students from other areas

and different socio-economic groups and create more diversity. Becker could align with either Travis or Crockett. 2. Create a Pre-K through 8th grade school at Becker ES to increase enrollment and better serve at-risk youth through relationships developed over time at one school. 3. Change boundary for Becker ES to draw in more students from surrounding schools (Zilker & Travis Heights, possibly Barton Hills). 4. Re-align Becker ES with O. Henry & Austin HS to increase enrollment. 5. I would support closing Pease before I would support closing a school like Becker. Becker may gain some students from Pease if it were closed. Becker ES is in good condition and has historical significance. It is in a desirable location and the enrollment issues are solvable. The DL program has already attracted many families in Bouldin Creek Neighborhood as well as many transfers from other areas/schools.

- Consider addressing under-enrollment at Becker by expanding attendance boundaries. It is my understanding that these boundaries are very small relative to other elementary schools in AISD. Re the option of closing Becker, it seems nonsensical to do so after the significant recent investments in the school and its programs, and the success those investments are yielding for a very diverse student population.
- I am strongly against closing schools. Your very numbers show you'll have more students than seats in a matter of years, so closing schools is a very short-





sighted solution that cannot easily be undone later. Rather, I'd like to see AISD "support" schools to help fill available seats; innovative programs will draw in transfers, or shift attendance boundaries to ease overcrowding. That is a cost-effective solution, and solution that works long-term. counterproductive to close a thriving, Exemplary school with innovative new programs drawing tons of transfer students. How is closing such a school good for the district as a whole? Give us more students. Promote our new Dual Language program, move boundaries, etc, and our rising star of a school can continue to thrive. Even something simple like running one bus from Linder for interested parents (for whom only transportation is keeping them from Becker) would solve two problems at once. Certainly that's cheaper than closing and building, and it's definitely an academic win.

Realign current attendance boundaries district-wide. However, at a minimum, realign Becker ES's boundaries to give them a relatively equal sized attendance zone to all its nearby peer schools (e.g. Give Becker back what was taken away & given to Travis Heights ES in the 90's; Give Travis Heights ES some of Linder ES's attendance Zone so Travis Heights doesn't net lose students which would also help ease overcrowding at Linder ES). In conjunction with adjusting boundaries, AISD could implement two-way immersion Dual Language Program at Middle School & High School Level. Another

potential option would be to consider realigning Vertical Tracks district wide. However, at a minimum, consider changing Becker ES's vertical track from Fulmore MS -> Travis HS to O.Henry MS -> Austin HS. This would likely result in immediate increase in Becker's enrollment and could reduce overcapacity issues at nearby Zilker ES & Barton Hills ES. Note: In 2009 school year Becker ES had approx 69 transfers out to other AISD schools. Approx 48% of these students transferred to elementary schools that track to Austin HS (26% was to Zilker ES). Approx 60% transferred to Elementary Schools that track to high schools other than Travis HS. Lastly, AISD needs to be actively involved as a "partner" with individual schools with special programs (e.g. Becker's new Dual Language Program) that have low utilization rates to help market the schools and recruit new students. At a minimum, AISD should be providing district-wide best practices & guidance. Further, AISD should be publicly promoting their commitment to these schools and program success. This continues to be lacking throughout the district and results in many schools being publicly perceived as unstable which directly results in current teacher turnover, student transfers out, and roadblocks to recruiting new transfers in. [E.g. After the proposed Becker repurposing in 2006, the student attendance #'s dropped 20% in the immediately following two years and an additional 10% the next two years. In addition, over a recent 6-year time period, Becker





has had 4 different principals & continued teacher turnover.] This further promotes an image of instability which is extremely unattractive to both inattendance zone students and potential transfer-in students. Nobody should expect AISD to do everything, but it is not unreasonable to expect AISD to work in partnership to enhance schools. Further, it is unacceptable that AISD actually provides (intended or not) additional challenges for schools that are struggling to achieve self-sustainability. AISD needs to also acknowledge the added turmoil caused by this process to schools being considered for closure. This further promotes the public perception of instability which is difficult to overcome. In addition, this process is taking involved parents' time and efforts away from activities that were otherwise being channeled towards improving their schools; thus once again putting roadblocks up that negate the grass-roots efforts and progress. AISD should also consider revamping the current transfer policies which significantly contributes to the utilization imbalances seen district wide. AISD should also look at options that cross the constraining "silos" created by the establishment of the 6 planning areas used in this process. These planning areas have the effect of limiting "out of the box" options &/or district-wide analysis. Further, the planning areas as created come across as perpetuating old AISD taboo biases (e.g. The east/west I-35 divide; the north/south Town Lake divide; the east/west Lamar

Blvd &/or Mopac divide; inner city/suburbs divide). Whether or not they were intended that way doesn't matter, fact is that they constrain the analysis & it is publicly perceived as unfair.

- Work with other Planning Areas to update school catchment areas and vertical alignment district wide.
- Why are we not considering redrawing boundaries with Area I that is greatly overcrowded and close to Area II and Area IV? Three schools are under the recommended 95% capacity. Where is the revisiting of the transfer policy? Why is it that Area II clarified that building a new elementary school would happen east of IH-35 but Area I did not include that specific language so it appears the elementary school might be scheduled for west of Mopac? Where is the mention of vertical team alignment?
- As one of hundreds of strong Becker Elementary supporters, we strongly support our school. We are one of only four Dual Language pilot elementary schools in AISD, and this opportunity has drawn kids from our neighborhood and beyond to Becker! As this is only our first year with Dual Language, we need additional years with this program to continually grow enrollment and share our successes with the community. AISD asked parents to commit 5 years to Becker and the DL program when they enrolled. We have made that commitment, and need the district to honor that commitment as well and ensure Becker's doors will be open for those 5





years. If Becker continues to be forced to fight closure, concerned parents will not send their kids to the school in fear of closure before each new school year. Thus, it's a self-fulfilling prophecy: AISD discussed possible closure due to low enrollment, so parents don't send their kids there for fear of losing their school . . . enrollment suffers and the school is indeed closed. Instead, we need AISD to strongly stand WITH Becker and ensure the community that this school with the Exemplary Rating will be open, so we can then draw the many neighborhood and transfer kids who are excited about the school's many fantastic programs (DL, Green Classroom, Art House, Chicken Coop, Historic Designation, desirable location, great student-to-teacher ratio, etc).

- Linder ES, Rodriguez ES, and Houston ES, all located on the east side of IH-35, are over capacity. It is not ideal to transport children across this physical boundary to achieve equal capacity among the elementary schools in this area. I don't understand why this is not an option especially if we are trying to increase enrollment at Becker in the two-way dual language and currently there are more native English speakers. I would imagine there are more native Spanish speakers at Linder.
- It's very difficult to look at this piece of the map without looking at the schools to the East, South and West of this area. Becker and Ann Richards are much closer to Barton Hills ES and Zilker ES than they are too many of the schools in this area. I would

- prefer to look at everything south of the river together even though I know that breaks up schools that track to Austin High. It would make more sense in considering options for this region.
- The new elementary facility should have a theme or program. Linder Elementary should also receive improvement programming. Existing West Elementary Schools with low enrollment should develop attractive programs. I was under the impression that Becker Elementary is full for their new dual language program & some applicants were denied admission. If so, the current stats do not take that change into account. Fulmore has dramatically improved their magnet program. Can't the elementary schools do the same?
- The more options children have to pursue interests, the better they will do in school. Plus with more options might come higher expectations. We all can rise to what is expected.
- The area around Linder is surrounded by large amounts of recent apartment and condo growth. A new school would be the best way to begin to address this process.
- Redraw boundaries of attendance zones shifting students from over-capacity schools to undercapacity schools, i.e., a shifting Linder students west to Travis Heights and Dawson to relieve overcrowding, shift westside Travis Heights students west to Becker to accommodate with excess capacity. Elementary capacity in this Planning Zone





stands at 102% in the aggregate, so this is not a question of under-capacity vs. over-capacity. It is a question of poor distribution. 2. Redraw boundaries of attendance zones beyond the arbitrary lines drawn by this Planning Zone (#2). Redrawing some of the attendance zones' boundaries of overcapacity schools i.e., west Planning Zone (#5), would go a long way in addressing the under-capacity issue growing in the Austin inner-corridor schools north and south. This would also greatly reduce the financial pressure on (and save money for) the District by repairing/maintaining existing schools rather than building multiple new schools. 3. Redrawing boundaries in the above manner(s) would also require reviewing and adjusting vertical tracks for logical flow of students from Elementary to Middle to High School. Many of AISD's vertical tracks reek of political sway rather than logistically reality, i.e. Oak Hill has to bypass two closer Middle Schools and two closer High Schools on their way to Austin High School. 4. Consider seriously downsizing District personnel from the top, not the bottom, of the organizational chart. AISD remains top heavy and can save more money in eliminating two assistant superintendents or multiple directors of this and that than AISD will save in closing one or two small schools.

 Boundaries need to be realigned to move kids from overcrowded schools to the under-utilized ones. This

- is the most cost-effective and common-sense approach.
- Consider redrawing boundaries to support schools with lower enrollment. Add programs and/or collaborate with the city and private entities to explore opportunities for using space in under enrolled campuses for other uses. Expand tuitionbased pre-K programs.
- Give Becker's dual language program a chance to work and don't shuffle those kids off to overcrowded schools.
- The schools in this area need all the help they can get i.e., small classrooms, bilingual education, music, art and science programs, and a really good athletic/exercise teacher and after school opportunities.
- Please keep Becker Elem. open! The building is not underutilized. It houses a vibrant school community that is only bound to grow with the tremendous amount of babies born in Bouldin Creek neighborhood since 2007. It also houses ACES & school offices that would need to be relocated somewhere else, as well as the Green Classroom.
- The district needs every elementary seat it has in area 2. Also, it makes no sense to consider the elementary schools in area 2 independently from the schools in area 5. The elementary schools in the area bounded by Ben White, I-35, Mopac, and Town Lake, plus Pease and Linder, should be considered together.





- It seems logical and useful to me to address the discrepancies in over and under-enrollment in the elementary schools in this area by re-drawing the boundaries so the overcrowded schools get less enrollment and the under-utilized schools get more enrollment. While this is not a great political solution for AISD, I think the option needs to at least be presented. Neighborhoods and cities change and the school boundaries should reflect that. Closing a school within the core of Austin does not seem to be a good solution for anything.
- I think you should expand the dual-language programs wherever possible. It's such a crucial, forward-thinking way to educate it should be supported and increased as much as possible.
- Rather than close a school, realign boundaries so that over-utilized schools are relieved, and so that under-utilized schools get more of those students (Barton Hills/Zilker and Becker; Linder and Travis Heights. Do not allow people to transfer into schools if they are over-capacity. Consider joint use opportunities with the city and other options that could allow under-utilized campuses like Becker's to stay open while also exploring revenue options that reduce costs. Expand Pre-K to include a tuition option to more schools throughout district.
- Why not realign the boundaries and put students in schools with low attendance, thus relieving crowding in the schools that have too many students?

- Move elementary boundaries to address over/under capacity schools. IH-35 should not be used as a reason to summarily reject this option. More blending of east and west Austin neighborhoods would have many benefits for the city. 2. Fully support and make a commitment to keeping open for at least 5 years the new dual language program at Becker. Possibly prioritize admissions to the program from overcrowded schools.
- I feel that we could use the smaller campuses as Pre-k centers to pull some overcrowding away from larger schools and add to the size of the smaller campuses. Rather than renting extra space downtown such as the system wide testing offices, move it to a small campus where there is extra room.
- Consider addressing under-enrollment at Becker by expanding attendance boundaries. It is my understanding that these boundaries are very small relative to other elementary schools in AISD. Re the option of closing Becker, it seems nonsensical to do so after the significant recent investments in the school and its programs, and the success those investments are yielding for a very diverse student population.
- Work with other Planning Areas to update school catchment areas and vertical alignment district wide.





District-Wide Questions

Question #6 - Do you think that AISD needs to realign current attendance boundaries?

6. Do you think that AISD needs to realign current attendance boundaries?									
	Indiv	ridual	Gro	oup	Web				
	%	Count	%	Count	%	Count			
Yes	89%	93	100%	17	74%	134			
No	2%	2	0%	0	7%	12			
Don't Know	9%	9	0%	0	20%	36			

Question #7 - What is your level of support for the addition of a gender-specific male school?

7. What is your level of support for the addition of a gender-specific male school?									
	Indiv	ridual	Gro	oup	Web				
	%	Count	%	Count	%	Count			
Strongly Support	41%	41	44%	7	34%	62			
Support	42%	42	44%	7	38%	68			
Do not Support	16%	16	13%	2	28%	50			





Question #8 - Do you feel that AISD needs to increase and enhance the availability and quality of athletic programs and facilities throughout the District?

8. Do you feel that AISD needs to increase and enhance the availability and quality of athletic programs and facilities throughout the District?

	Indiv	ridual	Gro	oup	Web	
	%	Count	%	Count	%	Count
Yes	48%	50	53%	8	32%	56
No	24%	25	7%	1	43%	76
Don't Know	28%	29	40%	6	25%	44

Question #9 - If a school is to be closed or reused in AISD, please rank the following criteria that could be used to determine which schools are candidates for this action. Rank in order of importance with 1 being most important and 5 being the least important.

9. If a school is to be closed or reused in AISD, please rank the following criteria that could be used to determine which schools are candidates for this action. Rank in order of importance with 1 being most important and 5 being the least important.

Individual	1		2		3		4		5	
marviduai	%	Count								
A. Facility Condition Index (cost of repairs/cost of replacement)	25%	16	34%	22	25%	16	12%	8	5%	3
B. State accountability status (failure to meet state performance targets)	40%	26	12%	8	12%	8	9%	6	26%	17
C. Utilization of the school (District goal is a permanent capacity between 85% and 105% at all schools)	18%	12	25%	16	26%	17	25%	16	6%	4
D. School size (number of students enrolled)	11%	7	18%	12	17%	11	32%	21	22%	14
E. Potential for reuse of the school for other purposes	6%	4	11%	7	20%	13	22%	14	42%	27





Charm		l	2		3		4		5	
Group	%	Count								
A. Facility Condition Index (cost of repairs/cost of replacement)	38%	3	50%	4	13%	1	0%	0	0%	0
B. State accountability status (failure to meet state performance targets)	13%	1	13%	1	38%	3	25%	2	13%	1
C. Utilization of the school (District goal is a permanent capacity between 85% and 105% at all schools)	25%	2	25%	2	25%	2	25%	2	0%	0
D. School size (number of students enrolled)	25%	2	13%	1	13%	1	25%	2	25%	2
E. Potential for reuse of the school for other purposes	0%	0	0%	0	13%	1	25%	2	63%	5

Web		1	2		3		4		5	
vven	%	Count								
A. Facility Condition Index (cost of repairs/cost of replacement)	21%	46	30%	44	26%	42	9%	12	12%	20
B. State accountability status (failure to meet state performance targets)	36%	76	18%	26	9%	14	14%	18	20%	34
C. Utilization of the school (District goal is a permanent capacity between 85% and 105% at all schools)	18%	38	14%	20	28%	44	28%	36	14%	24
D. School size (number of students enrolled)	13%	28	19%	28	16%	26	31%	40	23%	38
E. Potential for reuse of the school for other purposes	12%	26	19%	28	21%	34	17%	22	31%	52





Question #10 - If AISD were to close a school facility, what should be done with the unoccupied facility?

10. If AISD were to close a school facility, what should be done with the unoccupied facility?

Individual	Strongly	Support	Sup	port	Do not Support	
Individual	%	Count	%	Count	%	Count
A. Renovate for a different type of educational space	47%	38	44%	36	9%	7
B. Reconfigure for use as an administrative or District support space	11%	8	39%	30	50%	38
C. Sell or lease the property	15%	12	30%	24	55%	44
D. Raze/Demolish	1%	1	16%	12	83%	64
E. Use in partnership for community use or higher education	42%	32	47%	36	12%	9

Croup	Strongly	Support	Sup	port	Do not Support		
Group	%	Count	%	Count	%	Count	
A. Renovate for a different type of educational space	46%	6	54%	7	0%	0	
B. Reconfigure for use as an administrative or District support space	0%	0	36%	5	64%	9	
C. Sell or lease the property	21%	3	29%	4	50%	7	
D. Raze/Demolish	0%	0	7%	1	93%	13	
E. Use in partnership for community use or higher education	38%	5	54%	7	8%	1	





Web	Strongly	Support	Sup	port	Do not Support		
vveb	%	Count	%	Count	%	Count	
A. Renovate for a different type of educational space	44%	74	40%	68	15%	26	
B. Reconfigure for use as an administrative or District support space	18%	30	49%	80	33%	54	
C. Sell or lease the property	17%	28	22%	36	61%	102	
D. Raze/Demolish	7%	12	10%	16	83%	134	
E. Use in partnership for community use or higher education	36%	60	45%	74	19%	32	

Question #11 - What other academic or facility issues should be considered while developing the AISD Facility Master Plan?

Individual Comments

- Build another middle school in this area. (2)
- Equity of facilities and programs for students. (3)
- Allow for choice magnet, Fine Arts, Ann Richards, etc.
- Travis HS & Fulmore MS are not experiencing the extreme over-crowding that Linder ES, for example, is experiencing. My concern is that the extreme over-crowding sets up those students for academic failure. The bond that was passed in 2008 for an early elementary school to alleviate over-crowding at Linder has been stolen from the Linder community. The Pre-K center using those funds is across Ben White Blvd., one block from Houston ES.
- I would like to see a true alternative high school, one where the students are permanently enrolled. At this school, teachers whom the district already has in the current alternative schools, could establish relationships with troubled students and be held accountable for their progress. Currently, the constant transition to and from alternative campuses stifles the relationship aspect of the teacher/student interaction.
- Performing arts facilities, library expansion, athletic facilities - these are desperately needed at Ann Richards.





- Special programs, Dual Language. The district asked for commitments from the Dual Language families and I expect that the district honor that commitment by not closing the school we committed to.
- Don't close any exemplary schools. Consider nonstudent utilization of the school in utilization numbers and costs of closing.
- City planning no one wants to live in a city without neighborhood schools in their inner city.
 Encouraging growth outwards to the suburbs seems like a bad long-term decision for many reasons.
- Keep all of our exemplary and recognized schools, teachers, and programs. Maintain and enhance all fine arts programs.
- The Ann Richards School is an exemplary school that is housed in an extremely outdated facility. The facility was originally built for a middle school but now houses grades 6-12. To allow Ann Richards to achieve its mission, the facility needs to be upgraded to include a fine arts facility, a high school gymnasium, and a library media center.
- If all schools had the same equipment and program offerings, same zero tolerance for behavior issues, then parents would not feel the need to transfer their students as much.
- Find out what the other schools are doing to be attractive.

- How well the students are doing in the current facility arrangement and how changes would affect student's achievement.
- AISD should build a natatorium. We have swim programs at a large number of high schools. The programs raise no money by hosting meets. They have to go out of the city or rent from UT.
- Spend more on upkeep of facilities in the short term so the facilities look their best. Then, in the long term, make the decisions that benefit the most students, not just some.
- Consider that the small high school effort pushes some students away from Travis because they cannot be in orchestra or theater unless they are in the fine arts strand.
- Technology equity for students in older schools needs to be addressed.
- Basics, like bathrooms with proper ventilation, need to be installed in older schools.
- Erosion of facility should be addressed before it is more expensive to fix.
- Gutters are cheaper than foundation fixes.
- Expand dual language programs. Update technology so that older schools = newer schools. Update campus as to be greener - more efficient energy-wise will lower bills; better air quality will improve the health and productivity of the students.
- Where to locate programs that are required by law.
- Programs such as Special Ed impact both issues.
- Bathroom facilities; upgrade, sanitary.





- Technology; equity of new building technology versus old building.
- Updating the bathrooms with hand dryers, auto flush toilets, auto water faucets.
- Technology; newer schools have an immense amount of technology that our students do not have.
- Massive erosion correction on the campus. (2)
- Ann Richards inherited a middle school facility that doesn't include facilities for high school students, including a fine arts facility, a library media center, and a high school gym.
- Please have more dual language programs! The U.S. is language impoverished – let's have Austin be different.
- Fixing up older schools to make them more attractive to families.
- Increase technology availability at older schools.
- Deal with erosion/landscape issues at older schools.
- At Ann Richards, we will become a 6-12th grade campus in the 2012-2013 school year. We will need high school type facilities. So add a fine arts center, high school library or media center.
- Older schools historic; have smaller rooms yet same capacity demands (built for 15-1 yet have 22 to 1). They don't even have desks, only tables. New schools get all new tech and larger spaces. Not equal. Older schools are full at 15+ kids. Teaching in halls at 22-26. Also, older schools in established central areas (vs. west or affluent)

- suburbs) have higher Title I; more poverty and often many behavior issues associated so teacher ratio doesn't adjust for that need.
- The age of the buildings. Schools that need more money to get to adequate academic readiness, we need to find a way to accommodate that.
- Technology equity.
- Restroom equity.
- Class room size equity. Have other spaces for students to do larger projects in.
- Please reconsider boundaries for middle and high school in Planning Area #2. Specifically for Boone Elementary since it is so much closer to Bowie than Crockett.
- There is a stigma associated to the MS & HS in Planning Area #2. How can we remove that stigma?
- Means to provide financial resources to under enrolled schools due to lack of dollars per student.
- Historic significance.
- Community support.
- Closing successful school programs does not make sense in our high accountability system.
- Use of schools by community agencies should be factored into current utilization ratings. Partnering with community agencies and universities to advance student success should be valued.
- Under-crowded does not necessarily mean underused.





- More emphasis by task force members to understand the underlying data and calculation methodologies.
- More time and emphasis understanding school specific circumstances that affect the #s or wouldn't be understood by simply looking at summary data tables.
- Look at district-wide boundary realignment.
- Look at district-wide vertical track realignment.
- District-wide options rather than compartmentalized silos (6 political facilities planning areas).
- The Ann Richards School plans to serve closer to 900 students in 2012 not 641. It is a middle school facility but we will be at capacity and serving all high school grades by 2012. We need a fine arts facility (auditorium, stage), a library media center, and a high school gym so we can host other high schools when we compete.
- Ann Richards was built as a MS as such it needs HS fine arts, library, and athletic facilities.
- Ann Richards YWL monetary needs for growth. It will increase its capacity due to future yearly growth. It is currently only fit for a middle school and will need more space for classes, gym, extracurricular, and band. Each year there will be another grade added to complete through high school. Thus far it is only capable to be at capacity for a middle school.
- Academic rating of the school, boundaries and how they represent social/economic, racial, linguistic diversity.

- Newly implemented academic programs that are attracting new students and need to be given time to develop and become successful.
- Equity in technology, other amenities.
- School closure is a short-term solution that is almost impossible to reverse – you need the seats, so make other changes to balance enrollment. Becker has the potential and is on track to become an AISD success story – move boundaries, promote existing special programs, etc. Other cuts can be reversed. You close this (or any central Austin) school and it is gone forever when growth (density, Imagine Austin, etc.) is coming.
- Maintaining older, architecturally unique schools; including the land and building value.
- Look at long-term growth; by 2014 the population will grow immensely. Be cautious in closures because the property will be too expensive to purchase later.
- Will the District be able to find/afford space in neighborhoods when the future need arises?
- Ann Richards School will serve 900 students in 2012 not 641. It's a middle school facility but we will be at capacity serving 6th – 12th. 7 grades x 125 students = 875 students total.
- Parking (2)
- Pilot programs.
- Enrollment (open).
- Attendance zones.





- More language support for non-Hispanic people to learn Spanish.
- Use of catchment areas so parents can choose where to send children in limited area.
- Attendance at St. Elmo ES will increase more than projected due to renovation and lease-up of a large apartment complex in the area.
- Move resources and services.
- Smaller classes.
- Ann Richards needs a gym for HS programs, weight room, and locker room. The school is old, overcrowded and does not meet the needs of our students!
- Future well-being of the District as a whole.
- Better meeting the needs of all students.
- Better facilities for programs that attract and keep parents and students in AISD; fine arts, better sports.
 All surrounding districts have better.
- Academics: please consider the long-term effects
 of reduced attendance zones, poor administrative
 support, and threats of closing our schools. If a
 school is set up to succeed and does, that success
 should be pursued on-site. If a school is set up to fail
 and does, the factors underlying the set up should
 be examined and fixed.
- The City of Austin has followed a policy encouraging greater density of development in core neighborhoods; perhaps AISD could coordinate with city planning personnel when new housing developments are under consideration. For

- example, a large apartment complex could make a big difference in a school's enrollment.
- What is the AISD budget and what do you really expect to save? I suspect the bulk of the budget is in personnel and I'm not certain the savings through this process merit the changes if the data in the future can't be predicted.
- The tie between facilities and academic goals is tenuous at best and efficiency is not necessarily the highest goal in the discussion. Efficiency should not dictate this discussion if the cost is relatively small.
- We should expand the idea of schools beyond education or facilities and make them more of a core to the communities. Use private/public partnerships to extend how they are viewed as an asset.
- Academic programs need to be aligned by vertical teams for equity and consistency (equal access for all students). For example, Crockett and Bedichek have AVID, but Covington has not been given that opportunity even though numerous proposals for programs and supports have been formally requested from central office over the last several years.
- Fine arts facilities for middle schools such as Fulmore.
- Fine arts facilities, a library media center, and high school gymnasium for Ann Richards School.
- Equity all schools should be capable of educating kids. Benchmark those that do well. How did





- Reagan and Webb turn around? Do that everywhere.
- No more magnets until all schools are operating at a high level – magnets create segregation on campus.
- If you're going to close a school, compensate by improving the affected children's vertical alignment.
- Can't reconfigure a building that doesn't have employee parking.
- Community "smart growth" closing a school, especially an elementary school little ones can walk to, hurts community smart growth – consider local harms, not just benefits to AISD.
- Historical designation.
- Ann Richards is becoming a high school; it should have high school facilities comparable to the best high schools in town.
- When it comes to attendance boundaries we have got to address the issues of race and class! These planning area boundaries are a perfect example!
- Fine arts facility, athletic facility, library for Ann Richards School – presently a MS campus and high school needs as we grow yearly.
- AISD has asked parents of Becker ES to commit to five years of the dual language and I feel that the District should also commit to about the same amount of years in the program for our children.
- Do not allow transfers into already over-capacity campuses.

- Get beyond the "it is not ideal to transport children" across I-35. I am a product of AISD. I was bussed 12 miles from Manchaca Slaughter to Martin Junior High School in 1981-1983. If you can transport students that far, you can transport them across I-35.
- Support for Dual Language enrichment program at Becker, to increase enrollment there, and to provide continuity for program.
- Please bring the Ann Richards School facilities up to high school standards. Specifically, a high school library media center, a high school athletic facility, and a high school performing arts facility.
- Dual Language was just implemented at Becker and parents were asked to make a 5-year commitment to DL, AISD needs to make a commitment to Becket at least as long.
- We are talking about closing westside schools when we have overcrowded eastside schools. Why spend money on building new schools when we have capacity in existing schools?
- Reconsider a review/alteration of boundary lines.
- Facilities should not be driving programs.
- Utilization must include space needs for other vital programs and educational supports (e.g. CIS, PSS, Dropout Prevention staff). These programs are crucial in ensuring academic success and increased attendance, and their space needs are currently not factored into the calculation. In particular, the proposal to eliminate temporary buildings could dramatically hinder all programs





- and activities and initiatives that are not classroom instructions (but critical to struggling students' success).
- Programs special education.
- 21st Century needs (learning for future).
- Please remember the boys of AISD. I'm a mother of two girls, but I can see that there is definitely a need for a gender-specific school for boys similar to Ann Richards. It seems that our nation has forgotten the Hispanic and African-American boys. These boys are the "men" of our nation's future. Please don't leave them behind.
- The Ann Richards School currently houses grades 6-10, and will eventually have grades 6-12, a unique design of a middle-high school. We reside at the former Porter Middle School and therefore, have outgrown common facilities for our students. We would like to be considered part of the bond election to include a fine arts facility, a library media center, and a high school gymnasium. We are the only school-high school without a theatre/stage and without high school space for our library. And we run a middle-high school athletics program and have run out of gym space.
- More attention to longstanding political and socioeconomic factors that have influenced the boundaries of the planning areas. To an outsider learning about AISD, the boundaries and vertical alignments often seem highly illogical and inefficient.

- Becker just started a DL program, doubling the K & 1st classrooms – these will grow up the grades, increasing enrollment.
- Becker's new DL program and the exemplary rating will increase enrollment.
- The portables are used for ACES already.
- I don't think the population projections for the area are correct.
- It appears that we have a balanced permanent capacity for elementary schools (102%) in Planning Area 2. Why build a new school/close others? Need to change boundary lines instead.
- Administrative costs.
- The fact that AISD has offices stationed on campuses using classrooms, which cannot be used for students/the rooms need not to be from utilization calculations.
- Downsize administration AISD is top heavy.
- I would like to see a fine arts facility, library media center and a high school gymnasium at Ann Richards School for Young Women Leaders. We are now a high school with a middle school building, middle school library, and middle school gym. Ann Richards has a great fine arts program.
- Dual Language Program School sites.
- Schools that are used by the district as district offices.
- Special programs that are housed at certain elementary schools. ACES at Becker.
- Reduce administration numbers.





- Becker should not close its doors because it has good programs. The children can walk to school, we have a new library, and it is a safe neighborhood.
- We have a community of parents that's growing more and more every day.
- Programs: dual language program, raising chickens, green areas.
- Because we have important programs at Becker.
- At Becker we have excellent programs like the dual language program, raising chickens, the botanic garden house; every school day is important for our children. Excellent programs that help us with the education of our children, it's very close to my home and my children can walk there. We also have the C.I.S. program. (3)
- Music, computers, more sports and prayer.
- I want them to take into consideration the areas of computers, music, and art because they are part of getting an education. They should take it into account in their surveys.

Group Comments

- Ann Richards needs high school additions such as fine arts, library media center, and high school gym.
- Boundaries seem illogical.
- Renovations and repairs prioritized by need.

- Equitable schools would make people stay in their home schools. Work on making schools equitable in all areas.
- Find out why some schools are more attractive to their home population.
- Shouldn't education rate more highly than efficiency?
- Rebrand schools to welcome the community in a more fluid manner across the vertical team.
- Consider existing partnerships in schools that are not included in the utilization data.
- Consider effects on student achievement with facilities decisions.
- AISD should strive to make the exemplary schools a model for those schools that are not exemplary.
- Please consider that the Becker Elementary
 parents were asked to commit to a 5-year term in
 exchange for a dual language program. The fact
 that AISD is now considering closing Becker is a
 breach of an actual and moral contract.
- Ann Richards would like students to have equitable high school facilities. Specifically fine arts facility, library and media center and a high school gym.
- Every AISD student in school uniforms.
- Becker families were asked to make a 5-year commitment to the dual language program, AISD should commit to Becker at least that long.





- FCI and capacity formulas need to consider unique campus situations like other AISD programs on campus.
- Check numbers seem off.
- Consider special collaborative programs on individual campuses.
- Historical designation.
- When (or if) closing a school is decided, then give special consideration to those children's vertical alignment.
- The facility master plan should consider Austin long-term growth plans.
- How is option 4 without redrawing boundaries?
- Special programs.
- Meet the trends of the times.
- Needed HS facilities at Ann Richards.
- Adjust boundaries to balance over and under enrollment in elementary schools.
- Enrollment increase at St. Elmo ES.
- More resources/smaller classes at focus schools.
- More special education resources; faster testing.

Web Comments

 The Ann Richards School needs to have high school facilities such as fine arts building, high school gym and library. The school was build for 6th -8th graders with the facilities that support this structure. Once ARS is full (7 grades) in 2013, there are no facilities to support both middle school and

- high school. Fulmore's music program is outgrowing the building. A regional final arts facility is needed for middle schools.
- I thought that the board expected the vertical teams to be true vertical teams.
- This school is a remarkable example of high academic standards, high behavior standards, and a dedicated, engaged staff. This may not be unusual for schools that service privileged students but this school makes it the mission to serve a large percentage of under-privileged kids with the goal of getting everyone of them on the path to college. To adequately and fairly serve, this remarkable group of girls, the campus is in desperate need of support. They are trying to provide high school level needs with a well-used middle school facility. The very basic needs of senior high students that are abundant and taken for granted at other high schools are sorely lacking for the Ann Richards students. Fine arts, athletics, and media center resources are greatly needed. I ask AISD to support these girls, and this faculty by providing facilities and programs at this jewel of a school.
- It seems to me that redrawing the boundaries could help alleviate the overcrowding and possibly reduce the need for portables which are terribly inefficient cost wise. If you plan to redraw boundaries, there should be impartial participants in this process. The boundary process last year for





- Southwest Elementary schools was a travesty. What a waste of time! Set specific goals for the task force to follow and make sure they do so.
- Becker Elementary also houses ACES and other AISD offices. This utilization is not reflected in our %, but is obviously a valuable part of our school's utilization. Becker's campus is over 70 years old, taught Mayor Lee Leffingwell, and has been awarded Historical Designation. We have a growing neighborhood full of strollers with Beckerto-be kids strapped inside. We are a great school and a great community! Thank you.
- The commitment we as parents made to Becker should be honored with an equal commitment from the school board to be in it for the long haul.
- Equality of education across the district. We should not close all of our downtown schools. This is not in alignment with diverse downtown density, and rewards suburbs with new facilities, at the expense of improvements to existing campuses. Linder Elementary shows that.
- Question nine is badly worded. It is impossible to determine whether what is most important is the determinant to keep a school closed, or to keep it open. Given that our local school is overburdened with students, it does not seem logical to close any schools in the neighborhood. If anything, there is a need for more schools, or better facilities to accommodate large student populations.

- The most important issue should be to reward schools that are successful, regardless of size or utilization ratios. Those schools should be supported in order to shine a light on what can be replicated at other schools. To this end, specialized programs like Dual Language/Magnet schools should be expanded to the elementary schools and should continue to be supported in those schools that already employ those programs.
- We transfer our kids into the area for the Dual Language program at Becker. Please consider the importance of this program when determining the future of Becker Elementary. This program is an important and progressive way for Austin students to be educated.
- More focus on academic diversity with each high school having a specialty; also open enrollment (choice) particularly if you create one or two magnet schools.
- It seems that an area's growth needs to be considered. For instance Planning Area 2 is seeing a major influx of families moving into this neighborhood. Also, I think that the most important thing is that boundaries need to be adjusted.
- When are we going to consider selling the admin offices on 6th street and make administrators work in a cheaper area of town?





- Cost of operating a school needs to be a factordistrict is bleeding money and we need to get our costs under control while providing an equitable education for all. It is not equitable for east side elementary schools to be so far over capacity while other elementary schools are operating under 70% of capacity.
- Get administration out of high-rent downtown areas. Use some of the under-utilized schools or use a school that is closed. Do not ignore the fact that not all subjects are suited for a cramped classroom environment and will require more "space" to be effectively taught. Forcing too many students into a classroom does not align with Accountability goals either, so either utilization is a priority or academic excellence is a priority. State which one is the higher priority, but don't try to pretend that both are.
- Do not close Becker. Build new elementary in East Oltorf area.
- Expense on portables any unnecessary expenses due to poor distribution of existing student to existing desk
- What special programs or benefits are unique to a school that may attract families to send their child there?
- The possibility of providing transportation from overcrowded schools to schools that offer special programs. In other districts in the United States, students who have been accepted into other

- schools for special programs (if there are enough of them coming from one school to another) are bused from one school site to another. If the dual language programs were to be better advertised, and a bus were offered from one school to another, then overcrowding and under-enrollment could be addressed and there would be one bus making one direct trip.
- Facility Master Plan should support goals of City's Comprehensive Plan and should reflect extensive recommendations and findings from AISD's Community Committee on Neighborhoods and Schools as well as the City's Families and Children Task Force.
- The boundaries are outdated. Crowded schools border Becker, which is under enrolled. There are no good Jr. High options, one concern I hear from potential Becker parents are that there are no good options after that, the middle and high school are not acceptable.
- I live in the Bouldin Creek neighborhood and I am aware that Becker Elementary may be on the chopping block. I have a 15 month old son; I was strongly leaning towards either moving or sending him to private school when he is of school age until this year. With advent of the dual language program and the new exemplary rating, I, like many other parents in the neighborhood, am now looking forward to sending my child to Becker. It would be short-sighted to close Becker





Elementary. There is a baby boom in my neighborhood. As long as Becker continues its success it will continue to attract students, it would be sad to lose a school that has the potential to be a model of diversity, community involvement and academic excellence when it is just beginning to take off.

- In considering the development of genderspecific schools, it is important to consider that
 these are discriminatory and likely illegal. Under
 the Bush administration, Title IX appeared to be
 bending to the point that such gender-specific
 male schools might be allowed under the
 Constitution and Title IX, and many school districts
 have created them, but in my view these districts
 are lawsuits waiting to happen, because the
 discriminatory character of these schools, and
 their reliance on stereotypes of boys (and girls)
 places them in a highly legally precarious position.
 In addition, gender-specific schools are bad
 policy. They are bad for boys' and girls' social
 development.
- Curriculum across the district has no integrity at the secondary level. Everyone knows that an AP class at Lanier and Crockett are NOT the same class as an AP course at Anderson and Bowie. Make the curriculum and the grading policy at the lower performing schools meet that of the higher performing schools and you will have less flight from the school. Allowing the disparity in the

- curriculum and grading policy is cheating the students and is not preparing them for college. The students will surprise you if you are honest with them and show them what they need to do to master the material and they will rise to the challenge.
- Don't take away public space from urban core communities. You have no idea how much they are needed and loved.
- Distribution of magnet and signature programs.
 Look at the successful ones and replicate to serve more students.
- Small classrooms, bilingual opportunities, music, art, science programs at all levels, top notch athletic/exercise programs.
- Schools should not be closed unless the repairs needed exceed the cost of reassigning those students to other schools. AISD needs every seat they have so if some schools are under enrolled, AISD should revisit boundaries and transfer policies.
- Please try to align your facilities plan with other regional planning efforts, like Travis County and the City of Austin, as well as CAMPO and Capital Metro. Do not plan in a silo - AISD is part of the community and should reach out to other institutional entities.
- I think you should consider only academic factors. If a school is teaching its kids well, it should be left alone.





- Becker should be kept open to maintain the Dual Language Enrichment Program that was started there fall 2010. I am a parent of a child in one of Becker's dual language classes, and we were asked to agree to a 5 year commitment for our children to be in the program; AISD should honor that. Betty Jenkins brought Becker up to Exemplary Status last year. She is doing a superb job at implementing the dual language program as well as setting and meeting high standards for academic achievement. The population and utilization of the school will only grow each year as new groups of dual language students enroll. Becker is an important community service for the residents of Meadowbrook.
- Keep open the schools you already have and redo the boundaries so they can be utilized fully.
- Efforts of communities to improve their schools. New programs, like dual language, and the commitment of parents & kids to those programs. The potential loss of trust with parents if the district drops new programs to which community have commuted time and resources. With respect to Becker, the District's repeated talk about closing the school can become one a self-fulfilling prophesy. A few years ago, such talk lead to an exodus of teachers and staff. Now the district is making parents who are excited about and are willing to commit to the dual language program

- nervous about transferring into a school that may close.
- Use buildings in collaboration with ACC, technical schools or other colleges for satellite classes to generate income.
- Consider the negative effects of losing innercity/urban schools long term. People don't want to live in a city without schools to draw families into the urban area and to increase the expanding do not effect of families and schools moving to the suburbs. Consider current boundaries, programmatic changes (magnets that can draw students from broader area), and school realignments to resolve some of the attendance issues (overcrowding and low-enrollment).
- Part of the solution to under-enrollment at south-central schools is in the process of being addressed by programmatic investments -- see recent performance turnarounds at Becker. It is my understanding that the lower grades are full, at least relative to available staffing if not available physical space, and presumably the upper grades will fill as the population that entered with recent improvements ages up. What I hear from the parents who continue to transfer children out from the younger grades is that they would love to go to Becker but do not want to track their kids into Travis, which still has a very bad reputation in the community. They transfer young so their kids can get on a transfer track to Austin





High, which is closed to transfers from outside its feeder schools. Parents need to be engaged in discussions about a plan for improvements all the way through high school in order to consolidate the gains that have already been made.

- I recognize that you are in a budget crisis, but closing schools when you need seats is not going to get you where you need to be, now or in the long term. Other cuts can be added back in when the revenue returns, but closing a school is permanent and counterproductive. Please remember -- the City of Austin is committed to smart growth and urban density, which means people... and yes, families, and children in the urban core. The numbers are coming, but if you close schools in the core, you're working at cross purposes with the city. Look at cities a bit farther along in their growth and urban renewal than Austin is -- a major problem they all share is lack of schools in the urban core. Let's not let a short-term problem cause an even bigger long-term problem.
- The socio economic status of the students.
- Schools that appear to be underutilized per solely looking at student enrollment #'s should be given credit for being otherwise fully utilized via other means. For example, Becker Elementary houses the ACES program as well as several other AISD programs. Thus, cost per student #'s should reflect only the prorated portion of space costs (e.g.

utility expenses, general building maintenance, etc) when a school shares space with other programs. Further, the potential cost savings #'s for schools that share programs should take into account the lower actual cost of the school programs run at the school. Most of the data focuses on 2009/2010 school year #'s with some historical #'s included. This means the analysis doesn't take into account potential future effects of recently implemented academic programs (e.g. dual language programs implemented at ES's in 2010/2011 school year) at schools which would likely draw increased student enrollment over time. Given that AISD requested parents of students entering the new dual language programs to pledge a 5 year commitment to the respective school and program, AISD should have School-specific qualitative to do the same. factors that have affected the school's data/#'s enrollment. utilization. (e.g. academic performance, etc) should be identified to see if there is something underlying the raw data #'s. If there was a significant change in enrollment #'s or utilization, for a given year or two, then determine whether or not a non-typical event occurred that may have played a role in the decline in enrollment. For example, reduction of a school's boundaries, principal turnover, significant teacher turnover, proposed school repurposing/closures could all be contributing factors that correlate





with the timing of enrollment declines. These are events that may not be controllable by an individual school yet, by only looking at a school's #'s in a vacuum, the school gets looked on unfavorably (blamed) for the resulting enrollment decline. One way to try and uncover extenuating factors that may help provide understanding of the data for a particular school would be for a subset of task force members to do a site visit where they could solicit information from the school's stakeholders (principal, staff, parents of students, community members) rather than solely relying on the inadequate forum of a massive planning area level community feedback meeting (where approximately 20 schools are covered by a single session?) as has been conducted by this task force. This should be particularly required for any schools being considered for potential closure. Further, there should be fair representation on the task force for elementary schools. In reviewing the composition of the 72-member task force as posted on the consultant's website, it was very noticeable how underrepresented elementary schools are. Approximately 5 people (only 7% of the task force) are listed who have affiliations to elementary schools (2 parents; 2 teachers; 1 principal) whereas approx 20 people are listed who have affiliations to high schools. This further stands out given that the majority of AISD's students are

elementary level, the majority of the schools in AISD are elementary schools, & most importantly the majority (if not all) of the potential school closures are Elementary Schools. This is one example of numerous weaknesses that are inherent to the Facility Master Plan process being Another example would be that the followed. options that were presented at the community feedback meetings were determined in task force meetings using data (such as permanent capacity & utilization #'s) that wasn't even the same as what was actually presented to the community at these meetings. For example, Travis Heights Elementary's utilization #'s changed from 638 permanent capacities and 82% utilization to 486 permanent capacity and 108% utilization. These are significant deltas & were exhibited across the majority of Planning Area 2's elementary schools. While it is a good thing to refine the data/#'s in order to make them more accurate, it isn't prudent from a process perspective to be identifying options while the #'s are fluid as opposed to stable especially when it pertains to variables that are given such high importance in the decision making process (e.g. Doing so further diminishes the credibility of the process and the task force. Task Force members should be given ample time to understand the changes to the data and the underlying reasons for each of the changes prior





- to determining options and making decisions. I strongly encourage the task force to take an anonymous survey of its members to solicit feedback as to whether or not the members believe the process has been fair and credible; whether there has been ample time to understand & deliberate the data/#s presented; whether or not it has been constraining to determine options within planning areas rather than looking at them from a district-wide perspective; whether or not there has truly been adequate forums/methods for receiving district-wide community feedback; whether or not realignment of boundaries &/or vertical tracks has been adequately reviewed/considered; etc.
- Please consider the level of parental support and involvement at any school before opting to close the facility. Even if a school is (on paper) underutilized, it may be in the midst of renewal. We feel this is the case at Becker Elementary, where we just enrolled our daughter. You could not find a more committed core group of parents and students at any elementary school in town. Plus, with the Dual Language program just beginning at Becker, AISD would be doing a major disservice to Becker families (many of whom, like us, transferred in to Becker) if they closed the school only one year into the program. And given Becker's exemplary status, it seems

- especially foolish to consider shutting down a school that is performing so well.
- Middle School Fine Arts facilities redesign
- The Ann Richards School needs to have high school facilities such as fine arts building, high school gym and library. The school was build for 6th - 8th graders with the facilities that support this structure. Once ARS is full (7 grades) in 2013, there are no facilities to support both middle school and high school. Fulmore's music program is outgrowing the building. A regional Fine Arts facility is needed for middle schools.
- I thought that the board expected the vertical teams to be true vertical teams.
- This school is a remarkable example of high academic standards, high behavior standards, and a dedicated, engaged staff. This may not be unusual for schools that service privileged students but this school makes it the mission to serve a large percentage of under-privileged kids with the goal of getting everyone of them on the path to college. To adequately and fairly serve, this remarkable group of girls, the campus is in desperate need of support. They are trying to provide high school level needs with a well-used middle school facility. The very basic needs of senior high students that are abundant and taken for granted at other high schools are sorely lacking for the Ann Richards students. Fine arts, athletics, and media center resources are greatly needed. I





- ask AISD to support these girls, and this faculty by providing facilities and programs at this jewel of a school.
- It seems to me that redrawing the boundaries could help alleviate the overcrowding and possibly reduce the need for portables which are terribly inefficient cost wise. If you plan to redraw boundaries, there should be impartial participants in this process. The boundary process last year for Southwest Elementary schools was a travesty. What a waste of time! Set specific goals for the task force to follow and make sure they do so.
- Becker Elementary also houses ACES and other AISD offices. This utilization is not reflected in our %, but is obviously a valuable part of our school's utilization. Becker's campus is over 70 years old, taught Mayor Lee Leffingwell, and has been awarded Historical Designation. We have a growing neighborhood full of strollers with Beckerto-be kids strapped inside. We are a great school and a great community.
- The commitment we as parents made to Becker should be honored with an equal commitment from the school board to be in it for the long haul.
- Equality of education across the district. We should not close all of our downtown schools. This is not in alignment with diverse downtown density, and rewards suburbs with new facilities, at the expense of improvements to existing campuses. Linder Elementary shows that

- We transfer our kids into the area for the Dual Language program at Becker. Please consider the importance of this program when determining the future of Becker Elementary. This program is an important and progressive way for Austin students to be educated.
- More focus on academic diversity with each high school having a specialty; also open enrollment (choice) particularly if you create one or two magnet schools.
- It seems that an area's growth needs to be considered. For instance Planning Area 2 is seeing a major influx of families moving into this neighborhood. Also, I think that the most important thing is that boundaries need to be adjusted.
- Updating the campuses for technology seems to be the most important push. I've been teaching Art in the district since 2001 and this is the first year that I have had a projector and/or a smart board. I've asked for an Elmo for the last 4 years. I'm due to get an Innovation Station, been to the training; don't understand why I still have to wait. My students pay attention to the technology, it speeds up the time it takes to accomplish things, it aids in the learning in so many ways. Why do some campuses still look like they're in the 2000's, ten years later?
- Get administration out of high-rent downtown areas. Use some of the under-utilized schools or





use a school that is closed. Do not ignore the fact that not all subjects are suited for a cramped classroom environment and will require more "space" to be effectively taught. Forcing too many students into a classroom does not align with Accountability goals either, so either utilization is a priority or academic excellence is a priority. State which one is the higher priority, but don't try to pretend that both are.

- Do not close Becker. Build new elementary in East Oltorf area.
- What special programs or benefits are unique to a school that may attract families to send their child there?
- Where the boundaries are. Let the students that live close to schools go to those schools. If the school cannot meet state required test then an overhaul on the staff should be made or an evaluation on the staff. I also think that schools need to stop catering to the Spanish speaking community and focus on educating them to English and the goal of better higher education. I feel that students are suffering because of this and

- those schools with a higher Spanish speaking community have the lower test scores and they dumb down the education to meet their needs so others suffer.
- The possibility of providing transportation from overcrowded schools to schools that offer special programs. In other districts in the United States, students who have been accepted into other schools for special programs (if there are enough of them coming from one school to another) are bused from one school site to another. If the dual language programs were to be better advertised, and a bus were offered from one school to another, then overcrowding and under-enrollment could be addressed and there would be one bus making one direct trip.
- The boundaries are outdated. Crowded schools border Becker, which is under enrolled. There are no good Jr. High options, one concern I hear from potential Becker parents are that there are no good options after that, the middle and high school are not acceptable.



Austin Independent School District

Question #12 - With which AISD schools are you affiliated?

Individual Comments

- ALC
- All (4)
- Ann Richards School for Young Women Leaders (16)
- Austin HS (2)
- Bailey MS
- Baranoff ES
- Barton Hills ES
- Becker ES (33)
- Bedichek MS (3)
- Boone ES (2)
- Bowie HS (2)
- Covington MS (6)
- Cowan ES
- Crockett HS (14)
- Cunningham ES (2)
- Dawson ES (6)
- Fulmore MS (9)
- Gullett ES
- Highland Park ES
- International HS (2)
- Kealing MS (2)
- LASA/LBJ HS (5)
- Linder ES (5)
- McCallum HS
- O.Henry MS
- Oak Hill ES

- Paredes MS
- Patton ES
- Pleasant Hill ES
- Rodriquez ES
- Small MS (2)
- St. Elmo ES (6)
- Sunset Valley ES (3)
- Travis Heights ES (7)
- Travis HS (7)
- Williams ES (4)
- Zavala ES
- Zilker ES

Web Comments

- Becker ES (47)
- Bedichek MS(4)
- Boone ES(9)
- Bowie HS(3)
- Brykerwoods ES (2)
- Casey ES
- Covington MS (4)
- Cowan ES(3)
- Crockett (12)
- Cunningham ES
- Dawson ES (2)
- EMHSJC (2)
- Fulmore MS (2)
- Galindo ES



AISD Facility Master Plan





- Joslin ES
- Kealing MS (6)
- LBJ HS
- Linder ES (8)
- Martin MS
- Menchaca ES
- Mills ES (2)
- Odom ES (3)
- Pearce ES

- Pease ES(2)
- Pleasant Hill ES
- Rodriguez ES
- St. Elmo ES(6)
- Sunset Valley ES
- Travis HS
- Williams ES(2)
- Winn ES
- Zilker ES(2)





Demographics

Gender									
Individual Web									
	%	Count	%	Count					
Male	24%	24	27%	48					
Female	76%	74	73%	132					

	Age									
	Indiv	ridual	Web							
	%	Count	%	Count						
Under 18	1%	1	0%	0						
18-29	7%	7	0%	0						
30-39	23%	23	43%	74						
40-49	37%	36	34%	58						
50-64	32%	31	21%	36						
65+	0%	0	2%	4						

Education									
	Individual Web								
	%	Count	%	Count					
Current Student	2%	2	1%	2					
Not a High School Graduate	4%	4	0%	0					
High School Graduate	3%	3	1%	2					
Some College / Trade School	14%	15	10%	18					
College Graduate	31%	32	45%	82					
Advanced Degree	46%	48	43%	80					

	Ethnicity									
	Indiv	Individual W								
	%	Count	%	Count						
African American (Non-Hispanic)	6%	6	1%	2						
Asian or Pacific Islander	4%	4	1%	2						
Hispanic	24%	24	18%	32						
Multiracial	4%	4	3%	6						
Native American Indian	1%	1	0%	0						
White (Non-Hispanic)	54%	54	76%	134						
Other	7%	7	0%	0						

Ethnicity (Other) Individual Comments

- White/Hispanic
- Both Hispanic and Caucasian
- Latino American
- Half white/half Asian
- Mexican (3)





	Employment									
	Indiv	ridual	W	⁄eb						
	%	Count	%	Count						
Accommodation/Food Services	2%	2	0%	0						
Self-Employed	10%	9	10%	18						
Education	42%	39	40%	74						
Government	4%	4	14%	26						
Homemaker	16%	15	10%	18						
Legal	2%	2	10%	18						
Manufacturing	1%	1	1%	2						
Technology	10%	9	8%	14						
Retail	1%	1	0%	0						
Other	11%	10	8%	14						

Are you a Resident in AISD?									
Individual Web									
%	%	Count							
95%	93	93%	162						
No 5% 5 7% 12									
	Indiv % 95%	Individual % Count 95% 93	Individual W % Count % 95% 93 93%						

How many years have you lived in AISD?								
	Individual Web							
	%	Count	%	Count				
Less than 2	7%	7	6%	10				
2-5	13%	13	14%	26				
6-10	6%	6	16%	28				
11-15	15%	15	17%	30				
16-20	17%	17	12%	22				
More than 20	40%	39	36%	64				
Not Applicable	1%	1	0%	0				

Employment (Other)

Individual Comments

- Arts & entertainment labor provider
- Construction
- Engineering/construction
- Finance
- Healthcare
- LASA Student

- Management
- Medical field
- Nonprofit (2)
- Real-estate broker/professional auctioneer
- Retired military
- Retired/working part time
- Social services





Web Comments

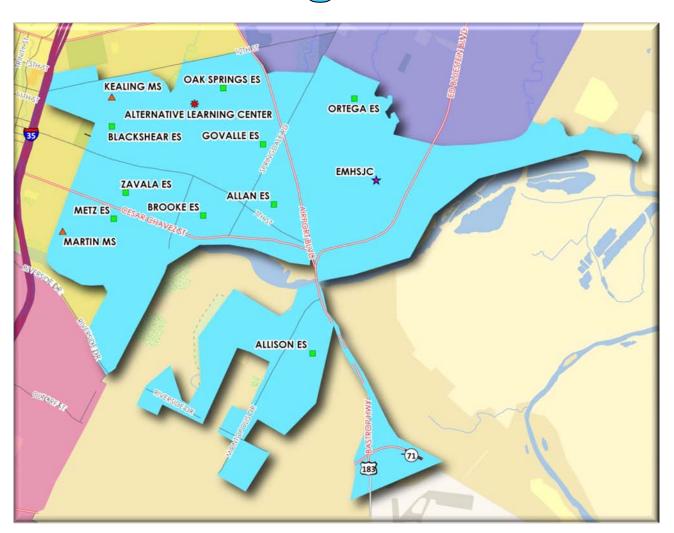
- Civil Engineer
- Health
- Healthcare
- Management/Business Consulting (2)
- Retired
- Sales
- Unemployed

Parental/Guardian Status										
	Indiv	ridual	W	⁄eb						
	%	Count	%	Count						
Do not have children in AISD	13%	20	14%	36						
Parent/Guardian of child less than 5 yrs old	13%	20	26%	66						
Parent/Guardian of PreK or kindergarten student	12%	19	16%	42						
Parent/Guardian of 1st-3rd grade student	14%	22	12%	32						
Parent/Guardian of 4th-5th grade student	8%	12	7%	18						
Parent/Guardian of 6th-8th grade student	13%	21	10%	26						
Parent/Guardian of 9th-12th grade student	15%	24	9%	24						
Parent/Guardian of private/parochial student	1%	1	0%	0						
Parent/Guardian of former student or graduate	11%	18	4%	10						
Grandparent of student or graduate in AISD	1%	1	2%	4						





Community Dialogue #2 – Results Report Planning Area #3





Introduction

On September 29, 2010, approximately 100 parents, community members, and AISD staff, among others, attended Community Dialogue #2, which was held at EMHSJC. Participants worked individually on questionnaires, and then into groups of 6-8 people to discuss the same questions, listen to each other's opinions, and try to reach consensus on the group questionnaire. Staff from DeJONG-RICHTER helped to facilitate the community dialogue and members of the District's Facility Master Planning Task Force assisted in leading discussions for each of the small groups. An additional 94 individuals submitted questionnaires online.

Facility Data Summary Table

Name	Grade Config.	TEA Rating	Title I	FCI (Excludes M&O)	Current Bond Work	Portables	Perm Capacity	2009 Enroll	Utilization	Student Teacher Ratio	2009 Population	2014 Population	Migration In	Migration Out	Site Size (Acres)	Perm Area (SF)
Planning Area #3 - Facilities Inf	ormatio	n														
Allan Elementary School	PK-5	AA	Yes	32.1%	Yes		673	392	58%	12.33	357	378	58	23	19.5	112,608
Allison Elementary School	PK-6	AA	Yes	19.8%	Yes	5	486	520	107%	14.94	558	551	21	59	10.7	61,426
Blackshear Elementary School*	PK-5	AA	Yes	34.7%			598	239	40%	12.25	255	265	23	39	5.3	70,726
Brooke Elementary School	PK-5	RC	Yes	32.6%	Yes	3	430	423	98%	12.50	449	472	42	68	5.9	52,282
Govalle Elementary School	PK-5	AA	Yes	36.1%	Yes		598	394	66%	13.15	450	478	30	86	8.4	77,638
Metz Elementary School	PK-5	EX	Yes	29.5%		2	542	492	91%	13.76	481	484	78	67	6.4	61,905
Oak Springs Elementary School	PK-5	EX	Yes	26.5%		4	411	311	76%	13.45	336	364	15	40	8.6	47,102
Ortega Elementary School	PK-5	EX	Yes	40.2%	Yes	2	374	286	76%	11.76	263	276	45	22	7.4	47,302
Zavala Elementary School	PK-6	RC	Yes	31.2%			598 * ⁴	393	66%	12.23	356	326	72	35	3.4	69,333
Elementary School Totals						16	4,710	3,450	73%		3,505	3,594	384	439	75.6	600,322
Kealing Middle School	6-8	AA	Yes	17.8%			1,568 * 4	1,242	79%	13.96	563	674	793	114	13.2	192,181
Martin Middle School	6-8	AA	Yes	34.5%		7	804	691	86%	13.11	1,070	1,157	73	452	9.9	107,983
Middle School Totals						7	2,372	1,933	81%		1,633	1,831	866	566	23.1	300,164
Eastside Memorial High Schools (EMHSJC)	9-12			25.6%	Yes	2	1,548	909	59%		1,310	1,336	396	797	27.6	267,140
Eastside Global	9-12	AA	Yes	[12.60					T = = = :	
Eastside Green	9-12	AU	Yes			-				14.52					T	
International	9-10	AA	<u> </u>		[[[21.50	<u> </u>	[<u>-</u>			I	
High School Totals						2	1,548	909	59%		1,310	1,336	396	797	27.6	267,140
Ridgeview ALC**	6-12	NR	<u> </u>	38.6%		6	504	135	27%	5.92	L		135		19.8	88,677
Alternative Total						6	504	135	27%				135		19.8	88,677
Area Totals						31	8,630	6,292	73%		6,448	6,761	1,646	1,802	146.1	1,256,303

^{*} Historical Significance

Note: * Indicates Permanent Capacity may be further reduced by core space limitations and site development restrictions.

(I = Playfield Only, 2 = Topography Constraints, 3 = Impervious Cover, 4 = Site Size, 5 = Shared Ownership, 6 = Floodplain)



^{**} Not included in area totals



Question #1 – Please rate your level of support for Possible Draft Option #1 - Close two elementary schools and consolidate student population

1. Please rate your level of support for Possible Draft Option #1 - Close two elementary schools and consolidate student population

	Indiv	oidual	Gro	oup	Web	
	%	Count	%	Count	%	Count
Strongly Support	8%	9	0%	0	27%	24
Support	14%	15	0%	0	27%	24
Do not Support	78%	83	100%	11	45%	40

Question #2 – Please rate your level of support for Possible Draft Option #2 - Close one elementary school and consolidate the student population

2. Please rate your level of support for Possible Draft Option #2 - Close one elementary school and consolidate student population

	Indiv	<i>r</i> idual	Gro	oup	Web	
	%	Count	%	Count	%	Count
Strongly Support	15%	16	0%	0	24%	22
Support	21%	23	42%	5	38%	34
Do not Support	64%	68	58%	7	38%	34





Question #3 – Please rate your level of support for Possible Draft Option #3 - Relocate alternative school

3. Please rate your level of support for Possible Draft Option #3 - Relocate alternative school										
	Indiv	ridual	Gro	oup	Web					
	%	Count	%	Count	%	Count				
Strongly Support	41%	43	73%	8	40%	34				
Support	30%	31	18%	2	33%	28				
Do not Support	30%	31	9%	1	26%	22				

Question #4 – Please rate your level of support for Possible Draft Option #4 – No Change

4. Please rate your level of support for Possible Draft Option #4 - No change										
	Indiv	oidual	Gro	oup	W	⁄eb				
	%	Count	%	Count	%	Count				
Strongly Support	41%	39	33%	4	26%	22				
Support	23%	22	8%	1	21%	18				
Do not Support	36%	35	58%	7	53%	46				





Question #5 - Do you have any additional recommendations for options in Planning Area #3?

Individual Comments

- End Diversity Choice. (2)
- Move ALC to Reagan or EMHSJC. (2)
- Two elementary schools divide primary and intermediate grades: Example: PK-2 Campus (1), 3rd 5th campus. (2)
- Elementary and EC or Pre-K program at Allan ES.
- Consider consolidating Ortega or Blackshear to Allan.
- All schools should have teachers that care for our kids and not just think of their pay checks so our kids could be confident of themselves.
- I believe the teachers' personalities have a big part in our kid's lives and their interest in school. The teachers need our kid's trust in them and to feel like they believe in our kids. All schools need to have more teachers who care about our kids not just a pay check. AISD needs to enforce this in each school. It is not fair for our kids if we don't.
- Realign current attendance boundaries to equalize student populations.
- Move Blackshear students to Allan and put alternative school there at Blackshear.
- Annex at Allan ES could be an early learning center.
- Send Blackshear students to Allan. Allan has the capacity to hold more. Close alternative center and send to Blackshear.

- Close Blackshear, send those kids to Allan. Use Blackshear for ALC. Allan has the capacity. Allan annex could be an early learning center.
- Make better buildings, improve all existing schools, and add athletic facility to attract more students.
- Continuing education, to keep teacher updated to current technology.
- Turn Blackshear into ALC. Send Blackshear students to Allan. Turn the Allan annex into an early learning center. Get rid of ALC where it currently is and sell that property and pay off some debt. Stop investing in new programs (duplicated text book material, math investigations, math envisions). Teachers barely have time to learn to the new material to teach and then all this money is spent on all new materials and the old ones (that weren't old) are practically given away and they are not even old. That is a waste of money, tax payer's money. The people at the top have no idea the waste that is going on.
- Close Blackshear and send students to Allan.
- In deciding which ES to close, you should consider the net in-migration (migration – in minus – out) as a measure of how much local residents value the schools. Those with the highest out-migration should be closed.
- Busing from over-capacity schools in other areas.





- What about early childhood in annex at Allan?
- Allan ES is a large building and a smaller campus could move into it. When looking at the usage of space we have an additional building, annex. This building could be used for an early childhood center. This building was built for early childhood. When looking at migration Allan has 58 coming in and 23 going out, whereas, another underutilized school such as Blackshear has a higher migration out.
- Over-utilized schools such as Allison could have students go to Allan. By realigning the boundaries busing would not be a cost increase.
- Move International and LASA to their own campuses.
- Give more resources to LASA.
- I suggest that some of the more overcrowded schools feed into Allan ES and use the annex building for an early childhood program that will feed into Allan Pre-K.
- How can you close schools that have been exemplary, isn't that what we want?
- Ortega ES is over 50 years old. We need to get a historic exception.
- It has not been made clear which of the criteria (on page 5 in packet) will be used to determine which schools will be closed. We should not consider closing school rated Exemplary in the TEA rating. These schools should be used as models for the district. I would suppose redrawing the boundaries as an option that should be reviewed.

- Pay attention to the fact that all of these schools are Title 1 and they are all academically acceptable or better, 3 are exemplary.
- Vision of possibilities for youth.
- All students attend their school in the planning area they live in – vibrant, safe, nurturing environment for learning – success for all students' community vibrant – working together.
- Consolidate classrooms into certain wings of schools to allow renovations while allowing schools to remain open.
- Do not close Allan ES.
- Keep all schools open and adjust boundary lines to meet capacity needs.
- None but we would not have had this meeting if someone did not approve opening a new school every couple of years.
- Like parents we would want smaller schools with low numbers of students to be transferred to Allan because Allan has plenty of space.
- Add an early child center to Allan Elementary once Allan has an additional space (annex).
- Consider early childhood programs (like Lucy Reed) at Allan which will be built. Why not use a school that is ready for it. Neighboring schools with portables based to school being underutilized. Move students from Allison to Allan.
- Change boundaries to fix underutilization of school.
- If it would be option 1 consider closing 1 school that has another elementary school close to each other.





- Possible early childhood Pre-K center to be housed at the Allan Annex. The Annex was originally built to specifically serve early childhood Pre-K. The district is considering building this center anyway.
- Please explain how classrooms are co-rented and understand that all teachers must have quality space in which to teach.
- Rooms that house reading specialists (provide services to students, special Ed rooms, parent specialist rooms). Special area rooms, science and computer labs should all be co-rented as classrooms as they are critical to student achievement.
- Two elementary schools dividing primary and intermediate grades: Example: Elementary I Pre-K – 2nd grades, elementary II 3rd – 5th grades.
- Look closely at portables first (before closing a school). Can we better utilize an existing building space and remove portables to save money?
- Don't close Ortega.
- Merge schools.
- Close two elementary schools and leave Allan elementary open and divide the closed elementary students to all other elementary and Allan.
- Close at least one facility and repurpose building for academic Magnet schools.
- AISD needs to promote itself better. Advertise. Tell parents why they should choose AISD, over paying for private schools and gas for commute. Where are these kids? Entice them back. Welcome the families. Put up signs and communicate.

- We have to look at cost savings and how this money can be put back into student's needs and teacher initiatives.
- Eliminate choice of schools for ESMJC.
- School boundary should be in force, just as it is at other schools.
- Equitable athletic equipment throughout AISD.
- As a parent from Allan ES, I think they can move kids from another smaller school to Allan since it's larger.
- As a mother with children at Allan, I think that one idea would be to move children from schools that are not performing well to Allan?
- I think that if they decide to close some of the schools, it should be the ones with less capacity.

 Allan ES, for example, has a lot of space that can be used, areas in good condition to host more children.
- As a parent, I would like for other children to be sent to Allan ES from another school, since Allan ES is very large.
- We don't want the schools to be closed; the space can be used with early childhood or special education classes. (2)
- Most schools are supporting Early Childhood, which is a good example. Have more support for children in need of assistance and support them.
- I would support the schools that help special needs children, like Allan ES; those should not be closed.
- As far as Allan ES: this school gives support to special needs children and others do not provide that support.





- If the District is going to close a school, it should be a school that gives the least support to children. For example, some schools support children with special needs and others don't.
- Allan ES provides special support and other schools do not. If Allan's capacity needs to be met, other smaller schools could be closed and have those students transferred to Allan. (2)
- More support for the kids, parents and teachers, so we can all improve.
- Zavala is a very small school.
- Just don't close Allan ES. I think that Zavala ES should be closed because the facilities are not adequate for the children, it is very small, and does not have quite enough open spaces.
- New school.
- We don't want Allan ES to close.
- We don't want schools to be closed, use them for special or early childhood classes.

Group Comments

- All these schools are Title I.
- All academically acceptable and three elementary campuses are exemplary.
- Many of our parents do not have transportation.
 How can our parents get back to school nights, parent conferences, etc?
- Look at special education centralized services carefully.

- Send Blackshear students to Allan. Move ALC students to Blackshear. Sell ALC land and pay off some debt.
- Adjusting area boundaries to encompass overcrowding.
- 6th grade out of Allison.
- Raise the tax rate.
- What about early childhood in annex at Allan?
- Busing from overcapacity schools in other areas.
- Realign/reconfigure. Allan reopened as middle, realign boundary of Martin middle so it feeds to ESMHS.
- ROTC has parental support.
- End Diversity Choice.
- Give LASA and International their own campuses.
- Redraw boundaries, do not close schools.
- Better equality throughout district for athletic facilities.
- Do not close Allan ES.
- As parents, we believe that the schools, whose academic performance is in compliance with the State's standards, should be preserved and kept.

Web Comments

 Two of my male children attend Kealing (6th & 8th Grade) & feed from OHE. The magnet program is an amazing educational opportunity that my kids recognize as such when they compare classes with their friends at O.Henry & Small, both also great schools, but at which the course work & instruction is





- not as consistently exceptional. I'm aware of many more kids who wanted to get into this program, so I believe there is strong support for this Magnet Program. Support not just from KMAG parents, but others as well. Please preserve this opportunity for our very motivated kids.
- Allan The campus is so huge. Charge for use of the tennis courts. Invite YMCA to conduct classes on site for a fee so they can pay AISD for building usage. Invite a minute clinic to move in! Can you imagine the money we can charge? Give the big gym to utilize. We still have the AC on in there and the custodians still clean there, that school has so much potential to make money it is unreal. We have the Annex that can be utilized. Move the parent support office elsewhere maybe to the Baker building or to central office? As for Becker, it is in the heart of downtown, aka moneyland! AISD can lease out the entire upstairs that is not being utilized. So much space so little money making thoughts.
- Balance resources and teacher throughout the district. Teachers should be rotated throughout the district, so every campus gets the chance at highly qualified teachers. Redesign Reagan and Travis to compliment Eastside and create more magnet type campuses. Include a school for the Fine Arts, law enforcement, EMS, business, in addition to Green Tech & Global Tech. Change foreign to meet the global needs of tomorrow by having only Spanish, Arabic, and Chinese as foreign languages because,

- in addition to English, those are the most frequently spoken languages worldwide.
- Before deciding which schools to close, look closely at the circumstances for each community affects. How easily could they get to a different school? What is the history of the neighborhood? Would keeping the school community intact help ease the transition?
- Believe it or not, we parents east of 35 love our kids also. We want our kids to have their schools and there is nothing wrong with them. Look at our high schools, middle schools and elementary schools; they rate just fine and they support our families and our families are just as important as your families.
- Better utilization at schools should allow schools to provide better services to the students; underutilized schools also get short-changed with options and services.
- Build school in Mueller neighborhood.
- Do not close an exemplary school.
- Do not close any schools. The kids are used to where they are now and enjoy the community within the school; their teachers, principals and friends and would hate moving to another campus.
- Enforce adherence to attendance zones, so that under-enrolled schools can come closer to capacity, and that over-populated schools' enrollments are restricted.



AISD Facility Master Plan



- Expand magnet program at Kealing. There is more demand than space available. Move to another campus if necessary.
- I just hope you'll keep in mind what an incredible resource Kealing Magnet is, and keep it intact. Thank you for it.
- I strongly feel that elementary schools in Area 3 should remain open to the neighborhood students. It's hard enough to get parental involvement as it is, moving students farther from their homes would only increase this ongoing problem. I propose moving some students from the overpopulated Allison campus to Allan Elementary, which is under populated. Busing some kids from across the Montopolis bridge to Allan would be a great plan.
- Improve/ redesign all MS Fine Arts facilities.
- Leave east Austin schools alone. Find good staff
 throughout, and apparently if staff is always
 changing it probably has a lot to do with the board
 not offering what other districts do? Maybe that has
 a lot to do with students going to other areas for
 better education because the board doesn't
 respond quickly with issues that have been ongoing

for a while. Then they want to turn it around and attempt to close schools and crowd others to fit a budget. What happened to, there is no price for education? Why inconvenience students, parents and communities to revisit there location because the board can't keep staff on board. Whatever happened to the fewer students you have in classroom the more they would enjoy learning? Other than overcrowding them, take the opportunity to learn more at the one on one basis where the teacher would have more time to help those in need. Instead of teachers trying to rush through the assignment or the lecture and leave the ones that didn't get the assignment or lecture out of the loop because they have too many students in the classroom.

- Realign attendance boundaries to better distribute the student population.
- Repurpose the portion of the ALC that is unsuitable for instruction for district administrative use.
- Underutilization is a critical problem. Facilities should be closed and consolidated to maximize utilization and to cut costs.





District-Wide Questions

Question #6 - Do you think that AISD needs to realign current attendance boundaries?

6. Do you think that AISD needs to realign current attendance boundaries?										
	Indiv	oidual	Gro	oup	Web					
	%	Count	%	Count	%	Count				
Yes	55%	56	92%	11	67%	58				
No	28%	29	8%	1	14%	12				
Don't Know	17%	17	0%	0	19%	16				

Question #7 - What is your level of support for the addition of a gender-specific male school?

7. What is your level of support for the addition of a gender-specific male school?										
	Indiv	ridual	Gro	oup	Web					
	%	Count	%	Count	%	Count				
Strongly Support	10%	10	25%	3	26%	22				
Support	39%	38	25%	3	30%	26				
Do not Support	51%	50	50%	6	44%	38				





Question #8 - Do you feel that AISD needs to increase and enhance the availability and quality of athletic programs and facilities throughout the District?

8. Do you feel that AISD needs to increase and enhance the availability and quality of athletic programs and facilities throughout the District?

	Individual		Gro	oup	Web		
	%	Count	%	Count	%	Count	
Yes	56%	58	58%	7	33%	28	
No	20%	21	17%	2	42%	36	
Don't Know	23%	24	25%	3	26%	22	

Question #9 - If a school is to be closed or reused in AISD, please rank the following criteria that could be used to determine which schools are candidates for this action. Rank in order of importance with 1 being most important and 5 being the least important.

9. If a school is to be closed or reused in AISD, please rank the following criteria that could be used to determine which schools are candidates for this action. Rank in order of importance with 1 being most important and 5 being the least important.

Individual	1		2		3		4		5	
	%	Count								
A. Facility Condition Index (cost of repairs/cost of replacement)	21%	16	39%	30	13%	10	12%	9	14%	11
B. State accountability status (failure to meet state performance targets)	51%	39	21%	16	12%	9	5%	4	12%	9
C. Utilization of the school (District goal is a permanent capacity between 85% and 105% at all schools)	10%	8	18%	14	34%	26	23%	18	14%	11
D. School size (number of students enrolled)	12%	9	13%	10	26%	20	38%	29	12%	9
E. Potential for reuse of the school for other purposes	6%	5	9%	7	16%	12	22%	17	48%	37





Crown	1		2		3		4		5	
Group	%	Count								
A. Facility Condition Index (cost of repairs/cost of replacement)	40%	4	30%	3	10%	1	10%	1	10%	1
B. State accountability status (failure to meet state performance targets)	40%	4	20%	2	20%	2	0%	0	20%	2
C. Utilization of the school (District goal is a permanent capacity between 85% and 105% at all schools)	10%	1	10%	1	40%	4	20%	2	20%	2
D. School size (number of students enrolled)	0%	0	20%	2	20%	2	60%	6	0%	0
E. Potential for reuse of the school for other purposes	10%	1	20%	2	10%	1	10%	1	50%	5

Web	1		2		3		4		5	
vveb	%	Count								
A. Facility Condition Index (cost of repairs/cost of replacement)	20%	20	39%	24	27%	22	11%	8	8%	6
B. State accountability status (failure to meet state performance targets)	24%	24	13%	8	10%	8	11%	8	40%	32
C. Utilization of the school (District goal is a permanent capacity between 85% and 105% at all schools)	25%	26	16%	10	27%	22	19%	14	10%	8
D. School size (number of students enrolled)	18%	18	26%	16	20%	16	30%	22	10%	8
E. Potential for reuse of the school for other purposes	14%	14	6%	4	17%	14	30%	22	33%	26



educational space

District support space

D. Raze/Demolish

or higher education

C. Sell or lease the property

A. Renovate for a different type of

B. Reconfigure for use as an administrative or

E. Use in partnership for community use



24

55

63

86

31

24%

57%

67%

90%

31%

32

30

18

9

28

Question #10 - If AISD were to close a school facility, what should be done with the unoccupied facility?

10. If AISD were to close a school facility,	, what shou	ld be done	with the u	inoccupied	facility?	
Individual	Strongly	Support	Sup	port	Do not S	Support
individual	%	Count	%	Count	%	Count

43%

11%

14%

1%

41%

32%

31%

19%

9%

28%

43

11

13

1

41

Crown	Strongly	Strongly Support		port	Do not Support		
Group	%	Count	%	Count	%	Count	
A. Renovate for a different type of educational space	17%	2	58%	7	25%	3	
B. Reconfigure for use as an administrative or District support space	8%	1	25%	3	67%	8	
C. Sell or lease the property	9%	1	27%	3	64%	7	
D. Raze/Demolish	0%	0	9%	1	91%	10	
E. Use in partnership for community use or higher education	33%	4	25%	3	42%	5	





Web	Strongly	Strongly Support		port	Do not Support		
vve _D	%	Count	%	Count	%	Count	
A. Renovate for a different type of educational space	28%	24	51%	44	21%	18	
B. Reconfigure for use as an administrative or District support space	23%	20	42%	36	35%	30	
C. Sell or lease the property	19%	16	49%	42	33%	28	
D. Raze/Demolish	5%	4	29%	24	66%	54	
E. Use in partnership for community use or higher education	35%	30	44%	38	21%	18	

Question #11 - What other academic or facility issues should be considered while developing the AISD Facility Master Plan?

Individual Comments

- Traffic, long distances. (2)
- Proximity of receiving school. (2)
- History of the campus. (2)
- Special education units.
- Campus rating.
- Students in low SCS schools do better in low student: teacher ratio.
- Use area as a larger elementary with an early childhood center.
- Consider specs for CTE classes.
- If you are going to use a school for administration purposes you will still have to use money for the

- upkeep and your only savings is an admin principal pay.
- Redraw boundaries.
- Do really look at what our students are doing first before making any kind of closing down rating.
- Give resources to successful schools and program supports. Model future/new schools after currently successful programs. Allocate more money into social services support for students.
- Consider schools that have multiple purpose use; Allan and Family Resource Center.
- Continuing education for teachers, keep improving facilities as necessary.





- Consolidate below capacity schools with other capacity but with a FCI that is reasonable to maintain.
- I saw that they are adopting new spelling, handwriting, and grammar text. These subjects are included in our new reading series and therefore not needed. The old ones are not used either.
- Consider moving ALC to a low capacity HS (Reagan or East Side).
- Special education units centralized / combined with appropriate staff.
- Traffic, long distances that people have to travel, think of the impact on our children from moving from school to school. It is the same as moving from home to home and not feeling settled anywhere. It is sad and wrong.
- Student's education must come first.
- Blackshear move to Allan ES.
- Move alternative school to Blackshear.
- Sell land of alternative school to ACC.
- Busing from over capacity schools in other areas.
- Art, music, PE, computer lab, annex space, LRC are all being counted against Allan's capacity.
 Functional capacity should be considered.
- Number of student migration in versus out.
- Stop diversity choice and save on transportation.
- Low SES students tend to perform better in smaller classes with a more favorable student-teacher ratio.

- Many parents in low SES schools/neighborhoods do not drive – closing a neighborhood school will severely limit/inhibit parental involvement.
- Campus ratings.
- Eastside Memorial to populate, we need add more programs.
- Continue to listen to community input.
- Transparency and accountability.
- Add more art and music to curriculum.
- AISD and community = better schools.
- We have removed the arts and music as part of the curriculum and these are most essential in learning other life skills and lessons. While athletics may be included in the development and continuation of programs.
- Are the smaller classrooms learning better than a full classroom?
- Add another upper grade to the school Pre-K 7-8.
- Repurpose to have Blackshear or Ortega to consolidate with Allan to start an early childhood or Pre-K program because Allan already has rooms that are ready for those programs.
- Functional capacity should be considered (4)
- Allan has a great campus to foster so much student learning.
- Consolidate Reagan with Eastside, and make Reagan a Magnet school for high school or middle school and G7 offices, resources, and training.
- Instead of placing portables at Allison and Oak Springs build permanent extensions.





- Consolidate Pearce with Garcia, and make Pearce a G7 middle school.
- Data does not seem completely accurate for example teacher ratios are not 12-1.
- If a school has EE with 4 students it skews their teacher ratios – with the human factor completely missing from the data – SPED, facility use etc.
- No school should be closed especially in light of the fact that all Title 1 area 3 schools are acceptable and doing well.
- Pre-K at Allan annex.
- Redraw boundaries/slightly adjust boundaries ex.
 Allison at 110.
- Consider signature programs (STEM) which are being initiated in ESMVT schools in projecting for use of space.
- If schools will be closed, close them in higher income areas. Eastside schools serving high poverty students are most vulnerable to failure and require stability and more support then students/families in higher income schools.
- Consider limiting transfers to other small schools in higher income areas from ESVT elementary schools.
- Projected percentage of population.
- Projected percentage of ethnicity.
- Projected business within the zone.
- Up workforce in the area.
- Boundary changes.
- Eco growth.

- Parents depend on public transportation; picking up students would cause more stress on parents.
- Economic status of families. (2)
- Transportation especially for those parents that do not have transportation to attend school functions and events.
- How many schools are you closing in this area?
- Transportation.
- How many schools closing in a zone consider strongly?
- Are we spending excess amounts on any materials, text books that then end up being under -utilized?
- Impact of rezoning on families in lower socioeconomic areas who rely on public transportation.
- Boy's middle school.
- Performing arts center.
- Arts Magnet.
- Schools that have worked hard to make themselves better or gone up significantly in TEA rating.
- Allan elementary should become a middle school, like before it was changed over.
- The safety of the students and make sure each class has an even teacher\student ratio.
- If need to sell any of the schools to put money into AISD budget then think about market value.
- Proper support of academic Magnets to encourage recruitment and retention of students from entire district. Proper academic support for Magnet level





- education especially at neighborhood schools will provide greater opportunities for achievement.
- We need to add more programs here at Eastside Memorial High. Such as magnet, or science programs.
- Try shifting class space to one end while rehab the other, then flip and fix the first.
- Keep neighborhood schools, engage the parents.
 Seek and use the best communication types for the population.
- Celebrate AISD, spread the good news too.
- Boost morale of staff and families.
- Realign elementary boundary lines.
- The facilities that are not being used at the schools could be used for programs for little kids.
- If there are empty facilities, they can be used for programs for little kids. Or move some of the smaller schools with fewer kids to Allan ES, which has larger capacity.
- The most important part is to think about what's going to happen with the students of the schools that are going to be closed.
- Have better communication with teachers and parents.
- Whatever AISD thinks is necessary.
- Whatever the district thinks is best.
- Take into account the schools that offer special education for the children. Because for some parents it's very difficult to take their children to

- schools that are far away. The programs at Allan ES are very good for our children.
- Combine schools, either Ortega or Blackshear, with Allan ES since it has a lot of space.

Group Comments

- Parental involvement.
- Families with one vehicle (or none).
- More music and art, physical education.
- All schools should have full time special education.
- Stop diversity choice busing.
- Services to address non-academic needs of students; family literacy, social services, healthcare, early childhood education.
- Parents input on where their children go to school.
 What kind of parent/teacher support goes into each child?
- Many of our parents did not attend tonight because they do not have cars. Districts should have provided transportation (school bus) so more of our parents in this area could have attended.
- Look at special education centralized services carefully.
- Keep students closer to the neighborhood school. Busing students all over Austin is economically irresponsible. Students and parents will have more pride in their school.
- Schools functional capacity should also be taken into account.





- Add students to Allan campus (EC students as paid for by bond) rather than close/consolidate.
- Consider space for CATE classes (e.g. Health Occupation).
- Have AISD give consideration to obtaining its own facilities, and in doing so, be able to save money from renting (leasing), as is currently happening.

- Use all available space to house district employees and stop signing outside leases if we have building space within the district.
- The student's education should be first priority. More resources for Title I schools.
- The students. Stop thinking about dollar signs and think about the students these changes will affect.
- Sell or lease pricey 6th street facility and lease regular office space in a complex at a greatly lesser rate.
- Other magnet schools to accommodate the students that live really far south or really far north, that way students pretty much stay in their home school area and it also gives other children that barely missed the mark, to be accepted in the program.
- Ortega is a small successful school. It should be the first elementary STEM magnet.
- Neighborhood based educational needs.

- My kids notice the value of attending a school where education is generally a family value, and subsequently, there are very few classroom distractions from kids who don't want to be there. I believe school boundaries should support socioeconomic & racial diversity, but should not place students into a minority situation. ie. ACADEMIC ISSUE = Fulfill a child's desire to learn in a disciplined & competent facility, where they & their peers are not the minority, but rather can relate to neighbor kids or similarly motivated kids.
- Magnet school classes should be open to students attending the host school, provided that they meet the prerequisites for the classes.
- If students are doing well in their neighborhood school they should remain in that school.
- I really think that we need to think about the community as well as the boundaries. We have a lot of great campuses in our area and we need to see where we might be able to hold more students. I feel like athletics are not our main priority. I fully support athletics having been a participant in AISD when I was in middle and high school. However, I feel like we have functional facilities and right now I feel like we need to focus on our academics.
- Get administration out of high-rent downtown areas.
 Use some of the under-utilized schools or use a school that is closed. Do not ignore the fact that not all subjects are suited for a cramped classroom environment and will require more "space" to be





- effectively taught. Forcing too many students into a classroom does not align with accountability goals either, so either utilization is a priority or academic excellence is a priority. State which one is the higher priority, but don't try to pretend that both are.
- Fine Arts/Performing Arts Center needs to be razed and replaced (with a larger, better-functioning facility) at Eastside Memorial High School. International High School needs to be a completely separate school housed at its own independent campus (perhaps at Allen Elem. Campus?)
- Fine Arts building redesign/ improvements @ middle schools
- Ease of transportation, and future land use to enhance growth in Austin.

Question #12 - With which AISD schools are you affiliated?

Individual Comments

- Allan ES (55)
- Area District Central Office Administrator
- Austin HS (4)
- Blackshear ES
- Brooke ES
- Brykerwoods ES
- EMHSJC (12)
- Kealing MS (4)
- LASA (3)

- Close/consolidate under-utilized schools. Look at more programs like Clifton. Add additional magnet opportunities.
- Build school in Mueller neighborhood.
- Balance between administrative expenditures at central office and campus based expenditures. I think central office cuts should be considered, rather than school closings. The district owns and leases considerable space for administration. Also, salaries of staff in non-campus positions are higher. This imbalance has implications for student achievement.
- Baker Center does not have enough parking for the purpose and use of the facility. If Baker

Center can be moved to the elementary school that is closed down, then Baker Center is a perfect opportunity to sell or lease the property for district funds.

- LBJ HS
- Lee ES
- Maplewood ES
- Martin MS
- McCallum HS
- Oak Hill ES
- Oak Springs ES (3)
- O. Henry MS (9)
- Ortega ES (5)





- Allan ES (9)
- Austin HS (4)
- Bailey MS
- Blanton ES
- Becker ES
- Blackshear ES
- Bowie HS (2)
- Brentwood ES
- Brooke ES
- Crockett HS (3)
- EMHSJC (2)

- Govalle ES
- Gullett ES
- LBJ HS
- Kealing MS (10)
- Lee ES (2)
- Lamar MS
- Maplewood ES (3)
- McCallum HS (2)
- Mills ES
- Ortega ES
- Pearce MS (2)
- Pease ES





Demographics

Gender									
	Indiv	ridual	W	⁄eb					
	%	Count	%	Count					
Male	30%	27	25%	22					
Female	70%	64	75%	66					

Ethnicity										
	Indiv	ridual	W	eb eb						
	%	Count	%	Count						
African American (Non-Hispanic)	3%	3	5%	4						
Asian or Pacific Islander	3%	3	2%	2						
Hispanic	68%	65	56%	48						
Multiracial	2%	2	0%	0						
Native American Indian	2%	2	0%	0						
White (Non-Hispanic)	20%	19	37%	32						
Other	2%	2	0%	0						

Are you a Resident in AISD?										
	Indiv	ridual	W	⁄eb						
	%	Count	%	Count						
Yes	93%	86	95%	82						
No	7%	6	5%	4						

Age										
	Indiv	ridual	Web							
	%	Count	%	Count						
Under 18	2%	2	0%	0						
18-29	20%	18	16%	14						
30-39	32%	29	27%	24						
40-49	29%	26	31%	28						
50-64	12%	11	22%	20						
65+	4%	4	4%	4						

Education										
	Indiv	ridual	W	eb						
	%	Count	%	Count						
Current Student	6%	6	0%	0						
Not a High School Graduate	21%	22	0%	0						
High School Graduate	18%	19	11%	10						
Some College / Trade School	27%	28	16%	14						
College Graduate	11%	12	39%	34						
Advanced Degree	17%	18	34%	30						

How many years have you lived in AISD?											
	Indiv	vidual	Web								
	%	Count	%	Count							
Less than 2	3%	4	7%	6							
2-5	18%	23	9%	8							
6-10	20%	26	11%	10							
11-15	17%	22	20%	18							
16-20	13%	17	20%	18							
More than 20	25%	32	31%	28							
Not Applicable	4%	5	2%	2							





	Employment									
	Indiv	ridual	Web							
	%	Count	%	Count						
Accommodation/Food Services	3%	3	0%	0						
Self-Employed	14%	16	5%	4						
Education	23%	26	41%	36						
Government	2%	2	18%	16						
Homemaker	31%	34	5%	4						
Legal	0%	0	11%	10						
Manufacturing	1%	1	2%	2						
Technology	1%	1	2%	2						
Retail	2%	2	5%	4						
Other	23%	26	11%	10						

Employment (Other)

Individual Comments

- Clerical
- Community development
- Construction
- Dental Assistant
- Graphic web designer
- Greyhound/ customer service GPX
- Retired
- Secretary
- Unemployed and busy volunteer at school

- Account rep for homebuilders
- Administrative
- Medical/Dental
- Non profit
- Unemployed





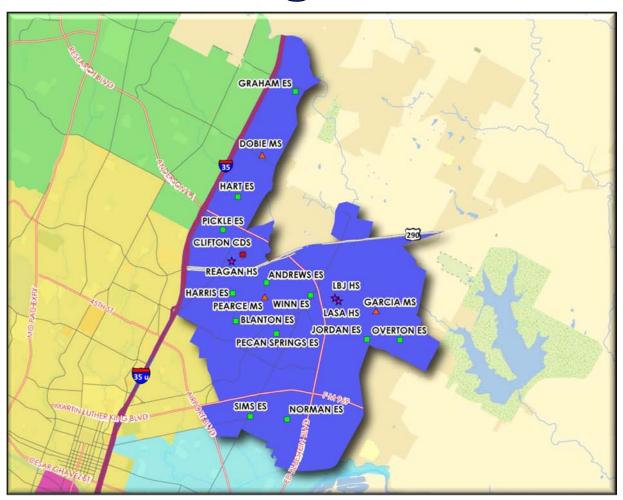
Pare	ntal/Guardia	an Status		
	Indiv	ridual	W	⁄eb
	%	Count	%	Count
Do not have children in AISD	10%	20	13%	18
Parent/Guardian of child less than 5 yrs old	13%	27	6%	8
Parent/Guardian of PreK or kindergarten student	15%	30	10%	14
Parent/Guardian of 1st-3rd grade student	18%	36	8%	12
Parent/Guardian of 4th-5th grade student	14%	28	11%	16
Parent/Guardian of 6th-8th grade student	9%	18	27%	38
Parent/Guardian of 9th-12th grade student	10%	20	17%	24
Parent/Guardian of private/parochial student	4%	9	1%	2
Parent/Guardian of former student or graduate	6%	13	7%	10
Grandparent of student or graduate in AISD	1%	3	0%	0





Community Dialogue #2 – Results Report

Planning Area #4



AISD Facility Master Plan

Community Dialogue #2 - Planning Area #4 Results Report



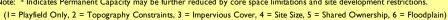
Introduction

On September 29, 2010, approximately 100 parents, community members, and AISD staff, among others, attended Community Dialogue #2, which was held at Reagan High School. Participants worked individually on questionnaires, and then into groups of 6-8 people to discuss the same questions, listen to each other's opinions, and try to reach consensus on the group questionnaire. Staff from DeJONG-RICHTER helped to facilitate the community dialogue and members of the District's Facility Master Planning Task Force assisted in leading discussions for each of the small groups. An additional 63 individuals submitted questionnaires online.

Facility Data Summary Table

Name	Grade Config.	TEA Rating	Title I	FCI (Excludes M&O)	Current Bond Work	Portables	Perm Capacity	2009 Enroll	Utilization	Student Teacher Ratio	2009 Population	2014 Population	Migration In	Migration Out	Site Size (Acres)	Perm Area (SF)
Planning Area #4 - Facilities In	nformatio	n														
Andrews Elementary School	PK-5	RC	Yes	29.5%	Yes	7	486	573	118%	12.77	604	670	38	69	7.7	58,376
Blanton Elementary School	PK-5	EX	Yes	20.8%		6	636	555	87%	12.40	667	702	54	166	8.0	71,817
Graham Elementary School	PK-5	EX	Yes	29.7%		7	598	658	110%	15.12	759	810	18	119	9.9	70,589
Harris Elementary School	PK-5	RC	Yes	23.8%		7	542	740	137%	14.21	793	885	37	90	7.3	56,066
Hart Elementary School	PK-5	RC	Yes	10.6%		9	711	849	119%	15.78	865	979	51	67	15.7	77,867
Jordan Elementary School	PK-5	RC	Yes	22.0%		8	655	814	124%	15.89	672	714	202	60	11.5	74,460
Norman Elementary School	PK-5	RC	Yes	32.2%	Yes	I	486	326	67%	12.94	380	361	16	70	10.2	58,519
Overton Elementary School	PK-5	RC	Yes	5.2%	L !	8	617	715	116%	15.31	904	961	30	219	70.4	83,309
Pecan Springs Elementary School	PK-5	AA	Yes	42.4%	Yes	66	486	516	106%	11.70	520	554	87	91	7.6	56,992
Pickle Elementary School	PK-5	RC	Yes	5.8%		4	617	729	118%	15.49	618	673	136	25	17.5	120,862
Sims Elementary School	PK-5	EX	Yes	38.3%	L	4	355	319	90%	12.37	366	358	27	74	8.4	44,337
Winn Elementary School	PK-5	RC	Yes	22.9%		2	524	441	84%	13.06	601	606	40	200	10.0	62,087
Elementary School Totals						69	6,713	7,235	108%		7,749	8,273	736	1,250	184.2	835,281
Dobie Middle School	6-8	RC	Yes	15.7%	Yes	4	902	603	67%	14.00	709	810	37	143	20.2	134,563
Garcia Middle School	6-8	AA	Yes	4.7%			1,215	689	57%	13.82	801	885	28	140	41.3	160,764
Pearce Middle School	6-8	AA	Yes	15.2%	Yes		1,078	452	42%	16.59	683	763	10	241	14.8	132,596
Middle School Totals						5	3,195	1,744	55%		2,193	2,458	75	524	76.3	427,923
Johnson (LBJ) High School	9-12	AA	Yes	15.5%	Yes	8	1,842	1,892	103%	16.19	1,110	1,117	166	258	41.4	291,406
LASA*	-	EX			†			T ·		T			874			
Reagan High School	9-12	AA	Yes	22.1%	Yes	2	1,588	958	60%	14.31	1,597	1,695	60	699	31.8	249,609
High School Totals						10	3,430	2,850	83%		2,707	2,812	1,100	957	73.2	541,015
Clifton Center**	6-12	NR		41.4%	t		209								7.8	39,039
Alternative Total						I	209								7.8	39,039
Area Totals						85	13,338	11,829	89%		12,649	13,543	1,911	2,731	341.5	1,843,258.0
* Totals for LASA [824 students] are incl	uded in LBJ						Note: * Indica	tes Permane	ent Capacity m	nay be furthe	er reduced by	core space limi	tations and sit	e development	restrictions.	

^{*} Totals for LASA [824 students] are included in LBJ







Question #1 – Please rate your level of support for Possible Draft Option #1 - Close one middle school and consolidate student population

1. Level of support for Possible Draft Option #I - Close one middle school and consolidate student population

	Indiv	oidual	Gro	oup	Web	
	%	Count	%	Count	%	Count
Strongly Support	22%	23	20%	3	32%	19
Support	29%	30	27%	4	35%	21
Do not Support	49%	51	53%	8	33%	20

Question #2 – Please rate your level of support for Possible Draft Option #2 - Add a new Signature Program at the high school level

2. Level of support for Possible Draft Option #2 - Add a new Signature Program at the high school level

	Indiv	ridual	Gro	oup	Web		
	%	Count	%	Count	%	Count	
Strongly Support	44%	45	33%	5	40%	24	
Support	40%	41	67%	10	38%	23	
Do not Support	17%	17	0%	0	22%	13	





Question #3 – Please rate your level of support for Possible Draft Option #3 - No change

3. Level of support for Possible Draft Option #3 - No change											
Individual Group Web											
	% Count % Count %										
Strongly Support	17%	17	7%	1	5%	3					
Support	14%	14	20%	3	23%	13					
Do not Support	69%	70	73%	11	72%	41					

Question #4 - Do you have any additional recommendations for options in Planning Area #4

Individual Comments

- Stop leasing current administration space and relocate to an existing AISD facility.
- Reduce modular buildings.
- Energy efficiency.
- Strive to achieve vertical alignment from elementary to high school.
- Put magnet middle and high schools on the same campus.
- Support an anchor program, not necessarily a music or athletic program.
- Amend option #1 to include relocation of LASA to the middle school campus which is closed.
- Option #2; add a career/tech oriented program other than music, as McCallum HS already has that.

- Close a middle school to create a boys' academy;
 i.e. Ann Richards.
- Put a signature program at Reagan.
- For elementary schools (Sims) may be expanding the area that are designated to go to school at Sims.
- Where are all the children going, since they appear not to be filling up the middle schools? If parents feel comfortable having their children attend AISD middle schools, then fewer families would go the private school route or "run for the suburbs". Getting people to stay in the district would seem to solve many of the school underutilization problems.
- If the district improves the education in all schools, including MS, fewer students will transfer out. I worry





about consolidating schools and then having a higher population because more students stay. I would suggest improving academics and schools rapidly.

- Pearce MS has low enrollment after recent actions of closing/opening. Focus should be on improving education so more students attend and not transfer out with NCLB, etc.
- Create serious programs and activities where the students and parents can be involved together to preserve a good importance of how everything works in the school. Also promotion to get the children to go to school. Try to get more help and support for the students so they can get the best.
- Use middle schools for 4-8 to fill them up and alleviate elementary crowding.
- Keep in mind the Mueller development's future.
- Turn one middle school into an elementary.
- Reuse the closed middle school for elementary school relief.
- Different signature program that aligns to academic quality, as opposed to "music industry".
- Middle school could become boys' academy.
- Consider thinking about new developments in area (Mueller); Windsor Park gentrification.
- Mueller will grow and Windsor Park will gentrify. This
 can help the Reagan VT if diversity is treated as an
 asset not an "issue".
- A music career program is a terrible idea. What about an alliance with the Dell Children's Hospital

- complex? Re-fit for an academically rigorous program is much higher.
- What about 5-8 schools? Or 4-8? These may be ways to break stereotypes of MS as training ground for HS (a bad idea) and bring more nurturing and care.
- Merge Reagan and LBJ, move LASA to Reagan.
- Move LASA to the Reagan building. Consolidate LBJ and Reagan students at LBJ. Develop a health services/program in one building or the other to help prepare students for healthcare careers.
- Jordan ES needs to reduce the current enrollment of 840 students.
- Perhaps consider adding not a music program but rather healthcare or technology.
- I think the music program idea is trendy.
- The focus should be on high demand industries such as healthcare, education, technology. I think Reagan would be the best choice for the program.
- Music program may not be the best choice for a signature program. Healthcare or technology.
- 6 and 8 grade focus on remediation.
- I'm in favor of adding programs, but we already have the fine arts academy. A music program seems redundant.
- Should you open a new signature program, do not make it a music program, please. McCallum already provides that.
- Would it be a bad idea to redraw district lines to ensure a more even distribution at the HS level?





Particularly down south not so much N.E.D, district lines are obscenely gerrymandered.

- Pearce needs an attractive curriculum similar to Fulmore MS.
- Boy's equivalent of the Ann Richards School.
- Close one MS but also close 6th street facilities and relocate AISD administration in closed MS and/or other closed facilities.
- Instead of music signature programs, why not another engineering signature program? Or an IB program.
- Think you should keep schools open.
- Aim for schools that are diverse, excellent, and appealing to neighborhood families.
- Put programs at Pearce ES to serve and attract students of all backgrounds.
- Draw boundary lines to form diverse schools.
- Charge a fee, based on a sliding scale, on transfer applications.
- Zoning changes.
- Close Carruth to save money. House it elsewhere or at low enrolled schools.
- Have middle schools represent individual grade levels – use one campus for 6th grade students, another MS for 7th grade students, one campus for 8th grade students.
- Have/create another school for Pre-K students, then another campus for kindergarten students just like Reed.

- If you are going through the pain of closing a school and repurpose MS to an elementary.
- Repurpose one middle school as an elementary school to relieve overcrowding.
- Add another elementary school to alleviate overcrowding.
- Save costs by relocating admin office away from 6th Street.
- Considering lowering the number of students in each class. 100 percent can mean fewer students.
- Move administrative offices to the Reagan campus, end lease of Carruth building.
- Consider adding 6th grade to Sims.
- What happened to the idea of moving the administration offices to Reagan?
- Stop leasing current administration space and relocate to available AISD owned property.
- Do not close middle schools except to reuse as an elementary school.
- Stop the migrations out of the area. This would bring middle school closer to capacity.
- Add academies to the middle schools if necessary to bring to capacity.
- Option 2: Consider demand-driven skills and needs and base any expansion on such demands. It could be music or STEM related.
- Many families abandon the middle schools; need to redesign or create focus areas, new teaching methodologies to enhance interest.
- Plan ahead for elementary capacity to grow.





- Do not support closing schools.
- Every student needs to attend his/her home school.
- Middle schools and high schools in Area 4 should not be touched. After years of poor management, these schools are stabilizing and turning the corner. Closing or greatly altering would almost certainly decrease attendance and increase dropouts, which would have a negative economic effect on AISD.
- Do not add another signature program at Reagan and LBJ. They already have them.
- Make Garcia the boys' school. Garcia should have never been built in the first place; it took the enrollment out of the other middle schools in the area.
- To me, an action would be to close two schools in the area and leave one open in the area.
- Do not close Sims. (2)
- More security for students not to skip class/lunch.
- Security.
- Programs for the disabled in elementary schools.
- Leave only one school and the entire community attends only that school.
- My opinion is to support Sims school so that more things get done and we, as parents, can also do our part to reduce expenses and keep the community moving forward while making the school an exemplary one and holding high the name of Mrs. Mary James Sims.
- Just don't close any schools.

- Just don't close any schools and add more sports, arts, and music after school for the children.
- We can help the school on our own.
- When making decisions take into consideration the most important thing, which is the educational level at each institution.
- There should be more bilingual teachers.
- Not make changes at Sims schools because they are at a good level. We need your support to not close the school.
- We are here to support our children, so they have a better future and Sims school is part of that.
- We want Sims to stay open. I am satisfied because my children have attended this school and it has been very important for them and for me. This school has been one of the schools with the best academic performance.
- We can support the parents of Sims school however we can and do our part to reduce expenses and keep the community moving forward while making the school an exemplary one and holding high the name of Mrs. Mary James Sims.

Group Comments

- Equitable technology resources.
- Add another elementary school to alleviate overcrowding.
- Redraw boundary lines to balance attendance.
- Repurpose an underutilized middle school into an elementary.





- If a middle school is closed, consider a non-profit partner (i.e. Jen Austin, communities in school, etc).
- Stop leasing current administration space and relocate to an AISD-owned and available space.
- Why are there not any options at the elementary level?
- Figure out why people are leaving and go to the root of the problem.
- Do not close or consolidate schools if students may come when the schools improve.
- Add signature programs at middle schools.
- Middle schools become elementary schools.
- Consider 5th 8th grade levels.
- Consider high school remedial arts.
- Merge Reagan and LBJ LASA to Reagan.
- No support for a music production signature program.
- Signature program ideas; technology or health sciences.
- Center remediation to get students on grade level.
- Music program may be redundant, could it be at McCallum?
- Dual language campus.
- Continue to bus magnet students into Area 4.
- Like Pickle Center in central east Area 4.
- While group supported a signature program, please do not make a conflict with a nearby signature school, i.e. music-McCallum.
- Support innovated programs or grade configurations to build MS enrollment.

- Focus on and monitor early college program and turn-around plan.
- Magnet policies should be revisited to return LASA accessibility to neighborhood students as originally intended.
- Focus on recruiting experienced, high quality teachers who look like the whole Austin community.
- Concentrate on maintaining stability with administrators and teachers and programs.
- Require parental involvement.
- Would consider music academy, if inclusive.

- Close one high school and consolidate students within other high schools close by.
- Keep LASA at LBJ.
- The idea of a music magnet is great, but at a time of budget cuts is this the time to add a program of this nature? Also, what, if any, overlap would this program have with the music options already in place at the Fine Arts program at McCallum? Our LBJ Choir director asked us to mention that the choir room at LBJ is in serious need of repair. The built-in risers impede handicap access and there are holes in the walls that have been there for many years.
- Why are these campuses so underutilized compared to the southwest schools? This is unfair. Close them and consolidate campuses. There is no reason to have these schools being underutilized.





- Close Reagan HS. This school has been underutilized for many years. The school layout makes safety and control difficult.
- Expand the size of magnet program at LASA. Consider moving LBJ students to Reagan.
- If a signature program is going to be put into a school, it needs to be academically rigorous. I do not know how a MUSIC production program proves to be academically rigorous. What about a medical or health focus? The only way this program would be successful is if it has high standards and excellent resources. Take a look at LASA and Kealing for how it should be ran.
- Does this neighborhood really need another signature program? The ones in place don't work as it is, so why throw more eggs in that basket. Pearce needs to be closed or you need to put more qualified teachers on that campus. Reagan needs to be closed and the administrative offices moved to that location. As the area changes demographically, the district needs to respond. Most of the children near my home either attend private schools or are on a transfer to different campuses because no involved parent would dream of sending their children to Pearce or Reagan.
- I support Q1 and Q2 with caveats. Q1 makes sense, but the demographics of where you close, how you draw the boundaries and how you budget to transport students to school, are all considerations to take into account. Also, it seems paramount in

- drawing new attendance boundaries for 3 (instead of 4) middle schools, that elementary school boundaries ensure that 100% of each elementary school tracks to the same middle school. It is not acceptable to divide these student populations at this important time. Q2? Signature Programs are attractive - but considerations? What is the cost of developing the new Signature Program? What's to ensure that students will travel across town to attend? Would it be a magnet school, with transportation provided, or an Academy (like McCallum) that doesn't have transportation provided by AISD? Why Music/Music Production when McCallum has the Fine Arts program? It seems better to strengthen that program (and turn it into a magnet with transportation) then open another tangential arts-related signature program at another school. How about practical internship programs like culinary arts, automotive arts, plumbing/electrical/ construction skills programs? Review which signature programs are not currently offered by AISD or what is currently offered that is at capacity in South Austin that might need a branch in NE Austin?
- Perhaps it's time to reconstitute our grade levels at the different stages of education: elementary schools focus on K-4; middle schools focus on 5-6; junior highs.
- Truly make a change at the high schools and only allow teachers to remain who will respect all students.





- The LBJ choir room needs to be rebuilt. There are several holes in the walls and the built-in risers make it hard for our handicapped members to access about half of the room.
- Evaluate leadership at Eastside to see if positive change is possible or if changes in leadership might yield success.
- Close one middle school and utilize it for a Boys'
 Academy similar to the Ann Richards Academy for
 Girls in South Austin. Redraw boundaries in the
 elementary schools to utilize space more effectively.
 Do not spend money on expensive dual language
 programs, but if you feel you must do so, why not
 choose a global language such as Mandarin.
- Consolidate the population of the closed school into Garcia, the new MS. Comprehensive high schools need to have a large enough population to allow them to provide comprehensive services; work to get enrollment at the high schools to these numbers.
- Choir room at LBJ is not wheel chair accessible and needs renovation.
- Why not truly make a plan to effectively help the low-income students that need extra school hours (not spent in transportation) and try replicating some programs that we know are working (like ASPIRE with elementary students)? I think the idea of a music fine arts program is a great idea and perhaps a better idea than the college route. We would, however; need to really beef up the arts programs at the middle school level with good instructors and money

- for students to participate. It also seems appropriate to offer some really good trade programs, like an enhanced automotive or plumbing/electric program, with some really engaging, experienced teachers.
- With Draft Option 1, consider providing LASA with a standalone building. This should be a priority.
- I would like to know more about the changes happening at Pearce, and later at Reagan/LBJ. Our students need to have a viable neighborhood option post ES. How will we change the culture of the schools effectively (this is not speaking race/ethnicity, but to the problems that have plagued the schools; violence, lack motivation/academics, etc.)? Will the new "precollege prep" and "early college" solutions be more like the KIPP model (longer school days, more student involvement, and facilitating leadership)? Also Harris school; are the kids really going to play on that parking lot? Their campus needs to be improved upon. Blanton is much more habitable in that sense: share the love between two schools that are so close together.
- It's not the money; the schools need real support. This
 area is economically disadvantaged. Instead of how
 it is on the west side of town where the lack of
 infrastructure is made up by people writing checks
 (to pay for lacking teachers and support staff and
 more field trips) and single-earner households having
 more folks involved at the school, this side of town



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doesn't have that. It's no wonder the problems exist over here. AISD has a continued fantasy that they treat all schools equally. Maybe they do, but that doesn't mean they have equal opportunity to succeed. It takes a community, and AISD needs to recognize that some areas need more help building those bridges because not only are there a predominance of two-wage-earner households over here, but they usually hold more than one job to make ends meet.

 Given the overall map, it seems like kids north of Anderson Lane should be put into schools in the green area; less driving for their parents. Keep in mind, that as more families move into the Mueller development, there'll be more interest in schools in this area (Granted, a lot of the Mueller folks will be people who can afford private schools if the public school performance is bad). I would love a middle school for special needs kids, but having a special needs child. I'm biased.

- Possibly increase the school size to balance the amount of students in each school and that will balance the amount of students in each class. A good ratio where student can learn and where teachers may schedule one on one time if necessary.
- The LBJ choir room needs to be renovated. More advanced coursework options. More physical activity. More "specials".
- Longer recesses so children can play outside more.





District-Wide Questions

Question #5 - Do you think that AISD needs to realign current attendance boundaries?

5. Do you think that AISD needs to realign current attendance boundaries?											
Individual Group Web											
	% Count % Count % Count										
Yes	70%	74	87%	13	60%	35					
No	12%	13	0%	0	16%	9					
Don't Know	17%	18	13%	2	24%	14					

Question #6 - What is your level of support for the addition of a gender-specific male school?

6. What is your level of support for the addition of a gender-specific male school?											
Individual Group Web											
	% Count % Count % Cour										
Strongly Support	39%	41	27%	4	31%	18					
Support	33%	35	67%	10	39%	23					
Do not Support	28%	30	7%	1	31%	18					





Question #7 - Do you feel that AISD needs to increase and enhance the availability and quality of athletic programs and facilities throughout the District?

7. Do you feel that AISD needs to increase and enhance the availability and quality of athletic programs and facilities throughout the District?

	Indiv	vidual	Gro	oup	Web	
	% Count		%	Count	%	Count
Yes	47%	51	27%	4	32%	19
No	31%	34	47%	7	44%	26
Don't Know	21%	23	27%	4	24%	14

Question #8 - If a school is to be closed or reused in AISD, please rank the following criteria that could be used to determine which schools are candidates for this action. Rank in order of importance with 1 being most important and 5 being the least important.

8. If a school is to be closed or reused in AISD, please rank the following criteria that could be used to determine which schools are candidates for this action. Rank in order of importance with 1 being most important and 5 being the least important.

T. dugdard		1		2		3		4		5
Individual	%	Count								
A. Facility Condition Index (cost of repairs/cost of replacement)	29%	29	24%	24	15%	15	16%	16	15%	15
B. State accountability status (failure to meet state performance targets)	30%	31	15%	16	17%	18	13%	14	25%	26
C. Utilization of the school (District goal is a permanent capacity between 85% and 105% at all schools)	40%	41	22%	22	24%	24	15%	15	0%	0
D. School size (number of students enrolled)	10%	10	29%	28	26%	25	13%	12	22%	21
E. Potential for reuse of the school for other purposes	7%	7	8%	8	15%	15	39%	39	30%	30





Chaup		1	2		3		4		5	
Group	%	Count								
A. Facility Condition Index (cost of repairs/cost of replacement)	36%	4	27%	3	9%	1	27%	3	0%	0
B. State accountability status (failure to meet state performance targets)	18%	2	18%	2	9%	1	27%	3	27%	3
C. Utilization of the school (District goal is a permanent capacity between 85% and 105% at all schools)	45%	5	27%	3	27%	3	0%	0	0%	0
D. School size (number of students enrolled)	0%	0	18%	2	55%	6	18%	2	9%	1
E. Potential for reuse of the school for other purposes	0%	0	9%	1	0%	0	27%	3	64%	7

Web		1	2			3	4	1	5	
vveb	%	Count								
A Facility Condition Index (cost of repairs/cost of replacement)	16%	13	29%	17	30%	18	21%	11	17%	9
B. State accountability status (failure to meet state performance targets)	18%	14	14%	8	13%	8	19%	10	36%	19
C. Utilization of the school (District goal is a permanent capacity between 85% and 105% at all schools)	28%	22	17%	10	28%	17	13%	7	6%	3
D. School size (number of students enrolled)	15%	12	24%	14	17%	10	21%	11	23%	12
E. Potential for reuse of the school for other purposes	23%	18	17%	10	12%	7	26%	14	19%	10





Question #9 - If AISD were to close a school facility, what should be done with the unoccupied facility?

9. If AISD were to close a school facility, what should be done with the unoccupied facility?

Individual	Strongly	Support	Sup	port	Do not S	Support
marviduai	%	Count	%	Count	%	Count
A. Renovate for a different type of educational space	42%	36	53%	46	5%	4
B. Reconfigure for use as an administrative or District support space	17%	15	51%	44	31%	27
C. Sell or lease the p property	19%	16	48%	41	34%	29
D. Raze/Demolish	3%	3	16%	14	80%	70
E. Use in partnership for community use or higher education	41%	36	53%	46	6%	5

Charm	Strongly	Support	Sup	port	Do not Support	
Group	%	Count	%	Count	%	Count
A. Renovate for a different type of educational space	27%	4	67%	10	7%	1
B. Reconfigure for use as an administrative or District support space	7%	1	47%	7	47%	7
C. Sell or lease the p property	20%	3	33%	5	47%	7
D. Raze/Demolish	0%	0	7%	1	93%	14
E. Use in partnership for community use or higher education	40%	6	53%	8	7%	1





Web	Strongly	Support	Sup	port	Do not Support	
Web	%	Count	%	Count	%	Count
A. Renovate for a different type of educational space	45%	26	45%	26	10%	6
B. Reconfigure for use as an administrative or District support space	21%	12	51%	29	28%	16
C. Sell or lease the property	25%	14	40%	23	35%	20
D. Raze/Demolish	7%	4	12%	7	81%	47
E. Use in partnership for community use or higher education	43%	25	41%	24	16%	9

Question #10 - What other academic or facility issues should be considered while developing the AISD Facility Master Plan?

Individual Comments

- Take into consideration the academic performance of schools, according to state regulations.
- Equity across the district.
- I support renovation as much as possible.
- A space could be readapted with new technologies and current needs while improving academics.
- I live near Reagan Nelson Field. I would like to be able to go to a website about Reagan Field and see who is scheduled to play there on a particular night.
- More staff.
- Smaller schools.
- New development, specifically within the Mueller community.

- Population growth / Windsor Park.
- Community in schools/businesses coming into schools.
- Maintenance and bringing facilities up to date.
- Fix the split up vertical alignment.
- While neighborhood schools play an important role; choice is also crucial to allow students and families to attend schools that meet their needs. At the HS and MS levels, special programs and academics are excellent options. At the ES levels, open transfer policies and special programs like dual language are worth the while. In looking at school size, particularly at the ES level, small can be beautiful. Resist the urge to automatically consider small schools for consolidation or closure. Small school environment





may best serve some students. We need to revitalize our neighborhood schools by making them attractive and enticing, offering high quality programs of a first-rate educational experience.

- Maintain diversity.
- Equip all schools with a technical infrastructure that will meet the needs for the next ten years.
- Equip all the buildings with wireless connectivity that can be used as WiFi hot spots for the surrounding neighborhood (close to building).
- Equip all classrooms and large meeting spaces with multimedia projection systems.
- Long term LASA has its own building.
- Efficiency of tracking pattern for bus\foot results and for unified tracks; for example, all schools in NW Austin vertical team track to AHS. Splitting attendance from elementary – middle school and from middle school – high school decreases solidarity and community.
- Growth continues in the South but growth will also occur in this region; Mueller and affordable family housing in the Blanton neighborhood. Gentrification must be taken into account with Reagan vertical team. Frame diversity as an asset not an "issue".
- Do not "bank" on a specialized music program. Has anyone noticed that the recording industry is tanking?
- How to get MS students back in? Consider K-8 schools.
- MS\HS\ACC partnerships. MS AP coursework.

- Utilization in consideration for demographic future.
- Facility condition.
- History of failure.
- ESL programs.
- Smaller schools help to meet the needs of our Title I students.
- Education code disparity with existing facility.
- Support program choice and transportation to them. Otherwise, only wealthy can get to them.
- Please consider that signature programs (LASA specifically) can grow significantly if given the space to do so.
- The future possibility of LASA being a self-contained campus.
- Ed specs need to stay current with educational uses or services.
- Keep Ed specs current with present teaching practices.
- Alignment of facility (ed specs) with trends/practices in education, i.e. coaches for reading, math science, literacy, parent support specialists, but no place to house them. Also literacy libraries.
- No, application base curriculum offered on schools that are in Area 4.
- Signature program curriculum at Pearce but within boundary lines.
- Open curriculum.
- Look at solutions that might go across planning area boundaries.





- A broad, district wide boundary and feeder pattern realignment needs to take place.
- Board of Trustees must make a decision to lower a liberated transfer policy or a strong neighborhood/feeder pattern policy. These issues are now in conflict with one another and it causes strife in the community (i.e. boundary changes).
- In many cases, transfers result in schools that are under enrolled and low-performing, the two key issues the district fares (besides the budget). We can address this by providing programs and resources that serve and attract all kinds of students from the neighborhood (or beyond if it is in the interest of the facilities plan). Imagine Kealing's magnet program serving other Kealing students in some manner, for example. Additionally, make transferring more difficult.
- The convenience of the location for most parents and students.
- Make some schools grade level centers or contentarea specific.
- Check in every school if the size is good for the students (like the cafeteria in Lanier High school) because if we don't get a good size we can't learn.
- Lunch time is too short and we need more lunch lines because some people don't get the chance to eat.
- Uses for "closed" facilities: adult education, community in schools, GED programs, partnerships with local colleges, trade school.

- Which positions are truly necessary on the campus?
 Is there a duplication of services? Which positions serve the largest populations?
- Move downtown administrative office rent, etc. must be expensive. It's hard for families in East Austin and elsewhere, to get downtown. It would be great if offices were more conveniently located in our communities.
- It seems that most viable options have already been considered.
- Move administrative offices to Reagan campus.
- Move the administration building to AISD-owned building.
- Move administration to local community/school.
- Attendance boundaries.
- Move administration building.
- All schools should be brought up to code.
- More art and music at the elementary level.
- Transportation to all signature programs and magnets should be available free of charge to free and reduced lunch students all others should pay transportation fee.
- Looking at school capacity as physical and not functional capacity is completely misleading. No middle or high school should be closed. We need better ideas. When children are forced to go extra miles to school, attendance will drop.
- Transfers, tighten up the use of transfers (charge money for people who transfer out of their communities.)





- Pre-K 8 for this community to help fill the middle schools.
- Becker should not close its doors because it has very good programs. The children can walk to school, we have a new library and it's a safe neighborhood.
- We have a community of parents that's growing more and more every day.
- Programs: dual program, raising chickens and green areas.

Group Comments

- Moving the administration building.
- Understanding as much as possible about demographic future of the district is critical to facility planning.
- It is disruptive and hard for neighbors but we must embrace boundary changes as a way to best utilize facilities.
- All schools should be up to code specs.
- Signature Programs.
- Renovated facilities.
- Keep small schools.
- Get rid of portables for under-capacity schools.
- Anticipate growth on east side especially for elementary schools.
- Revisit transfer policy so kids go to their home schools.
- Making schools attractive.
- Merge LBJ and Reagan LASA to Reagan.
- Consider smaller schools.

- Keep technology up to date.
- MS/HS/ACC partnerships.
- Flexible use schools.
- Align neighborhood to school relationships.
- LASA should be considered for its own facility.
- Ed specs should reflect current educational needs / trends, i.e. space for special employees such as literacy, reading, math, science coaches, and literary libraries.
- Boys' academy.
- Signature program / college ready HS & MS.

- The choir room at LBJ needs to be renovated since it is not in compliance with laws concerning handicap accessibility. The built-in seated risers make parts of the room inaccessible.
- All of the options in question 9 are viable but which one is best would depend on the school. If schools are closed I imagine that some of those buildings can and should be reused by AISD for other purposes. But there cannot possibly be a need to use them all. So some will need to be sold. This generates a one-time income which can benefit the district and reduces annual operating costs.
- LBJ choir room needs to be renovated.
- Continue offering a magnet program in a school that can compete in 4A or 5A UIL events. Do not isolate magnet only students at Reagan or other underutilized schools.





- Students in this area need smaller schools and smaller classes. AISD can't be a one-size-fits-all district. Schools must be sized to kids' needs.
- LASA is continuing to grow little by little, what is the plan for ensuring that we do not run out of classrooms? I'm an art teacher at LASA and I have to share a classroom with another teacher during third period because we have only one art room. We have critiques in the hallway so that we don't disrupt the other class on those days and any time one of us gives instruction to their class it disrupts the other class. There is an English teacher using an old storage room as a classroom, it's long and narrow and he can barely fit his desks in the room. Students often can't see the board because the room bends in the middle. He had to get two smaller dry erase boards to accommodate the sharp angle in the middle of his room. What is the plan for ensuring that all students have a decent chance to learn in a classroom that is not constantly disrupted simply by its shape? LASA is one of the most efficient campuses in AISD, what is the plan for ensuring that it will have the capacity to support the increasingly large numbers of students accepted to LASA?
- Why was Garcia built? How do we avoid repeating this costly error? Consider moving district offices from the current downtown location to the Reagan Campus, great access to major transportation routes. Lease the current downtown complex for significant cash flow to the district.

- Need more magnet options.
- Determining a way to allow diversity in the schools (economic and ethnic) is very important. There is a CLEAR divide between the schools in West/South Austin and East Austin and it is very unfortunate. How can administrators or teachers be exposed to differences and how to teach to differences? It seems like many NEW teachers are working in the hardest to work schools. It doesn't make sense.
- Think of the students, not politics.
 - Q7 I don't believe AISD needs to increase or enhance athletic programs, but I do think that AISD needs to ensure equity in distribution of athletic programs. I was battling to see LBJ's tennis courts completed (bond project). We should not be in a position to pit campuses against each other for equitable services. Q8/9: Closing schools has a huge emotional impact on neighborhoods and families whose children are directly affected. Ensuring that children 'stay together' from elementary schools is important. Ensuring that the schools that remain open are providing quality education. As for repurposing, selling or demolishing, AISD needs to take a long-term view of the changing demographics in this city to assess what they don't need today vs. what they might need 5-10 years down the line. Austin is currently undergoing a Comprehensive Master Planning Process. Will this embrace/support increased densification in the urban core, necessitating MORE small urban





elementary schools or will Austin continue to embrace the continued expansion over the Edward's Aquifer? Why doesn't AISD work hand in hand with Austin's development patterns or rather, why doesn't AISD try to positively impact developing patterns with intentionally respecting a no-build-onthe-aguifer policy? So, Q9 is dependent upon a longer term view of the need of that facility. If you are trying to save money by closing a school, why are you spending money to repurpose it for another AISD use that isn't classroom-education-based? We do not need more of the AISD budget going towards Administration, so do not turn it into expanded Administration space. Sharing with community or higher education use is appealing. Cost analysis has to be examined in all of these options. Lastly, where is the discussion about the AISD Performing Arts Center in this mix? With bond money approved, it seems paramount that this be part of the discussion and that at this time, with the economy sour/property costs a little lower, it would be a good time to invest in land (for both a performing arts center and a new South high school).

- The LBJ choir room needs to be renovated. There are holes in the walls and the built-in-risers make access for students with disabilities difficult. Also, the Fine Arts in general should be considered more in this. They are just as important as sports.
- Offices for administration could be relocated for a low rate in less expensive areas. The Baker facility

- and the 6th street facility could yield good cash flow if sold or leased.
- Get administration out of high rent downtown areas. Use some of the underutilized schools or use a school that is closed. Do not ignore the fact that not all subjects are suited for a cramped classroom environment and will require more "space" to be effectively taught. Forcing too many students into a classroom does not align with accountability goals either, so either utilization is a priority or academic excellence is a priority. State which one is the higher priority, but don't try to pretend that both are.
- A caveat for Q5--boundary issues should only be addresses as they are impacted by school closures/consolidations. Boundaries should not have a district-wide domino effect if the consolidations will not affect the student populations in nonconsolidated areas.
- Real community places for after school hours so that all students and families truly feel welcome and safe (e.g. All signs for parking and entrance/ cafeteria/ assembly places in English and Spanish) along with the need for space for programs like communities in schools and family rooms.
- We should be looking at different grade configurations in our schools. Since elementary schools are at or over capacity and middle schools are underused, we should look at a shift. Possibly make K-4 campuses with a 5-6 center for the area, which could lead to consolidation of 7-8 to one





campus. We could also look at a 9th grade center. We should look at the costs for running the same program at 2 high schools within this area. We should be looking at running different programs at high schools in this area to reach a wider base of students and to maximize costs needed to run programs.

- If there is an unoccupied facility, I think it is important that the school district does what is most cost effective. I am concerned about diversity in schools and hope that any line re-drawing works to maintain diverse student populations. I strongly support a music/music production program. This is the live music capital of the world, after all. Music continues to be valuable to learning and to well being in so many ways. A music production/industry program could also function as a very viable vocational program in this town. Brilliant plan.
- My experience with AISD has been positive. The only things that can be improved upon are 1) kids getting 1 hr of exercise throughout the school day, even if that means longer days at school -- many of these kids are not getting the exercise they need outside of school. Although I have been quite happy with my children's elementary school (Blanton), many of the days the kids "lose recess" for behavior or simply run out of time doing academics and lose recess. This is doing a disservice to our children, many of whom are facing an epidemic of childhood obesity and early onset Type II diabetes, as well as

- possibly having behavior issues due to lack of physical exercise. 2) School lunches; these are slowly being improved upon. Students need low sugar and lower cholesterol choices. 3) Extend-a-care is abysmal. I understand this is not AISD-related, but perhaps the district could align with after-school options to offer more enriching activities and physical activities, or at least moderately trained personnel, instead of just having our kids sit in a cafeteria/portable building.
- Schools make the neighborhood. The district needs to understand that boundaries should be shifted to keep them populated and while some areas may have an aging population, that will change again in time. The answer isn't closing schools; the answer is to give them the support and attention they need to remain vibrant and pertinent which will sustain the neighborhood into future generations. The only other aspect is that this cannot and must not be a one-time plan. Also, each facility needs its own master plan team hooked into the CACs. The district needs a mechanism to capture ALL epiphanies about the campuses so when Bond consideration time comes around, they don't have to run around trying to drum up the information because it already exists. This includes Ed Spec deficiencies along with campus-specific improvement and enhancement needs peculiar to its programs. The plan must be an ever-green plan that is reviewed yearly by each campus' CAC and a running list of needs,





- deficiencies, and enhancements available to planners at all times. And the community should be able to add their own entries to the list without being on the CAC.
- Is Austin reaching the point where there are enough kids with autism that having a facility just for them might be useful?
- Look at assessing fees to those students who are transferring away from "Exemplary" or "Recognized" schools into another school of the same or lower rating. It would be a good way to achieve a higher number of students remaining in their neighborhood schools and an increase in revenue for AISD. At the current rate of transfer, with a \$1,000 fee per transfer, AISD would be looking at 3 5 million in revenue with such a program. Sliding scales for lower income and no charge for magnet program acceptance should be considered as well.
- More spaces for physical activity, arts, music, etc.
 Spaces with efficient HVAC and other utilities for lower cost.
- I feel like many families send their children to schools outside their community because the local schools are not performing well or the environment is not conducive to learning. In Title 1 schools, there is a vicious cycle of low attendance that causes us to reduce support of those schools and then their performance goes down which makes people not want to send their kids there. I think it would be smart to focus our resources (whatever that takes: closing schools, alternative learning programs, etc.) to improving the learning environment (building, teacher, and moral). I strongly believe that using the "abandoned" buildings for special educational programs (like single gender, college prep, creative learning, etc.) is the best thing we can do for the educational system in Austin.
- Schools should be better integrated (economically, geographically, and ethnically) and should be smaller (average class size) and more personal, especially at the elementary and middle school levels.





Question #11 - With which AISD schools are you affiliated?

Individual Comments

- Anderson HS (2)
- Ann Richards
- Austin HS (2)
- Bailey MS
- Becker ES
- Blanton ES (12)
- Bowie MS (2)
- Brentwood ES (2)
- Casis ES (2)
- Clifton Center
- Crockett HS (4)
- District wide
- Dobie MS (3)
- Doss ES
- EMHSJC
- Garcia MS
- Graham ES (2)
- Gullet ES (2)
- Harris ES (3)
- Highland Park ES
- Hill ES
- Kealing MS(6)
- LASA (16)
- LBJ HS (19)
- Lamar MS (3)
- Lanier HS(3)
- Lee ES (3)

- Maplewood ES (3)
- Martin MS
- McCallum HS(8)
- Mills ES
- Murchison MS (2)
- Norman ES (9)
- Overton ES (3)
- Pearce MS (11)
- Pease ES (2)
- Pecan Springs ES (7)
- Pickle ES
- Reagan HS (18)
- Ridgetop ES (4)
- Sims ES (31)
- Small MS
- St. Elmo ES
- Travis HS
- Walnut ES
- Webb MS (2)
- Winn ES (3)
- Zilker ES (2)

- Anderson HS
- Austin HS
- Blanton ES (4)
- Bowie HS (4)
- Brentwood ES (2)



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- Crockett HS
- Dobie MS
- Harris ES
- Hill ES
- Graham ES
- Gullett ES
- Kealing MS (3)
- Lamar MS (3)
- LASA (12)
- LBJ HS (5)
- Lee ES
- McCallum HS (2)

- Pease ES
- Pecan Springs ES (2)
- Pearce MS (4)
- Reagan HS (5)
- Ridgetop ES
- Overton ES (3)





Demographics

Gender								
Individual Web								
	%	Count	%	Count				
Male	25%	25	19%	11				
Female	75%	75	81%	46				

	Indiv	vidual	W	eb
	%	Count	%	Count
Under 18	5%	5	5%	3
18-29	14%	14	7%	4
30-39	27%	28	40%	23
40-49	25%	26	30%	17
50-64	26%	27	16%	9
65+	2%	2	2%	1

Ethnicity									
	Indiv	ridual	W	eb eb					
	%	Count	%	Count					
African American (Non-Hispanic)	21%	21	3%	2					
Asian or Pacific Islander	1%	1	2%	1					
Hispanic	41%	41	22%	13					
Multiracial	0%	2	3%	2					
Native American Indian	1%	1	0%	0					
White (Non-Hispanic)	35%	35	69%	41					

Are you a Resident in AISD?									
Individual Web									
	%	Count							
Yes	77%	80	95%	54					
No 23% 24 5% 3									

Education									
	Indiv	ridual	Web						
	%	Count	%	Count					
Current Student	8%	8	7%	4					
Not a High School Graduate	5%	5	0%	0					
High School Graduate	11%	11	2%	1					
Some College / Trade School	7%	7	5%	3					
College Graduate	33%	33	47%	27					
Advanced Degree	36%	36	40%	23					





Employment									
	Indiv	ridual	Web						
	%	Count	%	Count					
Accommodation/Food Services	1%	1	0%	0					
Self-Employed	8%	8	13%	8					
Education	47%	49	29%	18					
Government	6%	6	13%	8					
Homemaker	4%	4	8%	5					
Legal	1%	1	6%	4					
Manufacturing	2%	2	0%	0					
Technology	7%	7	6%	4					
Retail	2%	2	0%	0					
Not Answered	24%	25	25 25% 16						

How many years have you lived in AISD?									
	Indiv	vidual	Web						
	%	Count	%	Count					
Less than 2	3%	3	2%	1					
2-5	15%	15	9%	5					
6-10	18%	19	14%	8					
11-15	17%	18	19%	11					
16-20	9%	9	28%	16					
More than 20	30% 31 25%								
Not Applicable	8%	8	4%	2					

Employment (Other)

Individual Comments

- Art
- Medical
- Non-profit
- Non-profit counseling center
- Parent support specialist
- Retire government employee
- Social worker
- Disability

Web Comments

- Health care
- Higher Education administration
- I am a student
- Insurance
- Medical
- Non profit
- Nursing student
- Project Specialist
- Psychology
- Unemployed





Pare	Parental/Guardian Status									
	Indiv	ridual	W	eb						
	%	Count	%	Count						
Do not have children in AISD	36%	38	14%	11						
Parent/Guardian of child less than 5 yrs old	7%	8	14%	11						
Parent/Guardian of Pre-K or kindergarten student	13%	14	10%	8						
Parent/Guardian of Ist-3rd grade student	9%	10	10%	8						
Parent/Guardian of 4th-5th grade student	7%	7	6%	5						
Parent/Guardian of 6th-8th grade student	5%	5	13%	10						
Parent/Guardian of 9th-12th grade student	12%	13	20%	16						
Parent/Guardian of private/parochial student	1%	1	1%	1						
Parent/Guardian of former student or graduate	9%	10	13%	10						
Grandparent of student or graduate in AISD	1%	1	0%	0						





Community Dialogue #2 – Results Report Planning Area #5



AISD Facility Master Plan

Community Dialogue #2 - Planning Area #5 Results Report



Introduction

On September 30, 2010, approximately 90 parents, community members, and AISD staff, among others, attended Community Dialogue #2, which was held at Austin High chool. Participants worked individually on questionnaires, and then into groups of 6-8 people to discuss the same questions, listen to each other's opinions, and try to reach consensus on the group questionnaire. Staff from DeJONG-RICHTER helped to facilitate the community dialogue and members of the District's Facility Master Planning Task Force assisted in leading discussions for each of the small groups. An additional 369 individuals submitted questionnaires online.

Facility Data Summary Table

	Grade	TEA	Title I	FCI (Excludes	Current Bond	Portables	Perm	2009	Utilization	Student Teacher	2009	2014	Migration	Migration	Site Size	
Name	Config.	Rating		`M&O)	Work		Capacity	Enroll		Ratio	Population	Population	ln	Out	(Acres)	(SF)
Planning Area #5 - Facilities Inf	ormatio	n														
Lucy Read Pre-K School	Pre-K	NA		10.7%		6	418	477	114%	15.38			477		9.9	64,644
Pre-K Total						6	418	477					477		9.9	64,644
Barton Hills Elementary School	K-6	EX	T ·	33.4%	Yes	7	251	375	149%	14.62	200	194	196	21	9.9	38,291
Brentwood Elementary School	PK-5	RC		23.2%		2	585	476	81%	13.43	419	475	159	102	16.7	62,891
Bryker Woods Elementary School	K-6	RC		34.2%		5	272	398	146%	14.32	306	330	133	41	6.3	37,517
Campbell Elementary School	PK-5	AA	Yes	20.8%			524	396	76%	14.68	377	376	68	49	9.7	61,793
Casis Elementary School	PK-5	EX		17.4%		9	669	818	122%	15.87	729	813	103	14	14.2	77,911
Gullett Elementary School	K-5	EX		30.4%		8	418	537	128%	14.88	340	353	237	40	17.9	39,827
Highland Park Elementary School	K-5	EX		41.4%	Yes	6	606 * 4	632	104%	16.05	567	632	133	68	6.3	58,550
Lee Elementary School	K-6	EX	<u> </u>	40.7%			418	440	105%	14.32	312	323	148	20	4.8	46,265
Maplewood Elementary School	PK-6	AA		36.5%		6	355	428	121%	13.70	319	461	165	56	6.4	45,390
Mathews Elementary School*	PK-6	EX		31.8%	Yes	2	397	392	99%	13.51	314	321	122	44	2.3	42,112
Oak Hill Elementary School	PK-5	EX	I	33.4%		7	773	1,008	130%	16.30	1,090	1,245	31	113	13.7	75,784
Patton Elementary School	PK-5	EX		18.1%		7	773	763	99%	14.63	702	735	126	65	24.1	76,687
Pease Elementary School*	K-6	EX		71.9%	Yes		293	252	86%	14.28			252		2.8	35,624
Reilly Elementary School	PK-5	RC	Yes	27.9%		4	318	303	95%	11.71	342	372	49	88	10.8	41,646
Ridgetop Elementary School	PK-5	EX	Yes	31.2%		3	206	191	93%	10.00	123	120	118	50	5.0	35,585
Sanchez Elementary School	PK-5	RC	Yes	26.8%		4	580	611	105%	14.52	564	579	100	53	9.2	78,131
Zilker Elementary School	PK-6	EX		55.0%	Yes	7	460	524	114%	14.76	329	364	223	28	11.8	50,941
Elementary School Totals						79	7,898	8,544	108%		7,033	7,693	2,363	852	171.9	904,945
Lamar Middle School	6-8	AA		19.2%		3	1,008	668	66%	13.00	554	645	280	166	14.3	121,372
O. Henry Middle School	6-8	AA		13.0%		4	945 * 1	1,005	106%	15.95	764	896	495	254	13.8	124,320
Small Middle School	6-8	RC	T	6.9%		3	1,239 * 3	944	76%	15.85	873	1,000	150	79	36.5	160,599
Webb Middle School	6-8	AA	Yes	25.1%		6	804	573	71%	13.21	692	837	52	171	15.6	120,987
Middle School Totals						16	3,996	3,190	80%		2,883	3,378	977	670	80.2	527,278
Austin High School	9-12	RC	T	30.3%	Yes	5	2,205 * 6	2,390	108%	17.35	1,964	2,085	838	412	44.3	307,089
Garza Independence High School	11-12	AA		28.9%	Yes	6	378	258	68%	12.29		-	258	-	3.1	44,754
McCallum High School	9-12	AA	<u> </u>	19.8%	Yes	11	1,596	1,793	112%	16.84	1,343	1,471	731	281	31.1	242,667
High School Totals						22	4,179	4,441	106%		3,307	3,556	1,827	693	78.5	594,510
Rosedale School**	K-12	NR	T	32.1%		5	314	149	47%	8.28		_ 	149	- -	4.9	37,112
Alternative Total						5	314	149	47%				149		4.9	37,112
Area Totals						128	16,491	16,652	101%		13,223	14,627	5,644	2,215	345.4	2,128,489.0
Historical Significance							Note: * Indica	tes Permane	ent Capacity m	nay be furthe	er reduced by	core space limi	tations and sit	e development	restrictions.	

(I = Playfield Only, 2 = Topography Constraints, 3 = Impervious Cover, 4 = Site Size, 5 = Shared Ownership, 6 = Floodplain)





Question #1 – Please rate your level of support for Possible Draft Option #1 - Limit transfers to area schools

1. Please rate your level of support for Possible Draft Option #1 - Limit transfers to area schools										
Individual Group Web										
	% Count % Count % Count									
Strongly Support	37%	32	25%	3	22%	63				
Support 44% 38 50% 6 38% 106										
Do not Support	19%	16	25%	3	40%	112				

Question #2 – Please rate your level of support for Possible Draft Option #2 –Enlarge small schools

2. Please rate your level of support for Possible Draft Option #2 - Enlarge small schools									
Individual Group Web									
	% Count % Count % Co								
Strongly Support	26%	22	23%	3	20%	67			
Support	59%	50	62%	8	39%	130			
Do not Support	15%	13	15%	2	41%	135			





Question #3 – Please rate your level of support for Possible Draft Option #3 - Consolidate 2-3 elementary schools into a new constructed elementary school

3. Please rate your level of support for Possible Draft Option #3 - Consolidate 2-3 elementary schools into a new constructed elementary school

	Indiv	ridual	Gro	oup	Web	
	%	Count	%	Count	%	Count
Strongly Support	8% 7		0%	0	9%	30
Support	12%	10	8%	1	16%	53
Do not Support	80%	66	92%	12	75%	244

Question #4 – Please rate your level of support for Possible Draft Option #4 – No change

4. Please rate your level of support for Possible Draft Option #4 - No Change

	Indiv	ridual	Gro	oup	Web	
	%	Count	%	Count	%	Count
Strongly Support	5%	4	8%	1	29%	87
Support	17%	15	0%	0	31%	95
Do not Support	78%	68	92%	12	40%	123





Question #5 - Do you have any additional recommendations for options in Planning Area #5?

- Coordinate with other jurisdictions on Long Term Comprehensive Plan for Austin so all of our children grow up in a sustainable city.
- Recognize mistakes of AISD in locating new schools over Barton Springs zone of Edwards aquifer.
- Adjust attendance boundaries to discourage additional schools over Aquifer; i.e. no new high school next to Bowie.
- Invert heavily in minority/majority schools that are under performing.
- Stop using the "industrial model" for an education objective. Cost/benefit business model does not work for education.
- The central zone cannot be well-planned for under the current transfer policy.
- Redraw all boundaries throughout the entire district.
- Limit transfers.
- Change MS boundaries.
- Align schools to have one track for each HS.
- Instead of shipping kids all over Austin, improve the quality of the neighborhood schools.
- Cut overhead.
- Reopen Baker School ASA School.
- Seriously review boundaries and transfer policies. MS boundaries are very unequal. Also, transfers are open to select groups not any/every student to any school. Thus some groups receive priority opportunities throughout the district.

- Increase utilization of Pease by adding special programs to attract families. Increase marketing about availability of school.
- Please consider the historical implications of closing schools.
- Do not shift students who live in current planning area #5 out of the planning area to lower performing schools.
- I feel strongly that elementary schools, middle schools, and high schools should track 100%.
- The strategic goal states that student performance is a goal. Schools should be designed based on research; what type/size of school is best educationally (small vs. large).
- Consider building additions at big schools to reduce portables. Reward to successful big schools. What does research say is optimal school size to achieve strategic goals? This needs to be a factor. Design best practices for schools should be considered.
- We need more middle schools that we feel are high quality. If Ann Richards School is so successful, yet we can't get in due to capacity limits, let's get another all girl school. The girls make excellent targets for further investment. Consider flexible re-use rather than permanent, and invest in green building.
- We need more, higher quality middle schools in this area and across the district; schools with rigorous academic standards.





- We need to support and invest in our neighborhood based schools.
- Our inner-city schools need major capital investments, green buildings, and elimination of portables.
- Smaller cheaper schools. Dispose of when not needed.
- I'd like to see us build more small schools instead of one large one. I think that cost should be secondary to education. I'm not happy that transportation costs aren't included in the projections. I want my children walking to school for their health and the environment. I want school to be a community and reflect the community of its residents.
- Look more closely at transfer policy. I don't think there
 is a district wide answer. Look at individual schools and
 why they are attracting transfers. Learn from those
 schools. Mirror success elsewhere.
- Close Lamar Middle (or repurpose).
- Consolidate from east/west vertical boundaries to north/south boundaries.
- I believe it is very important to limit transfers (even priority) to keep utilization to 100% or less. Otherwise, new additions should be constructed to eliminate portables that have been on a campus for 5+ years.
- Repair vertical alignment issues.
- In option 2 need to better define addition and construction costs, even if it is just an estimate.
- If you close schools and consolidate how will you get children to school? Presently you have an inequitable busing situation. Students from all over Austin can go to McCallum. We know the arts help students succeed,

- yet no transportation is provided. Only the LASA students get bus transportation and the schedule could be worked out to transport LASA and McFAA students, or transport all students and charge them a fee (except those who qualify for free school lunch).
- I support the present transfer system. Close a school when it is at capacity. The problem is for example O.Henry MS is over capacity and Lamar (also AA) is at 66% capacity. OHMS is over capacity because of NCLB transfers. You need to treat NCLB transfers like regular transfers. When OHMS is at 100% capacity then the overflow needs to go to Lamar or other MS in this grouping with much lower capacity percentages.
- The janitorial staff at the campus level and support staff for buildings and grounds are not integrated. It would be more effective if there was centralized management of support staff.
- It is not fair to give Kealing and LASA kids transportation and not other special programs, like the McCallum Fine Arts Program. Transportation should be more equitable.
- Special areas for middle schools.
- Standardized curriculum across all middle schools, including electives.
- Combine underutilized schools.
- Update old (open concept) schools.
- Close Lamar and consolidate eastern middle schools.
 Do permanent construction to Murchison to expand.
- Quality of education should the children's education suffer? The importance of sense of place and history should be evaluated.





- Every 10 years the legislative boundaries are redrawn: shouldn't this happen every 10 years with the census with the boundaries of the schools?
- Do not move poor performing students to different campuses and expect the child to "turn things around" without providing additional teaching funds to the accepting school.
- Make Lamar a fine arts academy and each school improve so people want to go to their neighborhood school.
- Lamar Middle School needs a signature program, the Lamar Fine Arts Academy. This Lamar Fine Arts Academy will be in vertical alignment with the McCallum Fine Arts Academy.
- Consider parental involvement and achievement gains of neighborhood schools. Strong, vibrant, neighborhood schools creates strong, vibrant communities.
- Consider opening a MS fine arts magnet at Lamar MS that provides integrated, equitable access to academic offerings for all students.
- Eliminate magnet schools.
- Review transfer policy.
- Address school quality issues to bring students back.
- Rigorous academic programs for students.
- Put a signature program into each middle school to draw neighborhood children back, like fine arts at Lamar, to put in vertical alignment with McCallum.
- Implement more rigorous academic program at Lamar MS to improve draw for neighborhoods that feed it.

- Implement signature fine arts program at Lamar; provide access to special programs to all students.
- Keep neighborhood schools open vibrant schools build and support vibrant communities.
- Stronger and longer ESL support for our students.
- Maintain opportunity for neighborhood schools.
- Redraw verticals to address population growth and take into consideration students that live in areas that are a good distance from their school when there are actually closer schools in the district they could attend (area 133C).
- Limit transfers to the capacity of the school, excluding the capacity of any portables.
- Keep small, older schools intact.
- Consider school performance: if something is working academically, don't impact it.
- Joint use through community partnerships.
- Expand existing HSs to increase capacity.
- Improve other planning area HS's (i.e. Crockett).
- Increase magnet school options in other planning area HS's.
- Change use of 6th grade enrollment at elementary school so the middle school enrollment level out.
- Sell AISD admin property as it is highly valued property and move it to one of the schools closed on the eastside because it will save money two-fold.
- Reward schools that have developed a culture of excellence that is based on the people (staff & community) more than on the facility.





- Facility repairs must be made; ½ walls are not adequate for elementary learning.
- Transfers, especially those that are permanently granted make long term facilities planning impossible.
 They cause "local" students to be forced to move out due to boundary changes while transfers and their siblings are allowed to stay.
- Portable structures built as temporary student housing that were built in the 1950s are unacceptable.
- A building that was built as a storage shed but is now classrooms should not be included in perm capacity for Oak Hill.
- Oak Hill ES. is no longer at 130%+ capacity due to last year's boundary changes.
- Schools that have been gerrymandered into this area and Austin High with overcapacity situations should have their boundaries areas reduced and should be consolidated into adjacent under enrolled schools, so long as those schools to now feed into are academically acceptable or above under NCLB, e.g. Barton Hills and Zilker should lose part of their attendance zone to Becker.
- Make sure transfer rules are clear, discussed, and evenly applied. Give principals more power to make decisions.
- Use a different formula to determine space availability.
 Some schools have special needs that require more rooms that are not classrooms.
- Idea of consolidating smaller campuses into larger, mega-elementaries does not reflect research about

- learning environments where students succeed, not does it reflect community preference as measured in past public outreach process.
- I am strongly opposed to closing Ridgetop due to its exemplary status and new dual language program.
 Despite its small size, that should not be the main factor in deciding to close or consolidate.
- I don't think we have seen anything good come out of extremely large schools (especially Elementary). The smallest elementary schools are also you're EX (exemplary) rated schools in neighborhoods that pay a higher tax rate than other AISD neighborhoods. Closing a school and leaving the building vacant, especially in a non-business zoned neighborhood, drops property values, thus dropping taxes, thus less money from that neighborhood to fund AISD. Not to mention the backlash from a heavily populated voting area an area that might represent a high percentage of the Austin voting population.
- Have stronger vertical alignment/tracking to keep school populations together.
- Work to get Title I funds to go with the child so the principal at the new school can use his funds to continue to keep his great school a great school.
- Work to use green building to replace portables.
- Don't close a school just because it's old.
- Transfers are good if regulated properly. I am not in favor of a child who transfers from a Title I school to a "non" Title I school and the "non" Title I school doesn't





- get any of the money i.e. the money doesn't "follow" the student.
- Get rid of portables that have been at a school, especially those that have been there for over 20 years.
 Build or add on.
- My guess is the district has already made a decision and this is just for show.
- I don't get the "no change" option. Obviously some changes need to happen to utilized schools and allow schools to thrive.
- None of the options address HS overcrowding.
- AHS's numbers are misrepresented. It was built for 1800 students. The core facilities have not increased. So, it's over capacity number is 133%!
- More HS space is needed (a lot more) i.e. build a new one.
- Boundary changes and realignment.
- Realignment to middle schools O.Henry.
- HP Murchison Anderson.
- Key for higher parental involvement, due to location (78730).
- We would like to ask AISD to open an all boys' middle school, like the Ann Richards School.
- Area 133C located in an isolated island in the District.
 The vertical track currently aligned is a far distance and
 travel time. Travel for our students is lengthy and
 possibly hazardous travel conditions. We have many
 schools that are closer in travel time and distance.
 Please consider changing from McCallum to Anderson
 Murchison vertical.

- Focus on middle schools. Why do so many families pull kids out in MS and return at HS?
- Amend transfer policy to limit number of transfers.
- Redraw boundaries to balance enrollment across district, not just within single planning areas as defined here.
- Realign vertical tracks to reflect balance of student enrollment at all schools district-wide so student enrollment balanced in flow from elementary to middle school to high school.
- With these solutions, there is little need for new construction, just need to change boundaries to shift over capacity to low enrollment schools. Cheaper than construction costs.
- What about a voucher program?
- Pease Elementary is working. Kids are learning, parents are happy and involved, and teachers are empowered. Do not change Pease. It works as it is.
- The schools in this area are working. They may be small and old, but they are school parents want children to go to. The small size is an attraction. At schools like Pease, children are learning, parents are involved, and teachers are empowered. Don't make decisions based only on the figures on a chart; look at the value schools offer to students, parents, and community. It says something about a school when parents are willing to camp overnight in a parking lot to enroll their children.





Group Comments

- Invest in neighborhood schools. Upgrade and utilize the community that exist rather than destroy them.
- Invest in MS.
- Review effectiveness of Diversity Choice transfers.
- Make neighborhood schools attractive.
- Re open Baker school as a school.
- Q1 Don't eliminate option for transfers.
- Q3 Support contingent on schools being considered.
 Considering current enrollment plus projected growth you might need every campus, support the concept throughout the district.
- Consider building additions to larger schools as well.
- Decisions about facilities should consider culture and accomplished of schools and staff.
- Provide signature programs to keep students.
- Utilize educational research to drive facility plan (best practices).
- Create neighborhood schools change boundaries that make more sense (go to closer area).
- Consider having parents pay for transportation to magnets, like LASA, Kealing, Ann Richards.
- Enlarge small schools within reason and as appropriate.
- Portables are OK.
- Lamar MS needs and wants the Lamar Fine Arts
 Academy as a signature program. The Lamar Fine Arts
 Academy will be in vertical alignment with the
 McCallum fine arts academy.

- Look at vertical alignment/boundaries.
- Continue to look at boundaries and lines as development increases. Look more frequently, every 2 years. To see if changes need to be made before it becomes too much.
- Need to look at the transfer policy on an individual basis. Why are some schools attracting more students?
 Identify their success and mirror it across the district.
- Middle schools that are underutilized can pull in 6th graders from over capacity elementary schools
- Do not increase overall size of schools, just get rid of portables.
- Adjustment is needed to reduce over enrollment at O.Henry.
- Need better options and programs for all middle schools.
- Strengthen other programs such as Fine Arts, science and math, etc.

Web Comments

- "Please consider closing Lamar, consolidating middle schools on the eastern side of the district and increasing the size of Murchison to increase capacity for students on the west side of the district".
- 1) Please consider closing Lamar, consolidating middle schools on the eastern side of the district and increasing the size of Murchison to increase capacity for students on the west side of the district.
 2) Please consider consolidating under-capacity elementary





schools on the eastern side of the district and constructing new elementary schools on the west side and north side of the district where they are currently over capacity and have a high projected population growth. 3) Please consider putting in place magnet or enrichment program in schools on the west side of the district to reduce the amount of time and distance that students and parents have to travel from home to schools across town to attend magnet/enrichment programs. The 1-2 hr travel time that the students and parents have to undertake daily to attend magnet programs across town places significant burden on the students and parents, resulting in students working on homework till midnight, feeling tired, burnt out and not getting the opportunity to perform at their best.

- A new comprehensive HS should be considered in Oak Hill area.
- All of Oak Hill Elementary School should track to Small M.S. Then track, as a whole, to Austin H.S. If transfers are more limited this should help reduce the pressure on both Bowie H.S. and Austin H.S. This will also serve to keep communities of children together (very important). Thanks for asking.
- Although it may add cost, I would like to see an
 educational philosophy overlaid on these plans which
 addresses how big is too big for optimal education at
 the elementary school level. Even when a building will
 hold 1100 elementary students, how well can you
 educate young children when so much time is spent
 on logistics? I believe there are studies which say this

- can be done well, but usually in schools where the population is homogenous (compare Mills ES to Oak Hill ES). Can an ES that is as large as a MS really operate with less staff V Principals, Counselors, etc?
- Approve fine arts academy for Lamar Middle School in order to attract families in that attendance zone to attend Lamar. Stop funding busses for voluntary district transfers to magnets. Why aren't those costs appearing with the per pupil costs for those schools? This is very taxpayers deceptive. Why are paying transportation costs to programs that are not "inclusive"? The McCallum program allows all students to participate in the fine arts classes, as it should be. Either fund transportation for all voluntary transfers or stop providing it to those select families who don't want their kids "mixing" with peers. Shame on the district for promoting a system of socioeconomic segregation with programs whose original intent was de-segregation!
- As a parent of an emerging middle schooler living in Mueller, Pearce/Pearce's magnet program is not a good fit for my son. If there were to be a K-8 elementary at Mueller, we would be able to equalize the overcrowding at Maplewood as well as helping out with the overcrowding at surrounding elementary schools. It would also give parents on the Eastside another option for middle school that doesn't involve camping out at AISD for the coveted "transfer forms".





- Bigger may be cheaper but it is not better. I'm strongly opposed to closing/consolidating small elementary schools.
- Both the former Baker school and AISD offices are located in Area 5. AISD should sell the administration building and move into one of the "to be closed" high schools. It is time to stop wasting money on administration. Further, that building would be back on the tax rolls generating tax revenue. Baker is a waste of real estate. The tract could be split with excess land to the west sold with the future of the building and the remaining tract to be determined.
- Build a K-8 school at Mueller. There will be definite overcrowding at Maplewood and other nearby schools if the very large population that exists at Mueller and will continue to grow as more homes are built is not addresses swiftly.
- Build a new school at the Mueller development. Keep existing small schools as they are.
- Build an elementary school on SW Parkway to reduce crowding at Oak Hill.
- Build school in Mueller neighborhood.
- Building a new school & closing existing schools can't be the best solution New schools may be necessary but in addition to current schools plan for the future
- Change the current system of financing our schools so that more money is available to our public schools. Closing and consolidating schools may fix a few dynamic issues such as regional/local population shifts, but trying to use this to fix all of our problems is woefully

- short-sighted. The deeper issue will remain: better financing of our schools.
- Close Lee, Pease and Matthew's Elementary.
- Closing or even consolidating smaller schools is not the answer. These small schools have shown progress and consistent success. I think it is no coincidence that small schools are successful. The school community is engaged, supportive and willing to do the work for the children.
- Closing smaller schools and consolidating them into a large new facility is a terrible idea from a number of standpoints. Smaller schools have a close relationship to the community in which they are located. They are more easily accessible to students. Parent participation in school affairs is higher. Students have a closer sense of community within a smaller school. Smaller schools are generally older institutions, with a rich history in their respective neighborhoods. Finally, it cannot make economic sense to close viable facilities in order to build a new, large one.
- Consider closing Lamar, consolidating middle schools in the eastern area of the zone, increasing capacity at Murchison to accommodate students in the western area of the zone.
- Consolidating schools will mean more energy spent/wasted on transporting students to one area.
 Please keep neighborhood schools and invest a little money on enlarging the overcrowded ones.
- Continue the dual language program that was just initiated this year at Ridgetop elementary.





- Do not close any exemplary or recognized schools since the quality of the education provided is our number one priority.
- Do not close any small schools. This creates a positive learning environment and is short sighted by the district. This is moving in the wrong direction.
- Do not close the small elementary schools.
- Existing buildings should be repurposed if closed due to low enrollment numbers. Austin is a green city and raze the space would not be in line with the community standard, particularly in South/Southwest Austin.
- Expansion of dual language programs into more under-enrolled schools would be great! Definitely don't close the schools with new dual language programs.
- Facilities and resources to support McCallum's Fine Arts Signature Program, Academy including transportation; dedicated dance studio; additional classrooms to accommodate Visual Arts, Classical Guitar, Piano and AP Music Theory; adequate office/work areas for all full-time faculty and staff. * Major renovations for existing campus facilities, particularly Special Ed areas; *Work to address serious ongoing mold, air quality, and rodent infestations that may exceed routine maintenance; *Updated Furniture, Fixtures & Equipment (FF&E) in older classrooms; *Adequate work, conference and classroom areas for all full-time faculty as required by AISD HS Educational Specifications; *A minimum of 2 additional computer labs as required by AISD HS

- Educational Specifications; *Improvements to athletic facilities; *Regrading to fix drainage on south side of main building.
- Fine Arts Academy at McCallum should become a full Fine Arts Magnet and receive the appropriate support that reflects that status.
- Get the existing schools the needed maintenance required. Painting, mold elimination, pest control, landscaping, signage, are some examples of needed maintenance.
- Highly encourage neighborhood schools.
- How about just improve the existing facilities of small schools?
- I am not sure whether the main problem is overcrowding or just distribution. It is hard to select these choices, based on the "issues" in the summary packet. My kids both are transfers, but maybe they wouldn't be if our local school had all the kids who transfer out. It is hard to say limit transfers when both of your kids are transfers. Pease ES is one of our schools, and I like that it is small and old. I'd rather not try to make it bigger.
- I am strongly against closing the elementary schools to create a larger elementary school. This is bad educational policy at any school level and especially at the elementary school level. I am the parent of a pre-schooler who will be going to one of the small schools in a few years. If that school is closed, we will be forced to review our decision about where to live





and possibly the decision about attending public school at all.

- I believe AISD has a policy on transfers that places limits on transfers into schools. This is a form of choice that works with the parent usually furnishing the transportation. A good educational program keeps children in their neighborhood schools.
- I believe that the borders delineating school attendees need to be redrawn. It seems that we are operating on older borders and some of them no longer make sense. Also, it seems that the closure of some of the underperforming and under populated schools might be necessary.
- I do not support the consolidation of small schools into larger ones. The small school environment, particularly on the elementary level, is an irreplaceably valuable resource for our children, families, neighborhoods, and the community at large. Small elementary schools offer something which cannot be purchased or tested for: community. Community in which it is much more difficult for a child to become "lost", no matter his or her situation at home. Small schools also allow parental participation in the school to a more meaningful degree: when the teachers know the kids who know the administrators who know the parents who know the staff who know the kids, we have, in effect, a village. It's a network of caring. And that affects not just how a school 'feels', but the quality and effectiveness of the educational process in its entirety.

Keep our small elementaries; don't dilute the power of the village.

- I don't see the purpose of closing/consolidating 2-3 elementary schools into a new building- seems that if there are already 2-3 schools just use the one that will accommodate the students and do renovations/ updates on the existing building.
- I feel like AISD is asking the wrong questions for our family. We are in the Patton attendance zone. By your own numbers, only 20% of Small goes to Austin HS. Why are we even in this meeting and not the Bowie meeting? Why not provide the needed infrastructure so that kids in SW Austin can stay in SW Austin. We need another SW Austin high school! A bond was passed in 2008 for this purpose, to acquire land for a SW high school. That's been two years; why hasn't the land been purchased? My proposed option for Planning Area 5 is to quit busing kids from way south of the river to fill under enrolled schools north of the river.
- I feel this is an unfair way to gauge the community's support for this planning process. My child goes to a very small school that has a high proportion of Spanish speakers as well as illiterate parents. They will not have a say in this process it seems. Also, the enrollment this year has increased significantly due to the 2-way Dual Language program starting and yet I believe the numbers that are determining school closures due to enrollment are last year's and outdated information. This Dual Language program is going to need time to develop. Closing a school that has just started a new





program like this would be ridiculous. As well, I don't know any parent who would prefer their child go to a "larger" school. These small schools are such an asset to the communities that surround them. It would be a horrible thing to see them gone.

- I feel very strongly that the ability to transfer to other schools or apply to specialized programs (magnets, etc.) that fit a student's/family's particular academic goals is the most important part of what makes AISD a great school district. One-size-fits-all is a losing proposition for public schools. Growing the campuses of existing schools that have a successful administration, staff, and student body seems the clear path to overall success for the district. Rather than forcing students and parents into schools and cultures that don't fit their needs (and thus pushing them to Charters and Independents), build on the schools that are working well and producing successful learners. Give parents and students choices that fit their needs. Opening a single-sex school for boys in which academics and leadership is the focus is a further step in that direction.
- I remember that AISD has trouble closing "small" campuses like Becker, for example. There would have been some saving in closing that underused school. But the school board did not have the will to close any small schools that I heard.
- I strongly support limiting transfers into schools that are at or over capacity, especially when there are other schools that are under capacity. Limiting transfers to

- schools that have room would take care of a lot of problems without having to go through the time consuming, emotional and potentially divisive total boundary realignment process.
- I think closing schools because they are too small is about the dumbest idea I've heard in a long time. I recognize that there are administrative and other efficiencies that could be gained by doing that, but they come at significant potential costs to student achievement. Many of the smaller elementary schools in PA5 are consistently ranked as among the best in the entire city, and I cannot fathom why we would want to consider closing them.
- I think it would be foolish to close small neighborhood schools that are flourishing. They are great for the communities they serve and for the students enrolled in there. I think building a larger school and combining small schools would be a big loss for everyone!! I think realigning the school zones and limiting transfers would be the best way to equalize enrollment and involved parents in our schools.
- I think option 3 is good for the elementary schools, but how is that going to help the high schools? The number of portables at McCallum is ridiculous. I think AISD should take parts from each plan: monitor and limit transfers to reduce overcrowding, reduce number of portable buildings and construct additions to small schools, and close two or three small elementary schools and consolidate in a new school, just dreaming, I guess.





- I think that elementary schools should stay as small as possible for a better experience for the students. Portables should not be allowed (and particularly should not be added in order to accommodate transfers as is being done at Gullett); instead a new school to deal with that capacity should be built. Close Pease, it is too expensive to repair and has no children in its attendance zone. Since it is 100% transfer students and a relatively small school it could be closed and the students could go to their home school. Sell or lease the facility to a charter school to keep it open as a school if that is important to the community (having it remain as a continuously operating school).
- I think the older schools facilities need to be brought up to date to remain competitive with surrounding school districts.
- I think the situation at Oak Hill Elem has worked well with the Kindergarten all being in the annex. If transfers were then limited, possible more portables could be eliminated. I think the probability of finding a good location to combine 2-3 elementary schools is very small. If there is a strong need to use the smaller schools for other AISD needs then that option gains some credibility with me. However, with the current financial climate, the odds of leasing that space out to offset costs seems pretty limited.
- I truly believe in small schools at the elementary level. I
 moved into one intentionally when my oldest child
 started school, leaving Casis Elementary district

- because it was so large. Personal attention is only possible on a small scale, where the entire school is full of familiar faces and families. Many transfer into these central Austin smaller schools for similar reasons. I also think the historic buildings that house these schools are well-designed for sustainability and comfort. They are far superior to the newer more stark institutional buildings.
- I would like to see Lamar Middle School developed as the Lamar Fine Arts Academy as a Signature program in Vertical Alignment with McCallum Fine Arts Academy. I think this would be an asset to the district. I would like the district to work to address serious ongoing mold, air quality, and rodent infestations that may exceed routine maintenance at Gullett Elementary, Lamar Middle School, and McCallum High School.
- If any school, not just small schools, has portables then they need to have additions. From the packet it looks like more than half of the elementary schools are above capacity, and that the other schools are in the 90%s. This overage will not be fixed just by cracking down on transfers or redesigning the districts. These schools should be added to contain the enrollment. If new schools are needed to contain Austin's growing population then build new schools. Before limiting transfers you should find out just why people are transferring out of certain schools and address those problems.





- Improve the quality of the academic content of the middle schools (specifically Lamar) so that students don't feel they have to transfer to magnet programs in order to get a better education. The fine arts idea is good; however, I'm not clear as to how this will improve the overall academic level of the core classes. I'm more interested in a rigorous academic program than more arts classes.
- It is an absolute terrible idea to close small elementary schools in central Austin. They are successful and should be highly prized.
- It is hard to support draft #3 and #2 when additional information is needed. How do you propose to enlarge the small schools and why? Are they overcrowded? Would consolidating help the neighborhoods that these schools are located in?
- It is madness to propose closing an exemplary school like Lee Elementary.
- It would be nice to have the economically disadvantaged and the Spanish speaking populations spread a little more evenly among the elementary schools. For one school to have >%50 of both while others have %5 is not ideal. Usually, along with economic disadvantaged is lower parental involvement for a variety of reasons. For one or two schools to have most of these students the involved parents are really working hard. If the Spanish speaking population were smaller at the schools maybe the kids would learn English more quickly.

- Keep inner city smaller schools. As Austin becomes a much denser city, we will need these schools to encourage families stay in the central core.
- Keep Lee open. This is a wonderful and important asset to all of Austin.
- Keep small schools open that are performing with an exemplary rating. The 2-way dual language program is critical.
- Lamar Middle School has great teachers but the campus is not very warm or welcoming. A remodel seems long overdue. The halls have no room for art work due to the placement of lockers but the lockers are not being used. If Lamar is to succeed as an arts magnet it needs to have art displayed in public places.
- Lamar Middle School needs and wants the Lamar Fine Arts Academy. The Lamar Fine Arts Academy will be a Signature program that is Vertically Aligned with our feeder school McCallum Fine Arts Academy. We want to be the pilot for a middle school signature program in vertical alignment. This designation will help solidify Lamar as a strong middle school for the Allandale, Brentwood and surrounding neighborhoods. This quality signature program will reduce the pressures of transferring neighborhood children to other middle schools with signature programs and motivate neighborhood investment in Lamar. The population feeding into Lamar is on track to meet capacity expectations if we can stem the flood of feeder school students seeking other middle school options.





- Lamar Middle School would benefit greatly from being designated a Fine Arts Academy. This would be in alignment with the FAA at our vertical feeder McCallum High School and would increase the attendance at Lamar from neighborhood students. Lamar is losing talented, creative students and their supportive families to other magnet middle school programs. The fine arts department at Lamar is excellent and providing them with additional funds and resources would attract these neighborhood students to their neighborhood school. I strongly support creating a Fine Arts Academy at Lamar Middle School.
- Lamar Middle School would benefit the designation of Fine Arts Academy. I believe enhancing the Fine Arts program at Lamar (as a linear feeder school to McCallum HS Fine Art Academy) the designation would likely draw more neighborhood students to Lamar from private and magnet schools. This designation could help with the overcrowding at Murchison and the under-enrollment at Lamar.
- Lamar needs to be allowed to be a Fine Arts Academy, particularly as it feeds into McCallum.
 That's the sort of vertical alignment the district should be striving for.
- Limiting Transfers: Do not support limiting transfers
 without knowing what the plan is, without addressing
 boundaries issues, and without an explicit plan
 defining how individual transfer applicants are scored
 in the process. As long as NCLB is in place, how can

- the district fully control the flow of students who are understandably looking for better opportunities for their children? Enlarge Small Schools: please do not undervalue small elementary schools by emphasizing the fact that they "only" serve 300-400 students or less. They are strong anchors in "old" established central neighborhoods with strong community involvement. All but one of the schools under 400 students is rated exemplary; the one which isn't is recognized. In a previous facility meeting our group strongly agreed that an "ideal" size for an elementary school was about "500".
- Make McCallum a magnet school. Continue to allow all students at the school to enroll in Fine Arts classes.
 We need to allow transfers for students in NCLB status or from marginally-failing schools. Also if it keeps families in one school or at a school close to work or home to cut down on motor vehicle trips.
- Many are not truthful about their real addresses.
- McCallum High School is in need of attention: Needed are;
 Major renovations for existing facilities, particularly Special Ed areas;
 Work to address serious ongoing mold, air quality, and rodent infestations (routine maintenance might not be enough)
 Updated Furniture, fixtures & equipment (FF&E) in older classrooms, which are extremely out of date 4.
 Adequate facilities to support McCallum's Fine Arts Academy
 Signature Program, including bus transportation for students in the Academy
 Adequate work, conference and classroom areas for





all teachers as required by AISD HS Educational Specifications 6. A minimum of 2 additional computer labs as required by AISD HS Educational Specifications 7. Improvements to athletic facilities 8. Regrading to fix drainage on south side of main building

- McCallum HS is over 50 years old and needs many repairs. Also needs to be brought up to ed specs for being a "Fine Arts Academy". How can you support fine arts without enough space for pianos, classical guitars, or dance studio?
- McCallum needs to change to an 8-period day. Probably some form of block scheduling. If we want to encourage our students to be college bound, take advanced courses, and be actively involved in school activities (all things colleges are looking for), then we need to have the opportunity to do those things. A 7period day does not leave Mac students competitive with the rest of the district's students (or the rest of the world for that matter). Stop paying for busing for all voluntary transfers: Kealing, LASA, Ann Richards, etc. There is no reason we should be paying the bill to transport kids around the district to "exclusive" programs. The very word "exclusive" makes my skin crawl. Kealing and LASA programs were originally intended as programs to increase integration. Today's society segregates students based on socio-economic status. I cannot believe we support these programs. If the district insists on wasting taxpayer money on bussing kids to exclusive programs, then they should bus all Voluntary transfer kids to ALL locations ALL the
- time. Why does the district discriminate and only support programs that "exclude" students. This support of socio-economic segregation and blatant prejudice should end now!!! The district should approve a fine arts program at Lamar similar to the one at McCallum. This program operates in such a way as to make all classes available to all students. A Fine Arts program at Lamar would help stop the flight of neighborhood families to locations such as Kealing, Ann Richards, etc.
- McCallum urgently needs: *Facilities and resources to support McCallum's Fine Arts Academy Signature Program, including bus transportation; dedicated dance studio; additional classrooms to accommodate Visual Arts, Classical Guitar, Piano and AP Music Theory; adequate office/work areas for all full-time faculty and staff. *Major renovations for existing campus facilities, particularly Special Ed areas; *Work to address serious ongoing mold, air quality, and rodent infestations that may exceed routine maintenance; Updated Furniture, Fixtures & Equipment (FF&E) in older classrooms; Adequate work, conference and classroom areas for all full-time faculty as required by AISD HS Educational Specifications; *A minimum of 2 additional computer labs as required by AISD HS Educational Specifications; * Improvements to athletic facilities; * Regrading to fix drainage on south side of main building at McCallum.
- Mostly the middle schools really need work. Lee tracks to Kealing but unless your student is in the magnet





program (which is wonderful, but not for everyone) isn't really a school on par with Lee. Kealing comprehensive really needs more support so that Lee kids don't scatter all over the city looking for a MS, and overburden other areas with transfers.

- My children attended a small school in this area, and we thought it was a terrific learning environment and positive experience.
- My oldest son just started kindergarten at Pease Elementary. I expect his younger brother to attend there as well. I spent a lot of time researching schools, and am 100% happy with our decision. I really appreciate that they go to school in a limited-size historic building downtown. I love Austin and want my kids to be a part of its history.
- Need one or two new High schools in South areas.
 Bowie and Austin high are overcrowded.
- Need to raise teacher's salaries to attract better people. Replace temporary buildings with well designed prefab classrooms. See San Francisco schools for an example.
- New high school.
- Oak Hill Elem. should be reconsidered for attending Small Middle school 100%.
- Offer more pre-kindergarten programs in this planning area and make them available to families who do not meet income eligibility guidelines. It is difficult for families to coordinate pre-kindergarten and AISD transportation and schedules because there are not

- enough full-time pre-kindergarten programs in this planning area, particularly west of Mopac.
- Older schools should be brought up to par with the new schools being built such as adequate food options. The newer, larger schools have food courts with Taco Bell, Chick-Fil-A etc. The students at the older schools have very few options. My son is an athlete at McCallum High. Many days he went all day and through work-outs and practice with no food because of the lack of real options. A minimum of 2 additional computer labs as required by AISD HS Educational Specifications; * Improvements to athletic facilities.
- Participation. This will improve neighborhood schools in most areas because of the community involvement. Make Lamar Middle School a Fine Arts Academy to draw students, including neighborhood students, to stay in the area. It makes perfect sense since Lamar is a feeder school to McCallum Fine Arts. AISD will get more parent participation in neighborhood schools because of location and the neighborhood concept. The neighborhood schools are as good as AISD wants them to be; teachers, parent involvement, and extracurricular activities.
- Please consider closing Lamar, consolidating middle schools on the eastern side of the district and increasing the size of Murchison to increase capacity for students on the west side of the district.
- Please construct a flex elementary/middle school (K-8) in the Mueller Development.





- Please do not close Ridgetop. It just started a new dual language program and became exemplary. I never considered sending my daughter to this school until they did these changes. Please keep it open and allow it to grow naturally.
- Please do not close the small elementary schools they are the core of our neighborhood and the primary reason families want to live in central Austin.
- Please do not close the small elementary schools.
 Neighborhood-level education is the best.
- Please do not consolidate our small neighborhood schools. They not only have a huge impact on our kids and the community as a whole.
- Please readdress the boundaries in the area (which would also include Becker elementary). Becker is 2 miles from Barton Hills Elementary and 1 mile from Zilker Elementary. They should be included in this proposal plan. The amount of travel w/in attendance zones for the mid-schools is ridiculous. Our SW elementary schools should not be traveling 4 to 6 miles to reach a mid-school when other schools are much closer.
- Please realign Bryker Woods ES attendance boundary south of 29th street.
- Population in the center city is going up, not down.
 Anticipate this trend; don't react to suburban thinking from ten years ago.
- Protect our small schools.
- Provide an opportunity to comment on Option #1 strongly support.

- Q2 I would have voted incorrectly had I not read the attachment. Also, there should be more art in schools
- Realign attendance boundaries to achieve 100% utilization. Minimize transfers to save on busing costs and put the money in the classroom.
- Recommend making Lamar into a Fine Arts Academy, similar to McCallum. Do not want a closed off magnet.
- Reconsider the magnet within a school situation for Kealing. It is an undesirable situation both for comprehensive and magnet students, particularly the former, who constantly are confronted with the advantages awarded to the magnet students.
- Redraw boundary lines. Do not build any large schools-- renovate the ones you have.
- Redraw the attendance zones and revise the transfer policy to the point where they are both make sense and serve the needs of students before you go spending any money on new schools or closing under enrolled schools.
- Reducing the number of students transferring in will have an immediate impact which will allow us to deal with the other problems more systematically.
- Repurpose any closed elementary school to meet HS needs.
- Small elementary schools are a vital part for cohesiveness of a neighborhood, foster neighborly responsibility and responsiveness and help keeping crime rates low.
- Smaller schools are most effective.





- Support for the Fine Arts Academy being at Lamar middle school.
- Support Lamar Fine Arts Academy. Lamar is convenient to mass transit, on a street (Burnet) that will get most of redevelopment in next 20 years. Surrounding neighborhoods have large numbers of children aged 0-10.
- Support the neighborhood school model. Work hand-in-hand with the City of Austin to encourage/incentivize families to utilize alternative transportation (walk, bike, and carpool) as an athletic program in order to increase safety on campus (decrease cars) and support healthy lifestyles and fight obesity. Retrofit existing buildings to meet new green building standards as a mode of improving air quality as rates of asthma increase; involve students for math, architecture and construction curriculum support. Adopt programs that utilize school grounds for learning gardens, integrate into math, science, health and culture curricula, and integrate into the lunchroom setting as both food and compost.
- The transfer policy has to be looked at in this area. It
 has gotten totally out of hand. Boundaries don't need
 to be changed if the transfer policy was tightened up.
 It's not fair to move kids in their feeder pattern out so
 that transfers get a higher priority. That is discrimination
 against the kids who live in the boundary area.
- There is value in small elementary schools. The sense of community is stronger and it's easier for the village to raise a child. I am strongly opposed to closing or

- consolidating any school because it is small; especially at the elementary level. I strongly support maintaining 6th grade at elementary school level, with the same core curriculum as middle school 6th grade. The elementary school environment provides an emotional support while the students are maturing through a developmental age of transitions and changes. I support transfers within the district because they offer choice. A way to attract students to underutilized schools is to improve their academics and provide choices such as special programs. McCallum is over capacity. What would happen if Lamar has a fine arts magnet? The assumption is that it would feed into McCallum's Fine Arts Academy (I assume they will still need to apply as students do now). Would McCallum be able to handle the extra students? It would be a bad set up to create that expectation and not be able to fulfill it.
- Transfer only into schools that are currently underutilized, do not allow transfers that put more students into portable buildings, and cause cafeteria schedules to run from 10:20 to 1 pm. Keep schools at design optimum student populations.
- We live in NUNA and our children attended Lee Elementary School. Closing Lee would be a terrible choice. Currently, many private schools are taking children away from public schooling at the higher levels because of school size. Having small elementary schools for children who may not do well in large schools is a much better option than forcing them into



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costly private schools and depriving schools of a diverse population instead of a poor population of low-performing children. High performing minority children frequently are able to receive scholarships to private schools. Small public schools are a better option for all. Taking the best and the brightest out of the public school system hurts everyone.

- We need to do the below: 1. Hire more elementary teachers. 2. Reduce the number of students per class.
 3. Get diversity into the teacher pool (reduce Caucasian teacher %). Current teacher to student race is opposite. Hire more non-white teachers.
- What about Option 1? All but 2 of the schools in this plan receive more in migration than they have out migration. Why is that allowed at schools like Barton Hills and Bryker Woods which are both over 140% capacity? Revise the transfer policy and realign school

- boundaries to even out populations. I know it's hard to predict, but it is way cheaper than building new facilities which is also a guess as to future utilization.
- Why is it not on the drawing board to redraw the boundaries to add students to under enrolled schools?
 Oak Hill and Patton are dramatically over enrolled. This should be addressed.
- With respect to Question #2, some moderate expansion of small schools might relieve the general overcapacity levels that appear to exist at many of the elementary campuses in Planning Area #5. However, I would not be supportive of significant expansion to the size of some elementaries (such as Casis) in AISD. Therefore, Draft Option #4 is the more attractive option since it seems unlikely that smaller expansions of elementary campuses would justify capital cost.





District-Wide Questions

Question #6 - Do you think that AISD needs to realign current attendance boundaries?

6. Do you think that AISD needs to realign current attendance boundaries?										
	Indiv	ridual	Gro	oup	Web					
	%	Count	%	Count	%	Count				
Yes	68%	59	55%	6	33%	115				
No	11%	10	0%	0	21%	75				
Don't Know	21%	18	45%	5	46%	161				

Question #7 - What is your level of support for the addition of a gender-specific male school?

7. What is your level of support for the addition of a gender-specific male school?											
	Individual		Gro	oup	Web						
	%	Count	%	Count	%	Count					
Strongly Support	27%	23	31%	4	28%	97					
Support	45%	38	46%	6	36%	126					
Do not Support	27%	23	23%	3	36%	123					





Question #8 - Do you feel that AISD needs to increase and enhance the availability and quality of athletic programs and facilities throughout the District?

8. Do you feel that AISD needs to increase and enhance the availability and quality of athletic programs and facilities throughout the District?

	Individual		Gro	oup	Web	
	%	Count	%	Count	%	Count
Yes	29%	25	33%	4	34%	119
No	40%	34	50%	6	40%	143
Don't Know	31%	27	17%	2	26%	92

Question #9 - If a school is to be closed or reused in AISD, please rank the following criteria that could be used to determine which schools are candidates for this action. Rank in order of importance with 1 being most important and 5 being the least important.

9. If a school is to be closed or reused in AISD, please rank the following criteria that could be used to determine which schools are candidates for this action. Rank in order of importance with 1 being most important and 5 being the least important.

Individual		1		2		3		4	<u>.</u>	5
Individuat	%	Count	%	Count	%	Count	%	Count	%	Count
A. Facility Condition Index (cost of repairs/cost of replacement)	18%	13	30%	21	30%	21	17%	12	3%	2
B. State accountability status (failure to meet state performance targets)	32%	23	14%	10	17%	12	14%	10	20%	14
C. Utilization of the school (District goal is a permanent capacity between 85% and 105% at all schools)	35%	25	32%	22	13%	9	17%	12	4%	3
D. School size (number of students enrolled)	7%	5	19%	13	19%	13	23%	16	32%	22
E. Potential for reuse of the school for other purposes	7%	5	4%	3	20%	14	28%	19	41%	28





Crown		1		2		3		4		5
Group	%	Count								
A. Facility Condition Index (cost of repairs/cost of replacement)	13%	1	38%	3	50%	4	0%	0	0%	0
B. State accountability status (failure to meet state performance targets)	25%	2	13%	1	13%	1	38%	3	13%	1
C. Utilization of the school (District goal is a permanent capacity between 85% and 105% at all schools)	63%	5	13%	1	0%	0	25%	2	0%	0
D. School size (number of students enrolled)	0%	0	38%	3	13%	1	25%	2	25%	2
E. Potential for reuse of the school for other purposes	0%	0	0%	0	25%	2	13%	1	63%	5

Web		1		2		3		4		5
vveb	%	Count								
A. Facility Condition Index (cost of repairs/cost of replacement)	25%	77	22%	72	23%	77	9%	12	18%	50
B. State accountability status (failure to meet state performance targets)	31%	97	17%	57	16%	53	14%	18	15%	43
C. Utilization of the school (District goal is a permanent capacity between 85% and 105% at all schools)	21%	65	28%	94	27%	89	28%	36	17%	48
D. School size (number of students enrolled)	15%	46	17%	57	15%	50	31%	40	22%	61
E. Potential for reuse of the school for other purposes	9%	27	15%	50	19%	63	17%	22	28%	79





Question #10 - If AISD were to close a school facility, what should be done with the unoccupied facility?

10.	If AISD were to cle	ose a school facility,	, what should be done	with the unoccupie	d facility?

Individual	Strongly	Support	Sup	port	Do not S	Support
marviauai	%	Count	%	Count	%	Count
A. Renovate for a different type of educational space	41%	34	50%	41	9%	7
B. Reconfigure for use as an administrative or District support space	21%	17	49%	40	30%	24
C. Sell or lease the property	23%	19	49%	41	29%	24
D. Raze/Demolish	4%	3	26%	21	70%	56
E. Use in partnership for community use or higher education	43%	36	42%	35	14%	12

Croup	Strongly	Support	Sup	port	Do not Support	
Group	%	Count	%	Count	%	Count
A. Renovate for a different type of educational space	15%	2	85%	11	0%	0
B. Reconfigure for use as an administrative or District support space	8%	1	62%	8	31%	4
C. Sell or lease the property	14%	2	36%	5	50%	7
D. Raze/Demolish	20%	4	20%	4	60%	12
E. Use in partnership for community use or higher education	31%	4	69%	9	0%	0





Web	Strongly	Support	Sup	port	Do not Support	
VVED	%	Count	%	Count	%	Count
A. Renovate for a different type of educational space	50%	156	42%	131	9%	27
B. Reconfigure for use as an administrative or District support space	18%	56	55%	167	27%	82
C. Sell or lease the property	22%	69	41%	130	37%	118
D. Raze/Demolish	6%	17	22%	68	72%	220
E. Use in partnership for community use or higher education	43%	135	43%	135	14%	43

Question #11 - What other academic or facility issues should be considered while developing the AISD Facility Master Plan?

Individual Comments

- Coordinate with other jurisdictions on Long Term Comprehensive Plan for Austin so all of our children grow up in a sustainable city.
- Recognize mistakes of AISD in locating new schools over Barton Springs zone of Edwards aquifer.
- Adjust attendance boundaries to discourage additional schools over Aquifer; i.e. no new High School next to Bowie.
- Invert heavily in minority/majority schools that are under performing.
- Stop using the "industrial model" for an education objective. Cost/benefit business model does not work for education.

- AISD should take a comprehensive look at successful schools that happen to be Title I, like Joslin, Graham, Ortega, etc. and see if their success can be replicated at under enrolled schools that are currently lowperforming.
- Build a natatorium to increase the number of swimmers and teams in AISD. Will also be a revenue source for renting out for regional, state, or national meets?
- Make all schools go through new boundaries. Puts everyone on same boat.
- Quality of education supported district-wide. It should be similar. Are the needs of students the same?
- Public use.





- Park land.
- Consider city adopted neighborhood plans that may determine where families will live. Hyde Park, Heritage, Hankock, Eastwood, Shoal Crest, and original West Austin neighborhoods are intended to continue as family neighborhoods. New density in west campus of 7000 dwelling units since 2005 has drawn students away from neighborhood fostering more housing available for families.
- Improved or enhanced core facilities at older campuses.
- In renovations/expansions, providing educational spaces that are consistent with new schools and better support current/21st century education trends.
- Having more magnet schools around the district.
- Having all gender-specific middle schools.
- Having better transportation system.
- Resources
- Do not shift students west of MoPac to schools east of MoPac.
- Look at educational research what types of schools provide the best academic environment for students.
- If transfer policy continues, Title I funds should follow students to give receiving school the resources they need to support each student.
- We should support high quality, small schools central to neighborhood communities – they are the heart of the community. High quality is something that has to be grown and supported. Stop people transferring away from their own schools and invest to keep them.

Shutting down O.Henry doesn't help – improve it. Make it to where all of the most dedicated and involved families don't feel the need to go to Keeling or private options at middle school.

- Need to address racial gap/lack of diversity at the magnet programs.
- Need more high quality middle schools with rigorous academic standards.
- Incorporate green building retrofits of existing schools.
- Look at what the economic background of the area before a decision is made in closing schools. The district closes schools stating there is no money but yet and still new schools are being built.
- Special programs.
- Populations served.
- Smaller schools.
- Behavior issues come from a lack of being part of a community. Build community within a school and you get better behavior. Children who are involved in their school and with their teachers are more involved in their education.
- Need more information to make some of these recommendations. Data is changing too much in this area to what is currently shown. Need more specific proposals to react to.
- Reference AISD area 133c City Park/Pearce Rd. from McCallum vertical to Anderson vertical.
- Safety issues; travel from 133c to current vertical middle and HS locations (over 35-50 minutes) over Rt. 2222





- (high speed, treacherous roads for both bussed students and new drivers).
- Excess commute times severe congestion from 2222 east over MoPac to middle and HS.
- Barrier to student and parent involvement limited and minimum business and social interaction in the back of current vertical. Closer geographies would maximize these issues. For us, mere interaction in the Anderson vertical geographies is a fact.
- Size of our area would have minimal impact capacity on move into more logical vertical (Anderson, etc.).
- Schools of choice are essential. Transportation should continue to be provided to magnet schools in order to equitably serve students from all areas of Austin.
- Cost.
- Efficient.
- Effect on academic performance.
- Plan for eventual infill development. AISD should have some plan in case large infill development occurs.
- Consider G&T (Gifted and Talented) programs at more schools, not just Kealing/LBJ. Some students live very far from those schools.
- If you close schools and consolidate how will you get children to school? Presently you have an inequitable busing situation. Students from all over Austin can go to McCallum. We know the arts help students succeed, yet no transportation is provided. Only the LASA students get bus transportation and the schedule could be worked out to transport LASA and McFAA students,

- or transport all students and charge them a fee (except those who qualify for free school lunch).
- We are not adequately maintaining our existing facilities. We are not adequately staffed to do the appropriate level of maintenance and repairs. We do not have a strategic plan for repainting, addressing drainage, and landscaping.
- Create professional development school.
- More money for maintenance, so that facilities do not become so run down, that it takes a bond to fix them.
- Make the schools with low enrollment stronger, like Reagan. So that kids want to go to their home school.
- There is no reason that Anderson should stay under enrolled. Redraw the lines or open to transfer.
- Create sustainable outdoor spaces; eliminate planting grass that needs to be maintained or mowed. Plant sustainable landscapes to save on outside lawn services and make the school greener. Get AISD to adopt City of Austin conservation water saving measures.
- Other plans regarding underutilized schools; combining limiting transfers and interventions to motivate home school attendance.
- We've covered them all.
- AISD Area 133C should be moved from the McCallum vertical to the Anderson vertical. Our students must travel past closer schools (Hill, Murchison, and Anderson) along very dangerous roads to get to the farther schools (Highland Park, Lamar and McCallum). This also creates barriers to parent involvement and





student extra-curricular activities due to time/distance from schools. Also, total number of students is very small (now and projected).

- Sustainability and green renovation.
- Historical significance and success of programs.
- Keep local community in the local schools.
- Make Lamar a Fine Arts Academy. (2)
- Specializing schools.
- Don't close schools.
- Give pilot programs a chance and see the growth that comes with them.
- Have Title I funding go with students.
- Support neighborhood schools as they develop signature programs, use Lamar Fine Arts as prototype.
- Innovative approaches to achieve rigorous academic classes and dynamic (not canned) electives.
- Find funding for innovative afterschool and summer programs.
- Parental involvement.
- Achievement gains.
- Ethnic mix at specific campuses.
- Title I funding to follow the student.
- Support bilingual education for ELL through 8th grade or to predetermined reading level.
- Make Garza a 4-year alternative HS.
- Support neighborhood schools as they develop academic offerings.
- Dual language program support through 8th grade.
- Signature program for middle schools.

- Support neighborhood schools to have high performance rigorous standards.
- Count number of children of the age in the neighborhood.
- Title 1 funding follows child, not composition of neighborhood.
- School for discipline problems.
- Review transfer policies, eliminate magnet schools.
- Expand options for students needing alternative/ discipline issues.
- Regardless of neighborhood quality of program rigor, challenge, enrichment draws attendance. If necessary, innovate to provide.
- Magnet programs are less important to me than high standards at all schools.
- Provide grant writing support to all schools.
- Title I funding follows students.
- Long-term support of ESL students to academic proficiency (5-7 years minimum).
- Does AISD provide alternative school program for persistent discipline and problem students?
- Do we educate from holistic perspective i.e. whole child. If troubled home environment, are we supporting these kids?
- Summer school/summer camp for ESL students; fun and compelling.
- Close ALC, relocate to another underutilized facility and sell the property.
- Reduce/eliminate rental space for centralized district functions; move/relocate/retrofit underutilized facilities.



AISD Facility Master Plan

Community Dialogue #2 - Planning Area #5 Results Report



- Sell Lee, Baker, and Mathews great property value.
- Move adults housed at Rosedale to underutilized buildings.
- Sell portables.
- Eliminate Diversity Choice; reduce transportation costs.
- More academies, no magnet schools.
- Neighborhood and community pride when living in the area.
- Need to focus on more Fine Arts rather than sports.
- Historical significance.
- Quality of education.
- Fostering equality in education.
- In light of option 2, redraw boundaries within district vertical boundaries. It seems that some of the older boundaries within Area 5 need to be reconsidered. Specifically 133C.
- Historical significance of older schools.
- Balancing enrollment in middle and high schools.
- Facilitate partnerships with ACC and workforce.
- Transfer policy needs to be revisited! Too liberal and then break up our neighbor schools to solve this problem.
- Close small schools that are within 1.5 miles of each other (i.e. Sunset Valley and Joslin).
- Keep schools small when possible.
- Please look at area 133C. Our distance to the current vertical, limits our involvement in our schools thus putting our children at a disadvantage. There are schools that are closer to our community. We also have safety issues of the current commute.

- Facilities may be designed and organized based on principles that can positively or negatively affect education. Current research and evaluation of those characteristics should be taken into consideration when deciding how to renovate, update, or close facilities.
- Students from high performing schools should not be moved to low performing schools until the issues causing the school have been addressed.
- No boundary changes should take place until transfer policy has been addressed. This forces people whose boundaries have changed to attend low performing schools while people who are already zoned to that low performing school have already transferred out.
- Vertical alignment must be addressed. Small groups of students should never lose all of their peers. Elementary schools should feed into a MS and not be broken apart.
- I am surprised at the FCI # for Lee and Mathews. Those 2 schools need major renovations!
- Redistricting and realigning boundaries so that all built schools are maximally utilized and that alignment of schools is equitable, e.g. upper income neighborhoods should not be gerrymandered to all feed to for example, Austin High or Bowie High, though that may be the easiest for political reasons.
- Growth patterns estimated growth.
- Estimated growth due to new or future programs at schools.
- Expansion of tuition-based pre-K.





- Exploration of joint-use opportunities for underutilized campuses.
- Smaller campuses = better learning environments.
- Find other creative solutions to boost enrollment; add special programs at under enrolled schools.
- Maintain neighborhood schools.
- Redraw boundaries to send students toward core.
- Work with city and its Comprehensive Planning process.
- Do not allow transfers if those put schools over capacity.
- Elementary schools especially benefit from their small size and presence in the neighborhood. Closing any schools does not seem to be the best solution, especially for schools that are performing well. All other options should be considered before closing schools.
- I don't think we have seen anything good come out of extremely large schools (especially Elementary). The smallest elementary schools are also your EX (exemplary) rated schools in neighborhoods that pay a higher tax rate than other AISD neighborhoods. Closing a school and leaving the building vacant, especially in a non-business zoned neighborhood drops property values, thus dropping taxes, thus less money from that neighborhood to fund AISD. Not to mention the backlash from a heavily populated voting area an area that might represent a high % of the Austin voting population.
- AISD identifies/assesses dyslexia/dysgrophia in students at parent's request, but does not treat the condition.
 My son has struggled with reading/writing skills from

grade K through 5. He gets in -school group tutoring on and off through the reading specialist, but she is not a certified academic language therapist which is a specially trained tutor for dyslexia. I know some AISD schools have CALT's, but I would like to see one in every school, including my son's, Lee Elementary. I currently pay for private tutoring for him 2 times a week with a CALT.

- Do not judge a school as "broken" because it is old.
- Beware of pushing your (able to go to private school) to those private schools due to disrupting a school that works.
- Overcrowding at middle schools and high schools brings down academics.
- Please stop Title I transfers unless you send the monetary support with it.
- Help the higher educators keep scores and academics at a higher standard.
- You will lose neighborhood children to private schools and urban flight.
- Keep kids together thru middle school to high school.
- Consistent tracking, vertical alignment.
- Consider offering Pre-K program to all children within the district even if there is a small fee for parents who do not qualify economically.
- First and foremost: reduce overcrowding in schools.
- Enhance technology, science, and math facilities.
- Re-insert practical and physical components in curriculum in all high schools, e.g. computer programming and shop classes. These provide some





employable skills to kids who do and don't go onto a higher education.

- Do not sell schools; lease only.
- Provide adequate facilities and bus transportation for McCallum Fine Arts Academy.
- McCallum Fine Arts Academy signature program must be assessed. These were left out of FCI and Ed. Adequacy Assessment.
- Give 1st priority to MFAA transfers to McCallum.
- Math/science magnet school program?
- Close Lamar (very low utilization) and "add-on" to existing and high-performing middle schools.
- We would like to ask AISD to open an all boys' middle school to serve the educational, developmental, and physical needs of boys in the district. A school open to children regardless of race, religion, or socioeconomic status. We could use AISD property, such as 3908 Avenue B in Hyde Park or other converted/closed school. It is time for the district to expand their educational opportunities to boys as well. I submitted an online petition to Dr. Carstarphen.
- Rezoning vertical 133C distance to other schools (Hill, Murchison, Anderson); not traveling such dangerous road (2222) students driving; commute time too much to be as involved as I would like to be – very important to be involved.
- Area 133C located in an isolated island in the District.
 The vertical track currently aligned is a far distance and
 travel time. Travel for our students is lengthy and
 possibly hazardous travel conditions. We have many

- schools that are closer in travel time and distance. Please consider changing from McCallum to Anderson Murchison vertical. This affects a small number of students being realigned.
- Redraw boundaries for attendance zones to balance attendance/capacity at all schools across district.
- Realign vertical tracks to balance attendance of elementaries to middle schools to high schools and most importantly to make sense geographically and logistically, i.e., Oak Hill by passes/travels past/around two other high schools to get to Austin High.
- Provide additional and permanent transportation (busing) for all students attending McCallum Fine Arts Academy.
- If a campus is doing well and is small don't mess with what is working. Capacity calculation does not include the art, music and it is not quality when you have music on the stage. I have visited the campuses (elem.) and there is no extra space elementary students and teachers have the right to quality environments. Also, the calculation also does not take into account reading specialist and special ed support.
- We would like to ask AISD to open an all-boys public middle school to serve the educational, developmental, and physical needs of boys in the district, a school open to children regardless of race, religion or socioeconomic status. As I consider our prospects for middle school, I am appalled by the lack of educational choices available to us. Why a middle school for boys? Boys are more likely to explore and





focus on subjects such as writing and arts in a safe environment without cross-gender distractions and the need for masculine posturing and gender stereotyping, for example, the common perception among boys that writing is mainly for girls. According to Rosemary Salomone, author of Same, Different, Equal: Rethinking Single-Sex Schooling, "Children who attend single-sex schools tend to have a different attitude toward certain subjects - math and science in the case of airls and English and foreign languages in the case of boys. Boys are more willing to explore and openly discuss a broader range of literature beyond the typically male adventure and suspense genres and to willingly engage in literary forms that many adolescent boys would reject outright as "female."" Boys need to become proficient readers and writers to eventually succeed in college and work. In addition, boys mature later than girls physically and socially. An all-boys school gives boys extra time to mature before getting involved with girls. Therefore, they can focus on school work and themselves without the social pressure to start relationships. Boys need quality learning without the pressure, more experiential learning, more exercise, competition through games, in other words a healthy balance. We could use AISD property, such as the old school building at 3908 Avenue B in Hyde Park or other converted/closed school. It is time for the district to expand their educational opportunities to boys as well. Thank you for your consideration in this matter.

Goal: Rezoning AISD Area 133C from the McCallum Vertical to the Anderson Vertical. General Rational: As a result of growth patterns since zoning was established. Area 133C is now an isolated 'island' in the district. There are schools within AISD that are much closer, both in terms of distance and in travel time. In addition: Safety; the current zoning requires our children to travel lengthy mileage on Route 2222. Route 2222 is a crowded, major, undivided four lane thoroughfare where speeds are often in excess of 50 mph. Limited sight lines, multiple at grade intersections and elevation changes make this a very dangerous road, particularly for young high school drivers and school buses. Rezoning into the Anderson vertical would not expose the children to the dangers of this route. Excessive commute time - Our children spend 35 to 50 minutes commuting each way. They are commuting from the farthest most westward location into the McCallum vertical through areas with severe traffic congestion along Route 2222 and particularly where Route 2222 crosses MOPAC to Koenig. Rezoning into the Anderson vertical would decrease that travel time significantly. The McCallum schools are approximately 25% farther from our neighborhood than the Anderson schools per actual miles traveled, and more burdensome with respect to actual travel time. Barrier to student/parent involvement (please note the geographic uniqueness of our neighborhood explained below). Our families do not live, work or play in the communities within the McCallum vertical. Further, our





neighboring communities do not share our current zoning. Thus, it makes it extremely difficult for our children to nurture relationships with other children in the McCallum vertical outside of school, for our children to participate in extra-curricular activities and for our families to volunteer time to these schools. We feel that all these ingredients are critical to the successes of our students and our schools. Minimal impact/Favorable growth demographics - The change would increase utilization (current and projected) at Murchison by less than 1%. Change should also provide some benefit to McCallum and Highland Park utilization rates. There are currently 54 students in grades K-12. This number is projected to increase to only 68 by 2014. Thus, the impact to the McCallum and Anderson verticals is small, while the impact to our children is large. In addition, student growth projections for the schools to which we are currently assigned significantly exceeds that of the proposed schools.

- Ensure that academic and elective offerings are available to ALL students regardless of school enrollment.
- Provide grant writing assistance to individual campuses in order to pursue innovative programs appropriate to its population.
- Post who is playing at Nelson Field on the facility website. I was surprised to find it is difficult to determine who is playing at the field on a given night.

 Offer signature programs; strengthen neighborhood schools while maintaining choices for students and parents.

Group Comments

- Address traffic safety issues around schools and promote ability to walk to school (neighborhood schools).
- Green buildings.
- Flexible re-use, not permanent.
- Signature programs for the vertical teams.
- Educational quality across the board.
- Sell 6th street admin offices and move them out to cheaper space.
- Educational research to shape facility plan.
- Funds should follow students new (transfer) school.
- Increase maintenance spending per square foot to national averages.
- We spend so little to protect our investment.
- We are interested in keeping communities in their own schools for the most part. Small community schools.
- Have Title 1 funding go with students.
- Long-term support to ESL students extended to academic proficiency (5-7yrs).
- Support neighborhood schools as they develop signature programs and use Lamar fine arts academy as a prototype.
- Innovative approvals to achieve academically rigorous core courses and dynamic (not canned) electives.





- Find funding for innovated after school and summer programs
- The district cannot use capacity only to close transfer enrollment. The district must look at the needs of the current enrollment academic success and personal needs of the students and families. If your demographics need smaller classes for academic success close your school to transfers early. Also regarding transferring students transferring students from one facility to another to expect automatic academic and personal success without additional academic support cannot be achieved. Please note: no child left behind \$ does not follow to support these kids and teachers, accommodations should be made for this before it is too late.

Web Comments

- If the District is struggling with budgets, stop spending money on athletics. Build sponsorships with local businesses to fund the sports programs.
- Stop focusing on standardized tests and let the teachers teach something more than the ability to take a test.
- 1. Schools should all have the same security requirements with regards to items such as locking doors during school day. Zilker, unlike many Central Austin schools, for example, does not lock many of its doors during the school day and does not use the electronic access cards for many of the doors going in and out of the building. 2. AISD should focus on building

new wings on to successful neighborhood schools like Zilker Elementary that have large numbers of portables. 3. I think AISD should give Becker Elementary a chance with its dual enrollment program before making any major decisions. 3. One of the factors AISD should keep in mind is the role of the local neighborhood school in the community life. We moved to Zilker so we could walk our daughter to school every day and many families feel the same way. While I support freezing Zilker for future transfers because it has gotten too big in the past, the transfer families are committed to the school and add needed diversity.

- A serious academic issue that needs to be addressed is the downturn of some schools due to the fact that they had to take in No Child Left Behind students. The infiltration of these students into schools that were once considered Exemplary or held Blue Ribbon status has brought the schools down. This has encouraged the students and families that once made the school strong to either move out of the district or to attend private schools.
- AISD is large enough to have a gifted and talented school within the district or IB program/advanced studies program that is open to all students for junior high and high school. The IB program is not offered at all schools and schools that do offer it are closed to transfers.
- Access to mass transit and future housing, especially for Central Austin schools.





- Accessibility and pedestrian access (sidewalks) from the adjacent neighborhood.
- Administrative credibility, high educational standards.
- AISD must work with the City of Austin to address the ongoing problem of affordable housing. Low-income families will move to wherever the affordable housing is located. As the city grows and affordable housing relocates, so do economically disadvantaged families, putting an unfair burden on the district to address population and capacity issues by busing students or closing schools. Affluent families inappropriately utilize the open transfer policy to avoid addressing issues present in their own neighborhoods. Less affluent and economically disadvantaged families in these neighborhoods are left with issues that are mostly irresolvable without the resources of the more affluent families. Shut down the open transfer policy (with the exception of minority to majority) and desegregate the magnet programs and reassess capacity expectations with the support of the City of Austin based on affordable housing plans. Rate a school's performance on the scores of the students that live in the neighborhood, or adjust them accordingly to reflect the loss of performance based on those families that transferred in/out, not according to the population at that school in order to more adequately address the problem of "white flight."
- Ann Richards is expanding every year and we are running out of room. We need facilities for high school library, fine arts, PE, and athletics.

- Ann Richards School The current facility was originally designed and utilized as a middle school. However, it now currently houses 5 grade levels (6th through 10th) and within the next 2 academic years it will serve 7 grade levels (6th through 12th). The currently facility does not have the capacity to house high school level fine arts, physical education, and athletics programs. Additionally the middle school library does not meet the needs of supporting a high school library. Thank you for your consideration in remedying this important educational need.
- As I mentioned before, please concentrate on improving the academic level of schools. Stop excess spending on athletics. Preserve the arts.
- Athletic facilities should not be a priority over quality athletic programs - strong athletic programs provide an opportunity and a draw to keep kids involved in schools.
- Bigger art room with better storage and useful tools such a kiln. Bigger music room with surround sound. Bigger and better gym. Fix pluming and drainage problems around Zilker. (It's a flood zone there every time it rains). Spend your time and money bringing schools into the 21st century. Update and make it not look like a prison. Try some landscaping and hire local artist to cheer schools up!
- Build school in Mueller neighborhood.
- Careful consideration of what can be repurposed/ reused as opposed to costly new construction, although we know that has to be an option especially





in the fastest growing areas. Placing an emphasis on creating new quality programs at underutilized/under enrolled to schools to keep kids from wanting to transfer out of their zoned schools.

- Caveat for Q6 Boundary issues should only be address as they are impacted by school closures/ consolidations. Boundaries should not have a districtwide domino effect if the consolidations will not affect the student populations in non-consolidated areas.
- Children should go to the closest school in proximity to where they live.
- Closing a school for poor performance has nothing to do with the building; it is the policies and the administration you need to change. Schools should not become larger-- keep small schools open. Renovate. Forget spending money on the newest technology and concentrate on policy and curriculum. The best way to improve the schools without spending money is to not worry so much about being politically correct.
- Community value and historic preservation should be considered when evaluating the worthiness of a school
- Consider making Lamar MS a fine arts magnet.
- Content/Interest based high schools as opposed to neighborhood zoned attendance, like the rest of the world.
- Cost of leaving an under-capacity school open. It might be cheaper to close a school and consolidate than to keep it open
- Currently our school supports all our students' needs (grades 6-10). However with the addition of 2 more

grades 11th and 12th, due to inheriting a middle school, in the future our facility will not support our students in the areas of high school fine arts, physical education, and athletic programs. Also due to limited space our library will not be able to support our future high school needs.

- Currently we are serving 5 grades (6-10) and will eventually have 7 grade levels (grades 6-12) with an enrollment around 900 students. Because we inherited a middle school facility, we are out of room to house our high school fine arts, physical education and athletics programs. Having a middle school library prevents us from expanding our library for high school needs.
- Decide if we are going to provide 'neighborhood schools' or not. Students should not have to transfer to reach a decent school and shouldn't be allowed to. Way too much flight is allowed. All schools would be better if parents supported their neighborhood schools.
- Designate Lamar Middle School as a Fine Arts Academy to accomplish vertical alignment goals. Also, this would encourage feeder students to go to Lamar. It would also allow for fewer transfers out of the area into Murchison by way of false addresses or people purchasing property in the Murchison boundary to rent but use as a permanent address for enrollment purposes.
- Determine facility issues based on feeder patterns and adjust boundaries accordingly. Do not allow transfers.
 Too many parents transfer their children based on





- myths and yank them around without considering just working toward making their feeder school better. You need to fix the schools and not move the students.
- Distance students would need to travel to attend another school. School closing end up causing families to move farther outside of Austin. Changing magnet schools to academy instead. Students within the normal school boundary of a school should have an opportunity to enjoy all academic choices at that school.
- Distribution of magnet and signature programs.
- Dual language program schools such as Ridgetop are the founding blocks of a new generation of bilingual and culturally diverse young Austinites.
- Economic affordability, don't harm schools that are already doing well. McCallum has a special fine arts program, but it is not a magnet program, magnets existed for creating diverse campuses. The fine arts program detracts from the education of the students assigned to the school who are not motivated in the fine arts and does nothing to enhance diversity. The McCallum community can and does raise funds to enhance the athletic facilities at the school already, far above those of other high schools. Take a look at the Baseball diamond and dugouts at McCallum, compare them to any of the east side High Schools, same with the weight room. Lamar Middle School continues to fail to provide a challenging academic program. The administration has chosen to focus only on those students who are below grade level and as a result

- many families feel that they have no choice but to send their children to private schools. This has been an issue for some time, but in the past few years has become significantly worse. All children deserve an appropriate education, not just those in danger of failing accountability tests.
- Elementary schools under 500 students are not cost effective and the district needs to figure out a way to consolidate these schools for the cost savings. It is not fair to have 200-300 students in some elementary schools and 900-1000 students in other elementary schools.
- Evaluate community/social impact of transferring, whether positive or negative. Evaluating emotional/ social impact of larger versus smaller campuses, not just cost.
- Even though the bond was passed for a Fine Arts Performance Building for the district. The district should rethink creating such a building. I don't think it will serve the district well. There are many locations in the city for big performances; the district doesn't need their own.
- Excellence of education for all Austin children.
- Facilities across AISD should be somewhat similar. I understand that when a new school is built the latest bells and whistles are put in. When I see outdoor basketball courts at new MS's while O.Henry can't afford lockers I am dismayed. I do not think everything should or can be equal, but some money could be set aside to update old locker rooms or to fix/replace old





- lockers before giving a new school covered outdoor benches or outdoor basketball courts.
- Facilities and resources to support McCallum's Fine Arts Signature Program, Academy including transportation; dedicated dance studio; additional classrooms to accommodate Visual Arts, Classical Guitar, Piano and AP Music Theory: adequate office/work areas for all full-time faculty and staff. * Major renovations for existing campus facilities, particularly Special Ed areas; *Work to address serious ongoing mold, air quality, and rodent infestations that may exceed routine maintenance; *Updated Furniture, Fixtures & Equipment (FF&E) in older classrooms; * Adequate work, conference and classroom areas for all full-time faculty as required by AISD HS Educational Specifications; *A minimum of 2 additional computer labs as required by AISD HS Educational Specifications; * Improvements to athletic facilities; *Regrading to fix drainage on south side of main building. (7)
- Facilities better able to accommodate very advanced, very slow students and disabled students. Having every school meet these needs is too costly. Consider short-term bi-lingual schools that transition children quickly and reduce the number of materials that are required in both Spanish and English. Have a special 'hot-line' and web-site as well as someone in each school for Spanish (or even other language) speaking people to facilitate translations of any materials and accessibility of information. Currently the amount of paper used to

- duplicate information in both languages is extremely costly when teachers need to have students bring in a ream of paper there should be a better solution.
- Facilities should be upgraded so every school has the same level of technology and students have the same opportunities to access and benefit from technology in the classroom. Schools should be designed to facilitate outdoor activity/ sports and room should be made for school gardens. Smaller schools could be consolidated or buildings could be sold or leased. Capacity DOES need to be leveled out. Accommodations should be made for student transportation if schools are closed or district/ area lines are re-drawn. It is important for students (and parents) to feel like they are a part of a community and of a school. This should be taken into consideration when/if lines are re-drawn.
- Flexible grouping of grades per school facility, PK and EC (Kinder/1st) should possibly be considered to be at one location and then older grades flexed based on capacity. Smaller ratios of student to adult in the younger grades should also be considered as I believe that affects performance.
- Focus on education; overcrowding is worse for education than under crowding. Support teachers and their ability to have the space they need, classroom, library, etc. to get good instructional time for the students.
- Focus on low performing schools to rise to an acceptable standard. All children regardless of





location should be attending a school which achieves an acceptable standard as a minimum.

- For once the, district should strongly consider the needs and wants of students and their parents in making decisions that affect them.
- Get district administration out of high-rent downtown area and relocate to an underutilized school or to one that is getting closed.
- Give Visual Arts what they deserve. A permanent facility for exhibition and functions. They serve more students than any other fine arts selflessly for an immoral amount of money -and this is true across the board in every school.
- Gullett Elem 1. A shining example of a successful community-oriented public school. Lamar MS 1. Address serious ongoing mold, air quality, and rodent infestations that may exceed routine maintenance. 2. Develop Lamar Middle School as the Lamar Fine Arts Academy as our signature program in vertical alignment with McCallum Fine Arts Academy. 3. Updates and improvements to athletic facilities. McCallum HS 1. Major renovations for existing facilities are needed, particularly Special Ed areas. 2. Work to
- Hardship imposed on poor families when local schools are closed and parents have to transport children far away. Time spent traveling to new school farther away is a big drawback, unless the parent has chosen this as in a transfer. Loss of community. Neighborhood schools are the heart of many neighborhoods and bring the community to get together for many purposes. Our

- school does neighborhood projects like cleaning the creek, etc. Loss of Identity-your neighborhood school is part of what makes you who you are and those neighborhood friends are important. Smaller school means children, parents, and staff, have an opportunity to really know each other and this builds lasting friendships and healthy relationships. (I think that elementary schools like Becker and Bryker Woods are perfect in size and frankly, larger schools like those in Circle C scare me.) I don't like the idea of a large room with several classes sharing the space either. There is too much distraction and potential for chaos.
- Have McCallum join the rest of secondary schools in the district by adopting an 8-period day. This would probably result in some form of block scheduling. The district keeps promoting advanced placement classes and such, but McCallum kids are limited in what they can take (if they are actively involved in other school activities, which they should be) by the 7-period day. This is especially important for the Fine Arts academy student. The district chose to keep health and speech electives and the state has increased required courses. There isn't enough time for students to explore other areas of interest. Colleges and universities look at the number of AP courses students have completed when considering applicants for admission and scholarships. The McCallum students are at a disadvantage because of the limited number of classes they can take.





- Have more close relationship with ACC to offer classes from ACC at the AISD schools (after hours).
- High quality academic options for middle schools serving Planning Area # 5 need to be examined. With the exception of the Kealing Magnet, there are not high quality options available.
- Historic and cultural value: My son goes to Pease Elementary, a small school, but also the oldest operating school in Texas. It has been educating children since 1876 and is one of the most cherished structures in Austin. Closing it would be like closing down the Capitol Building!
- I am against closing Exemplary schools that have just initiated the 2-way Dual Language program.
- I do not know about the need to realign boundaries for schools other than Lee, but I can say that the Lee boundaries work well as they are. I would support the creation of a male-only middle school as a counterweight to the Ann Richards School to provide equal opportunities to AISD boys. It makes me laugh to see that you're asking questions about potentially closing schools to save money, but at the same time suggesting that athletics needs more money spent on it. That suggests some muddled priorities for a school district, in my opinion. Fundamentally, I simply do not think we should be closing any of these schools.
- I do not think schools that have behavioral issue students should be combined with a less behavioral issue school. I also don't think that if a student lives less than a mile from a high school or middle school they

- should be bused to one that requires the bus to travel from SW to Central Downtown area.
- I don't support the closure of schools unless there are clear reasons why the students would benefit. None of the reasons in Q9 are adequate for closure or reuse. McCallum High School, while I recognize its focus is the arts, is woefully lacking in computer science offerings. Yes, there are technology courses, but not a single computer science class. More computers and support for those students with an interest in computer science and information technology would be a tremendous asset. New computer labs should be a priority! Also, there is the continued failure of the district to support the Fine Arts Academy through providing adequate transportation. My son, who is at McCallum through a tracking transfer, is also ineligible. Bus transportation, even if were available at key pick up points around Austin, would help parents and students who travel long distances to attend this school.
- I don't think a school should be closed when it fails to meet state performance standards. I haven't seen that this option has worked. Community support is important. It seems like by removing children from their community and sending them across town to a different school because their neighborhood school was closed that the school district is discouraging community involvement even more. I do support giving parents the opportunity to transfer their child if their school fails to meet state performance standards.





- I filled out a survey at the meeting, but I want to add that AISD should consider developing more prekindergarten programs in under-enrolled schools. The tuition would help to cover the fixed maintenance and administrative costs of these schools. Tuition could be set at market rates so that the programs do not add additional costs to the district. The programs could be operated by AISD or by private organizations under contract to AISD. Most importantly, increasing access to such programs would help increase the academic success of future AISD students.
- I have already completed the survey but forgot to add, please turn Lamar into an arts magnet school.
- I recognize that the district faces difficult decisions and a tough budgetary climate. However, I do not think this justifies having facility issues drive decision making. This whole process/questionnaire seems to be a mathematical exercise that is missing key elements of how education is delivered. You will lose more students (and their \$) to charter schools if the actual value of the education delivered in the school is not considered.
- I strongly believe that resources should be evenly distributed. It is not fair for a new school to get high tech facilities when another AISD school might not even have a playground. It is also not fair that the big neighborhood groups get whatever they want - and think they are entitled to it.
- I strongly support and request that Lamar be designated as a Fine Arts Academy. This would help it align with McCallum High School and the Fine Arts

- Academy. As a parent of children that attend both neighborhood and magnet schools, I feel more than comfortable saying that there is a strong need for all schools to offer something special to the students. Although, I support neighborhood schools, I believe that children and parents should have many options. The number of children that apply each year to Fulmore and Kealing indicates that there is a need for more than just the classes that administrators have decided are the best. I believe that if we provide interesting and stimulating classes (and don't decide who "qualifies") we will raise the standards for all children.
- I support leasing unoccupied facilities, being school or unused administrative spaces. However, I DO NOT support selling underused campuses or facilities. It is shortsighted and the current real estate market will not work to the maximum advantage of the district. Redistribution of students in underutilized campuses can be achieved by offering signature and academic programs in those schools (i.e. dual language, boy's schools or girl schools at the elementary level; magnets and signature programs at middle and high school level). These schools should be geographically located in such a way that encourages students to remain near or within their school boundaries, creating a balanced distribution of these programs throughout the district. Other: What about leasing facilities or specific school areas for meetings, club gatherings, or non-profits? Rental of gym spaces or outdoor areas for varsity or co-





ed leagues (charging an additional maintenance fee). Leasing kitchen facilities after school hours/weekends, or for special events. Create partnerships with local film and advertising agencies to explore how AISD facilities can be utilized. Reduce fuel expenditures by partnering with Capital Metro to develop rapid routes that middle and high school students can easily access and utilize. Consider introducing "signature".

- I support the possible addition of a Fine Arts Magnet at McCallum. We need more magnet programs, especially for Fine Arts.
- I think all schools should have a gymnasium that Elementary children could learn within. Our school is crowded with several classes having PE in the cafeteria (with its dirty floor). Although this seems unacceptable to me, I understand that other schools don't have a gym for any of the students. This should be addressed.
- I think education is the most important factor. I don't care if my child sits on a log if she has a wonderful teacher and a love of education. I wonder whether same sex middle schools could help with education or having 6th grade at the elementary school?
- I think some attention needs to be paid to maintaining the flow of students from one middle school to the same high school. Splitting kids from their friends at that age is detrimental. The lack of vertical alignment between middle and high schools is troubling to me and is one of the reasons we bought our house where we did. Since we bought our house, the district has considered moving our neighborhood to a middle

- school that is split between two high schools which worries me.
- I think that the portables should only be used as overflow, when a school's capacity rises to its fullest and beyond. At Oak Hill E. they have become permanent fixtures and one dates back to 1958, the oldest portable in the district. I would also like to see Oak Hill ES's ancient open-concept configuration needs updated, so as to limit the distractions within those classrooms.
- I think the Ann Richards School needs to expand, due
 to the increase number of grade levels and students.
 The school was used as a middle school, but it now has
 middle and high school students. It needs more space
 for classrooms, library, and lunch room.
- I would like to see library funding addressed both in facility needs and materials budgets. I would like to see the Ann Richards School facility brought up to the standard of a high school facility with the addition of a performing arts center, a high school library, and a high school athletic facility,
- I would recommend that Lamar become a language immersion magnet middle school. That would draw a lot of interest and really give the students a true head start. I think middle school should be eliminated. I think the elementary schools should become K-7 schools drawing from a smaller geographic area, and the middle schools should be converted to elementary schools. The middle schools are all far too large and





none of them handle the middle school years kindly. The high schools could then include 8th grade.

- Identify the true patterns of residence and enrollment and try to accommodate them.
- If new schools are constructed please take measures to ensure that students who attend will be able to walk/bike to school safely Please don't make elementary schools that are larger than the Zilker School. It is as big is a school can get while maintain
- If there are any schools that are closed the sites should be redeveloped with public/private partnerships to help defray capital costs. However this should be done with sensitivity to local neighborhoods with a portion of each site reserved for local park/recreation uses.
- Importance of special areas (art, music, phys ed, etc) and other extracurricular activities that enhance the academic experience (i.e.: gardening program, community involvement). Ensuring economic diversity in the community served by the school.
- Increasing and improving quality of outdoor space for kids
- Keep elementary schools small. Do not consolidate students in a larger school.
- Keep in mind that population in the central city is expected to increase, and it already is happening. Lee was under-enrolled not too long ago and now is bursting at the seams. Closing schools that currently under-enrolled could be very poor planning, particularly as the City of Austin comprehensive planning effort may lead to changes that would foster

increased populations in the central city. It would be much better to try to find ways to use under-utilized campuses, e.g., with daycare, family resource centers, partnerships with other governmental entities or non-profits, or to encourage increased enrollment through special opportunities like dual-immersion programs or some of the other special programs that are being discussed. Even for schools that are at capacity or any new schools, AISD should encourage more collaborations between the City, County and/or non-governmental entities for joint use of facilities, including playgrounds etc.

- Keeping local community schools effective and avoiding large elementary schools (i.e. Casis).
- Keeping schools reasonably sized; not pushing too many kids into any one school Keeping neighborhood schools accessible and open for neighborhood children Keeping school choice/transfer available to families
- Lamar MS needs the creation of a fine arts academy in order to attract families from the neighborhood who flee to other specialized programs across the district. The district needs to STOP funding transportation for voluntary transfers (Kealing, LASA, Ann Richards, etc). If the district wants to continue throwing away our tax dollars to transport a few students (to what amounts to a private school at taxpayer expense) to these programs, then the district needs to make transportation available to all students across the district for all programs and for all transfers; clearly not





- feasible. In looking at the cost of operating a school, those transportation costs need to be taken into account. Hiding those transportation costs to magnets is deceptive at best.
- Lamar should be designated as the Lamar Fine Arts Academy to offer a competitive option for neighborhood students.
- Leave schools that are doing very well, have dedicated supportive teachers and staff, and are leading the school district in innovative programs and projects alone, no matter how small the school may be.
- Look seriously at how facilities could be repurposed in a way that will attract parents to keep their students within the public school system. In addition to simply reopening a school with a different staff/administration, are there other qualities that could make it successful? A strong fine arts program? A flexible school day? A joint college-prep program with UT or ACC? In addition, how can we make better use of the facilities that we have year round? Consider a year-round program? Rent space to organizations for summer programs, or begin fee-based summer programs? Rent space to private athletic or arts programs? Offer fee-based enrichment programs for the community?
- Major renovations for existing facilities, particularly Special Ed area Per McCallum High School.
- Make better use of existing properties such as the Baker School before taking yet more functioning schools out of the mix.

- McCallum HS is over 50 years old and needs many repairs. Also needs to be brought up to ed specs for being a "Fine Arts Academy". How can you support fine arts without enough space for pianos, classical guitars, or dance studio?
- McCallum needs to change to an 8-period day, probably some form of block scheduling. If we want to encourage our students to be college bound, take advanced courses, and be actively involved in school activities (all things colleges are looking for), then we need to have the opportunity to do those things. A 7period day does not leave Mac students competitive with the rest of the district's students (or the rest of the world for that matter). Stop paying for busing for all voluntary transfers: Kealing, LASA, Ann Richards, etc. There is no reason we should be paying the bill to transport kids around the district to "exclusive" programs; the very word "exclusive" makes my skin crawl. Kealing and LASA programs were originally intended as programs to increase integration. Today's society segregates students based on socio-economic status. I cannot believe we support these programs. If the district insists on wasting taxpayer money on bussing kids to exclusive programs, then they should bus ALL Voluntary transfer kids to all locations all the time. Why does the district discriminate and only support programs that "exclude" students. This support of socioeconomic segregation and blatant prejudice should end now. The district should approve a fine arts program at Lamar similar to the one at McCallum. This





- program operates in such a way as to make all classes available to all students. A Fine Arts program at Lamar would help stop the flight of neighborhood families to locations such as Kealing, Ann Richards, etc.
- More capacity at the Ann Richards School, or the addition of a similar school modeled on the Ann Richards School, would be a good idea.
- My daughter attends the Ann Richards School for Young Women Leaders located on the former Porter Middle School campus. The inaugural class included 6th and 7th grade students. They've continued to add a class each year since. Currently serving 6th through 10th grades, they will serve grades 6th through 12th grades within the next two years. The school has been rated Exemplary two out of its three years, only missing that rating by a single point in their second year. It is a remarkable program; the curriculum is second to none among AISD schools. In order to provide a comparable range of services to their students, they need additional space to continue to provide Fine Arts and Athletic programs to their senior high school students as well as a library that meets the needs of those students. My daughter is never as engaged as when she is being challenged academically, creatively and athletically. I encourage AISD to take measures to provide for those programs on what is surely one of their flagship campuses. Thank you.
- Need to consider the community and culture that a school creates in its environment. The school becomes part of the identity of a community/neighborhood.

- No more portables, add new structures to the existing buildings. Children should be able to transfer to any school in the district and should be based on behavior, grades and location. All athletic programs need larger, cleaner facilities and better maintenance on athletic fields.
- Offering programs for academic excellence.
- One to help the community (e.g. community cannot speak English then develop ESL facility).
- Parental involvement within the class room. How far elem, kids would have to be bused.
- Performing arts venue & student art gallery & instrument repair shop. It would be more cost effective to have salary positions for instrument repair, than to continue to farm the jobs to local companies.
- please consider Ann Richards School now does not have enough facilities for the high school fine arts and PE programs, plus does not have an auditorium--this is a dire need as they now house 6th-9th grades, and are adding a grade each year up to 12th, it needs to be a top priority for AISD. Thank You.
- Please consider rezoning AISD Area 133C from the McCallum Vertical to the Anderson Vertical. The Anderson schools are much closer in terms of distance and travel time. In addition (1) Safety the current zoning requires children to travel lengthy miles on 2222, a very dangerous route supported by data from the Texas Dept of Transportation; (2) Excessive commute time children spend 35 to 50 minutes each way commuting where the Anderson schools are 25% closer





- in terms of travel time and distance; (3) Barrier to Student/Parent Involvement the above distance and the fact that our families are not connected to the communities within the McCallum Vertical create barriers for children to build relationships and participate in extracurricular activities; (4) Minimal impact there are currently 54 students in K-12 and expected to increase to only 68 by 2014; (5) Utilization while Murchison utilization would increase slightly (less than 1%), utilization rates would improve at McCallum (relative to Anderson) and Highland Park relative to Hill.
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- than 1%), utilization rates would improve at McCallum (relative to Anderson) and Highland Park relative to Hill.
- Please consider the community benefits (health, safety, crime, etc) of a neighborhood where people walk to school and get to know their neighbors. It is hard to measure, and worth a fortune.
- Please move the boundary for Bryker Woods Elementary to several blocks south of 29th street currently children living south of 29th Street go to Casis Elementary. These families live closer to Bryker Woods Elementary and would like to attend the elementary school in their neighborhood which is Bryker Woods.
- Professional development/training academy safe bike and walking routes outdoor exercise equipment/ improved tracks/climbing structures
- Provide bus service for students who attend the Fine Arts Academy. Provide additional computer labs and classroom/work space at McCallum. Solve the continuing drainage issues, mold and air quality at the school. Update the furniture and fixtures used in the classrooms at MAC as well. Help the school provide more parking spaces for its students. Overall, bring the school into the current century; it still looks like its back in the 1950s!
- Provide transportation for magnet and signature programs. Otherwise most of the students attending would be those whose parents can drive them. It would limit the diversity on those campuses. I strongly agree with having a boy's only middle school, perhaps where Pearce is. I believe the community might be less





opposed if it's transformed into an appealing and needed school. The education would have to be of the entire child-- not just academic. I also looked at the packet for the Kealing/Eastside Memorial planning area. Just looking at numbers, it would make sense to shift some of the boundaries so that a higher % of Kealing students go to Eastside Memorial, since it's underutilized and McCallum is over utilized. In order to attract students to attend EM, there would need to be some educating of the pluses to go there, their programs, etc. The district may want to begin by doing active "recruiting" before changing the boundaries, and encourage transfers there -- maybe even provide transportation. Having high school students talk to the Kealing students about what they like, etc. is an effective recruiting tool. For the Reagan/LBJ/LASA planning area, I think it's important to consider what the capacity of the middle schools will be if they improve academically, become safer, and become more appealing. More students may stay instead of going to charter schools or transferring. Then the district will find itself considering opening a middle school.

- Providing high-priority transfer out of dual-language schools for those who do not wish to attend one.
- Q9 is worded in a very ambiguous way and could be easily misinterpreted. I know many people who went to these meetings and were in groups confused by this question. I am quite certain it was answered in the opposite way than was intended by many people and therefore should not be an indicator of true opinion. I

don't know ANYONE who wants present schools to close. There are other solutions - mainly realigning school zones and rewriting the transfer policy. If involved parents were spread out amongst all the schools, then perhaps all our elementary schools would flourish.

- Quality and availability of special needs programs in or close to child's home school.
- Race/ethnicity balance.
- Realistic numbers. The sleight of hand used with numbers to produce AISD's desired results is embarrassing. I'm not sure why AISD thinks people don't notice. I understand the official line about "permanent capacity," but when there are seven portables housing an entire grade and part of another at Patton, it's silly to maintain the line that Patton isn't even at 100% capacity. I'm in favor of the choices provided by the district -- Ann Richards, magnets, fine arts, etc. More of those programs in under enrolled schools could alleviate crowding at some schools and shore up enrollment at under enrolled schools.
- Reilly *Improve sidewalks around the school * Improve track-make it a "real" track that the whole neighborhood can use-not just a rock path *More picnic tables and covered areas in the park *Build a new wing and lose the portables *More parking Lamar *Work to address serious ongoing mold, air quality, and rodent infestations that may exceed routine maintenance *Develop Lamar Middle School as the Lamar Fine Arts Academy as our Signature program in





- Vertical Alignment with McCallum Fine Arts Academy. * More parking. Closing smaller, central city schools is a bad idea. The schools are well established and part of the neighborhoods, making them close-knit communities and good learning environments. The architecture of the buildings fits in well with the neighborhoods. They have a history. Where would new consolidated schools be placed? How far would the children have to travel to get there? They would be much more impersonal and less conducive to learning. I strongly support no change.
- Removal of window grades on portable classrooms or installation of quick-release mechanisms so that grates can be opened from inside the classrooms in case of emergency. In some areas, these window grates are now against fire and/or building codes. Common sense indicates that there should be more than one exit for a classroom of 20 students. Currently my daughter's classroom has only the door as an exit, or the door for the classroom next to hers, which is immediately adjacent to the first door. If one were blocked by a fire or other emergency, it is likely both would be blocked. Work to address serious ongoing mold, air quality, and rodent infestations that may exceed routine maintenance at Lamar and McCallum. Develop Lamar Middle School as the Lamar Fine Arts Academy as our Signature program in Vertical Alignment with McCallum Fine Arts Academy. Address needed renovations at particularly updating furniture McCallum, equipment, adding at least 2 additional computer

- laboratories, and providing adequate work, conference, and classrooms space for all teachers. Adequate support for McCallum's Fine Arts Academy, including bus transportation.
- Renovation, re-use, or demolitions should be hinged upon the existing conditions of the facility being considered. Perhaps hire architects and structural engineers to provide an assessment.
- Rezone area 133c from the McCallum vertical to the Anderson vertical. Critical issues safety, excessive travel time, physical barrier to student/parent involvement, minimal impact to current utilization percentages.
- Safe routes to schools. Promote the use of the neighborhood school. Make safe cycling routes and safe pedestrian routes a part of the development of the AISD Facility Master Plan.
- Schools should be rated by performance only. The quality of our children's education should be AISD's only true measure. Budget constraints are excuses for mediocrity and an acceptance of failure.
- Schools that are rated high academically shouldn't be messed with unless they are overcrowded and then the extra students could be redirected. Small Schools support students in ways the huge schools do not. The community and emotional support of a small school environment count for a lot in this day and age of increasingly distant families.
- See above about historic buildings, several of which are in Central Austin, serving areas where the population is expected to grow, on campuses that





can't easily be expanded. These buildings are built to last longer than any new construction is likely to last. They were designed before air conditioning and lend themselves to energy savings achieved by open windows during part of the year, etc. Their historic character embodies the history of Austin, with generations of children having been educated in them. They are full of those stories and associations in a way that no new school building can ever be. That is a vital part of our children's education, to be steeped in our history and culture.

- sell the AISD admin offices on 6th & Lamar. PRIME real
 estate. I really don't buy that it would cost too much to
 move. Surely, somebody can move a building of
 people in an efficient way that uses common sense
 and doesn't cost a million dollars to move.
- Size of the school should not be a decisive factor to close a school; the main factor should be failure to meet performance targets.
- Small schools have a powerful advantage, especially in elementary and middle schools, in terms of providing children and their families with a high quality education through caring and personal knowledge. If anything we should be encouraging small schools to flourish, fill their classrooms, and thrive. They are worth the investment.
- Small schools support children's needs better.
- Smaller is better when it comes to education. Smaller class sizes AND smaller schools. Smaller schools provide a sense of community, and a sense of community

reduces "risky" behaviors among students. More, small elementary schools which serve a community within walking distance of them would reduce AISD expenditures for transportation; a significant cost factor that is completely left out of these numbers. Plus there is the cost of obesity in children that could be combated through walking to our local schools. Other significant benefits of smaller localized schools would be the subsequent reduction in air pollution from less car exhaust and a lessening of our dependence in fossil fuels. These benefits directly impact Austin as well as AISD: its employees, and its students.

- Smaller schools promote better parent involvement and better education.
- Special Programs like Dual Language might be easier to implement at a small school. Also some children learn better in a small school where they are less likely to feel over stimulated.
- Spend more on technology.
- Student crime and gang activity should be a factor in whether or not to close down a school. Kids should feel safe going to school.
- Technology, all students and teachers should have the same opportunities to use updated technology. Newer school have much more up to date computers etc. while the older schools are still using the same equipment that some of the students parents used. Grounds and playground upkeep and safety should be addressed. Sprinkler systems need to be in working condition, playground equipment should be safe and





- updated. We shouldn't have knee high grass and weeds at the entrance or at any other location on our school grounds. Our schools should look as nice as the downtown AISD office buildings. Paint, replant, spruce up, something that would give students and parents pride when we pull up to school. Not OMG who takes care of this place, who does the lawn maintenance? That would never be tolerated at AISD office building
- The Ann Richards School currently serves 5 grades (6-10) and will eventually have 7 grade levels (grades 6-12) with an enrollment around 900 students. Because we inherited a middle school facility, we are out of room to house our high school fine arts, physical education and athletics programs. Having a middle school library prevents us from expanding our library for high school needs.
- The Ann Richards School does a fantastic job but is lacking in key resources that most other middle/high schools have. There is no auditorium or performance space. The library is small and works for the middle schoolers but now that there are high schoolers and more students, it is too small and does not have the appropriate resources. The same is true for physical fitness, PE and sports and the arts. The school does not have any arts space. This show case school needs space and resources to accommodate the increase in students and provide the school resources that other middle and high schools in the district have for library, arts and athletics.

- The Ann Richards School for Young Women Leaders will eventually contain 7 grade levels, from 6th to 12th. The enrollment of nearly 1000 students can't be supported on the middle school facility we have acquired. We will need additional rooms to house our fine arts department and our athletics programs, and the middle school library is unsuitable for the needs of a high school. These additions are essential for the success of all grades in our small space.
- The Ann Richards School is a combined middle school/high school (serving grades 6-10 now, and 6-12 within a few years) that is housed on a former middle school campus. The needs of the high school students are not being met with the campus in its current condition. The students would greatly benefit from having renovated/expanded fine arts, physical education and athletics facilities. The library inventory and space limitations also could be addressed by the district's Facility Master Plan.
- The Ann Richards School is currently a middle school campus that houses grades 6-10 (530 students) and will ultimately house 900 students, grades 6-12. The facilities need more space to develop high school programs such as the fine arts, athletics, and other curricular needs specific to high school. A new athletics facility, fine arts facility and cafeteria to support the growing numbers are needed. Acting proactively and preparing for the future now is very important to the success of the students of Ann Richards School for Young Women Leaders.





- The Ann Richards School will soon be a full 6th through 12th grade campus. We are currently housed in a facility that is specific to middle school needs. In order to offer equitable athletic programs, theater, and fine arts as other high schools in the district we need high school specific facilities. We have a cafetorium and a middle school library. Both of which will not allow our students to fully participate in their high school education.
- The Ann Richards School, being in an extremely old building, needs to have major repairs done, including mold removed from the PE shower areas, so that the girls have a healthy place to spend so many hours of their day. Also, they are in great need of an auditorium, so that they can have band/orchestra/choir concerts, graduations, plays, etc. without having to be in their large gym or rent somewhere else to go. It would also allow them to have a better place for awards ceremonies and special guest talks.
- The big expensive downtown property currently housing AISD administration. Do we really need it? Can this staff be moved to an underused facility?
- The CAC seems to be an expense that can be cut in some way. When this has been suggested in past years, it seemed administration ignored the possibility completely.
- The caliber of instruction should be more equal for schools district-wide. If the quality of education were improved at individual schools, there would be fewer requests for transfers out of children's home schools.

- There is inherent value in a child's being able to attend his/her home school, and children whose home schools are of poor quality have to choose between transferring (assuming they have the ability to transfer and parents willing and/or able to make that happen) and benefiting from going to school in his/her own neighborhood. Many families (who also are taxpayers) cannot afford to buy homes in the neighborhoods where schools are good. There must be more of an effort made to level the playing field. On a different note, by closing small schools and consolidating them into bigger ones, children lose the advantage of going to a small school (and there are many). At our elementary school, most of the children and teachers know each other, and there is a real sense of community which could not exist if our school were large. There's an intangible value in that as well. Please don't overlook intangible values such as these when developing the Master Plan.
- The district should consider upgrades for the Ann Richards School for Young Women Leaders. The building was built to house only a middle school population and the school is already serving 5 grades. In the next couple of years, the school is going to add 2 more grade levels. The school is already in need of expanding its fine arts facilities, physical education/athletics programs and school library center. These areas need to be addressed for the future.





- The existing schools serve as a community hub. Perhaps ACC could partner with AISD to offer ESL, GED, Spanish Classes, Art/Enrichment classes in the existing schools.
- The facilities at McCallum are not very good. The drainage issues alone are huge. The rodent issues are an embarrassment as well as a health hazard. The facilities are not adequate such as dancers having to share space with wrestlers, and teachers not having adequate work, conference and classroom areas. We need additional computer labs, our students in the Fine Arts Academy often work with ancient equipment, equipment not nearly so good as the newer high schools receive, and even lack adequate equipment such as a 5 octave marimba (we're told it's because we're only a 4A school but golly, how are we supposed to train fine musicians on 4-1/2 octaves?).
- The facilities of the Ann Richards School for Young Women Leaders needs to be updated as the school adds High School grades. ARS currently serves grades 6-10 and will add 1 grade each year to ultimately serve over 900 students in 7 grades in the 2012-13 school year. The existing campus is a middle school facility and is not adequately equipped to serve a high school population without significant capital improvements. The library, fine arts, and athletic facilities need major improvements to meet the needs of the enrolled students and to continue to grow to accommodate all 4 grades of High School. ARS is a fantastic opportunity to develop some of the best and brightest young women that AISD has to offer and the District should

- fully support the school on all levels. I would strongly support the development of an all male leadership academy based on the ARS model. I think it is a large oversight that there is no male counterpart to the Ann Richards School.
- The health issues of a structure. Example Pearce Middle school should have the condensation problem, because of the poor design of the cooling system revamped or tear the school down.
- The historical significance of the school.
- The ratios are misleading in the graph. Most classes are 22+ with several classes only having much smaller class sizes to meet other needs. There are several accommodations and allowance made for the two ends of the spectrum, read "gifted" and "special needs" to the detriment of the middle-of-the-road students who deserve equal consideration in the classroom.
- The value of neighborhood schools, accessible to students' families, cannot be underestimated. Steer clear of over 98% capacity. Overcrowding is stressful and small class size is the greatest learning tool that can be utilized. School boundaries should be adjusted so students attend the school located closest to their homes, and families should feel "ownership" and pride for their schools.
- There is no need for 2 theaters at McCallum. One should be razed and athletic facilities should be updated and possibly expanded to conform to equality in women's and men's athletics.





- To fully utilize facilities, quality principals should be placed in each school. They recruit good teachers. Continue to work with UT, St. Eds, Texas State, etc. to develop in-service that trains good staff to become quality principals and teachers. We have teachers with National Certification; they should be sharing their expertise. Excellent teachers, teaching others works very well. It is a shame that AISD must complete the education of teachers after they graduate from these institutions of higher education! Budget more for maintenance so buildings don't deteriorate. Protect our taxpayer investment. Build larger gyms, libraries, cafeterias, and other central core areas on schools that include in their design, plans for expected expansions/addition of portables. Especially, when we are building elementary schools for 800+ students. They could use two gyms and a large auditorium that holds all the students. If building an elementary school the size of former middle schools, then give them the space needed for their curriculum. One large school is cheaper than 2-3 separate smaller schools. This is very important if you plan to combine small schools.
- Traffic congestion should be considered in school boundaries.
- Portables are terrible. The AC runs all the time, they are small, the outside creeps in more easily. Eliminate them.
 Zilker has a huge front yard. Make it a drop off area. I see parents every day stop in the middle of the street and let their kids out b/c parking is not easy and they

- are in a hurry. While their actions are dangerous, maybe they would not do it if there was a drop of zone.
- Transfer minimization, exodus to private schools and moving out of district. Incompatible vertical alignment of low performing and high performing school student populations.
- Upgrade facilities at old schools to be more on par with newer schools so that less people want to transfer in district just because the facilities are old and run down.
- What is the districts educational philosophy as it relates to the size of a school community and effective delivery of education? How big is too big? How big before we start breaking down school communities into smaller learning communities? How does the split into smaller learning communities affect education, especially if the community is 'hurt' by the split? A stated philosophy would help to guide facility decisions; up until now it seems the District has just gone with the Additional, flow. improved athletic facilities (extracurricular facilities) should also incorporate general fitness programs (not just competitive athletic programs). For example, why does this district not have any swimming pools? Austin has a great competitive swimming culture, but we have not pools for our teams. Austin is trying to increase the number of children who can swim safely, but the District is not a part of this? Swimming is a fantastic exercise and needed skill in the 'River City'. Any pools built should be utilized for competitive sport as well as general physical education.





- When they talked about closing Reagan I thought what a great place that would be for the AISD Administrative offices.
- Would like to see all schools in safe environments where getting (walking) to school is safe as well.

Question #12 - With which AISD schools are you affiliated?

Individual Comments

- All campuses as central office adm.
- Ann Richards
- Austin HS (14)
- Bailey MS
- Baranoff ES
- Barton Hills ES (3)
- Becker ES (3)
- Barton Hills ES (2)
- Bowie HS
- Brentwood ES (4)
- Bryker Woods ES (4)
- CAC
- Campbell ES (2)
- Casis ES (12)
- EMHSJC
- Fulmore MS (2)
- Galindo ES (3)
- Garza
- Gullett ES (6)
- Harris ES
- Highland Park ES (8)

- Kealing MS (6)
- Lamar MS (14)
- LASA (5)
- LBJ HS
- Lee ES (5)
- Maplewood ES
- Martin MS
- McCallum HS (5)
- O.Henry MS (11)
- Oak Hill ES (5)
- Oak Springs ES
- Patton ES (4)
- Pearce MS
- Pease ES (5)
- Reagan HS (2)
- Ridgetop ES (6)
- Small MS (4)
- St. Elmo ES
- Travis HS
- Webb MS
- Zilker ES (5)





Web Comments

- All
- Anderson HS (2)
- Ann Richards School for Young Women (21)
- Austin HS (23)
- Bailey MS
- Baldwin ES
- Barton Hills ES (7)
- Bowie HS (3)
- Brentwood ES (7)
- Bryker Woods ES (32)
- Casis ES (3)
- Clayton ES
- Crockett HS (2)
- Davis ES
- Doss ES
- ESHSJC
- Fullmore MS (4)
- Garza HS (2)
- Gorzycki MS
- Gullet ES (21)
- Highland Park ES (12)

- Joslin ES
- Kealing MS (24)
- Lamar MS (41)
- LASA (7)
- LBJ HS
- Lee ES (42)
- Mathews ES (4)
- Maplewood ES (18)
- McCallum HS (62)
- Mills ES (3)
- Murchison MS (3)
- O. Henry MS 51)
- Oak Hill ES (28)
- Small MS (5)
- Patton ES (7)
- Pease ES (6)
- Pillow ES
- Reagan ES
- Reilly ES (2)
- Ridgetop ES (20)
- Zilker ES (41)





Demographics

Gender									
Individual Web									
	%	Count	%	Count					
Male	25%	22	27%	92					
Female	75%	65	73%	255					

	Age										
	Indiv	ridual	Web								
	%	Count	%	Count							
Under 18	0%	0	0%	1							
18-29	2%	2	2%	6							
30-39	22%	20	29%	100							
40-49	46%	42	50%	173							
50-64	27%	25	17%	58							
65+	3%	3	2%	7							

Education									
	Individual Web								
	%	Count	%	Count					
Current Student	0%	0	1%	2					
Not a High School Graduate	0%	0	0%	0					
High School Graduate	0%	0	1%	4					
Some College / Trade School	3%	3	7%	25					
College Graduate	51%	44	41%	147					
Advanced Degree	45%	39	50%	178					

Ethnicity									
	Individual Web								
	%	Count	%	Count					
African American (Non-Hispanic)	1%	1	3%	11					
Asian or Pacific Islander	0%	0	3%	9					
Hispanic	13%	11	9%	31					
Multiracial	2%	2	3%	9					
Native American Indian	0%	0	0%	1					
White (Non-Hispanic)	83%	72	81%	272					
Other	1%	1	1%	2					

Are you a Resident in AISD?									
Individual Web									
	%	Count	%	Count					
Yes	100%	86	98%	345					
No 0% 0 2%									





	Employme	nt			
	Indiv	ridual	Web		
	%	Count	%	Count	
Accommodation/Food Services	0%	0	1%	3	
Self-Employed	20%	18	16%	59	
Education	17%	16	25%	92	
Government	8%	7	9%	33	
Homemaker	22%	20	10%	38	
Legal	5%	5	7%	25	
Manufacturing	1%	1	1%	2	
Technology	10%	9	14%	50	
Retail	0%	0	2%	8	
Other	17%	16	16%	59	

How many years have you lived in AISD?										
	Individual Web									
	%	% Count %								
Less than 2	2%	2	4%	14						
2-5	17%	14	12%	42						
6-10	20%	16	14%	52						
11-15	15%	12	22%	79						
16-20	43%	35	16%	56						
More than 20	1%	1	32%	115						
Not Applicable	1%	1	1%	2						

Employment (Other)

Individual Comments

- Architect
- At home mom
- Banking/financial
- Construction
- Financial services
- Former nurse practitioner now stay at home mom
- Funding consultant and video producer

- Healthcare
- Marketing/PR
- Nonprofit (2)
- Prof. Services
- Retired
- Stay at home mom





Web Comments

- Advertising
- Administration
- Architect (2)
- Architect
- Art
- Artist
- Business
- College Professor
- College student
- Community clinic physician
- Construction
- Consulting (2)
- CPA
- Design
- Design/Arts
- Editor
- Finance
- Financial Services
- Geologist
- Health Provider
- Health Services
- Health/Psychology
- Healthcare (6)
- Insurance
- Marketing
- Medical
- Medicine
- Nonprofit (4)
- Nonprofit, education-related
- Performing Artist, Filmmaker
- Professional
- Publishing

- Real Estate
- Research
- Retired
- Retired administrator
- Retired manager
- RN
- Sales
- Social Service
- Social work
- Student

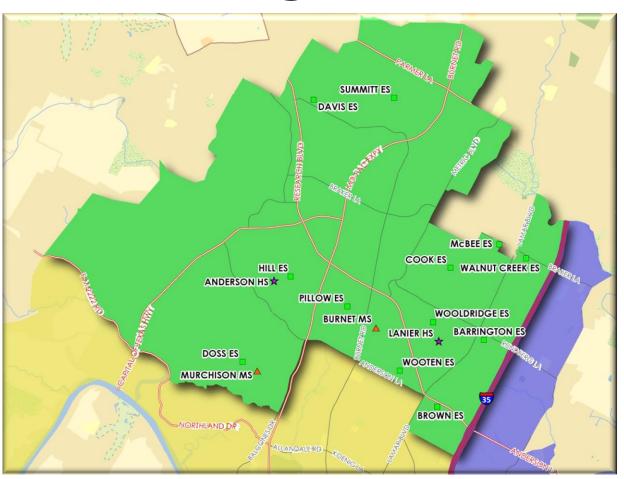
Parental/Guardian Status									
	Indiv	ridual	W	⁄eb					
	%	% Count % C							
Do not have children in AISD	6%	9	9%	53					
Parent/Guardian of child less than 5 yrs old	16%	25	10%	60					
Parent/Guardian of PreK or kindergarten student	13%	20	12%	67					
Parent/Guardian of 1st-3rd grade student	18%	28	23%	130					
Parent/Guardian of 4th-5th grade student	11%	17	12%	70					
Parent/Guardian of 6th-8th grade student	13%	21	15%	84					
Parent/Guardian of 9th-12th grade student	10%	16	12%	68					
Parent/Guardian of private/parochial student	1%	2	1%	4					
Parent/Guardian of former student or graduate	10%	15	5%	31					
Grandparent of student or graduate in AISD	3%	4	1%	5					





Community Dialogue #2 – Results Report

Planning Area #6



AISD Facility Master Plan

Community Dialogue #2 – Planning Area #6 Results Report



Introduction

On September 30, 2010, approximately 120 parents, community members, and AISD staff, among others, attended Community Dialogue #2, which was held at Anderson High School. Participants worked individually on questionnaires, and then into groups of 6-8 people to discuss the same questions, listen to each other's opinions, and try to reach consensus on the group questionnaire. Staff from DeJONG-RICHTER helped to facilitate the community dialogue and members of the District's Facility Master Planning Task Force assisted in leading discussions for each of the small groups. An additional 340 individuals submitted questionnaires online.

Facility Data Summary Table

Name	Grade Config.	TEA Rating	Title I	FCI (Excludes M&O)	Current Bond Work	Portables	Perm Capacity	2009 Enroll	Utilization	Student Teacher Ratio	2009 Population	2014 Population	Migration In	Migration Out	Site Size (Acres)	Perm Area (SF)
Planning Area #6 - Facilities Infe	ormatio	า														
Barrington Elementary School	PK-6	AA	Yes	21.7%		14	655	929	142%	16.20	938	1,056	39	48	12.1	78,971
Brown Elementary School	PK-6	AA	Yes	36.0%	Yes	6	430	506	118%	13.57	499	532	61	54	10.1	49,307
Cook Elementary School	K-5	RC	Yes	27.3%	Yes	12	561	906	161%	17.83	1,173	1,306	15	282	12.7	67,344
Davis Elementary School	PK-5	RC		24.7%		3	732	694	95%	15.17	676	719	56	38	13.2	72,149
Doss Elementary School	PK-5	EX		32.7%		8	543	719	132%	15.53	679	719	63	23	9.7	60,228
Hill Elementary School	PK-5	EX		29.0%	Yes	6	627	689	110%	15.60	678	657	59	48	8.9	69,626
McBee Elementary School	K-5	RC	Yes	7.9%		6	580	785	135%	17.17	1,026	1,111	12	253	10.9	69,717
Pillow Elementary School	PK-5	EX		41.0%		7	523	652	125%	15.42	617	736	109	74	10.0	54,247
Summitt Elementary School	PK-5	EX		26.4%	Yes	7	732	750	102%	14.97	572	581	241	63	14.5	75,902
Walnut Creek Elementary School	K-6	AA	Yes	15.2%		11	655	900	137%	15.49	939	945	26	65	11.5	79,536
Wooldridge Elementary School	K-5	AA	Yes	26.0%	Yes	13	524	888	169%	17.12	1,096	1,126	24	232	11.6	68,543
Wooten Elementary School	PK-5	RC	Yes	56.2%	Yes	12	468	688	147%	14.67	740	844	31	83	6.7	53,689
Elementary School Totals						105	7,030	9,106	130%		9,633	10,332	736	1,263	131.9	799,259
Burnet Middle School	6-8	AA	Yes	37.0%	Yes	12	1,039	969	93%	14.26	1,163	1,364	20	214	23.7	137,768
Murchison Middle School	6-8	RC		20.1%		- 11	1,113	1,254	113%	15.20	1,187	1,295	191	124	26.2	123,348
Middle School Totals						23	2,152	2,223	103%		2,350	2,659	211	338	49.9	261,116
Anderson High School	9-12	RC		34.0%	Yes	I	2,436 * 2	2,000	82%	17.23	1,912	1,967	340	252	38.8	309,329
International*	9-10	AA								21.50		-				
Lanier High School	9-12	AA	Yes	21.4%	Yes	14	1,627	1,594	98%	16.37	2,037	2,183	62	505	28.5	262,640
High School Totals						15	4,063	3,594	88%		3,949	4,150	402	757	67.3	571,969
Area Totals						143	13,245	14,923	113%		15,932	17,141	1,349	2,358	249.1	1,632,344

^{*} See EMHSIC

Note: * Indicates Permanent Capacity may be further reduced by core space limitations and site development restrictions.

(I = Playfield Only, 2 = Topography Constraints, 3 = Impervious Cover, 4 = Site Size, 5 = Shared Ownership, 6 = Floodplain)



Question #1 – Please rate your level of support for Possible Draft Option #1 – Build one new school

1. Please rate your level of support for Possible Draft Option #1 - Build one new school

	Indiv	ridual	Gro	oup	Web		
	%	Count	%	Count	%	Count	
Strongly Support	10%	12	0%	0	29%	86	
Support	34%	41	41%	7	37%	109	
Do not Support	56%	67	59%	10	34%	101	

Question #2 – Please rate your level of support for Possible Draft Option #2 – Construct additions

2. Please rate your level of support for Possible Draft Option #2 - Construct additions

	Indiv	idual/	Gro	oup	Web				
	%	Count	%	Count	%	Count			
Strongly Support	84%	101	75%	12	76%	238			
Support	10%	12	19%	3	18%	56			
Do not Support	6%	7	6%	1	7%	21			

Question #3 – Please rate your level of support for Possible Draft Option #3 - No change

3. Please rate your level of support for Possible Draft Option #3 - No Change

	Indiv	ridual	Gro	oup	Web		
	%	Count	%	Count	%	Count	
Strongly Support	0%	0	0%	0	3%	10	
Support	3%	4	0%	0	5%	14	
Do not Support	97%	117	100%	17	92%	269	



Question #4 - Do you have any additional recommendations for options in Planning Area #6?

Individual Comments

- AISD should examine the transfer policy and school boundary issues. (3)
- Would shuffling grades relieve any overcrowding (i.e. moving 6th grade to an elementary school or 9th grade to middle)?
- There is not enough land for more schools, we need to build additions.
- We need to work with the City of Austin to alleviate restrictions regarding impervious cover. We need variances for Central Austin.
- Lease non-traditional space for a middle school option.
- Area 6 only 6th grade center okay.
- Not supportive of city-wide 6th grade center. Failure of 1970s Austin.
- Move special units such as social / behavioral skills and life skills to schools that are under-populated.
 They are bused from all over; just bus them someplace with more space.
- Build 2 elementary schools. If we are expecting a 7% increase, and 2 bring us to 97% that is still 104% by 2014.
- Build Up. Expand the space like New York. Utilize the space if we can't find new.
- Consider bringing grades up. More middle schoolers up to high school of under capacity high schools.

- Implement flexibility plans for margin classes (grade 6 and grade 9) to where they can move to their school as needed (i.e. if grade 6 was at an elementary school and a high census was moving through the elementary facility, plan to move the class on to the middle school where capacity may exist).
- When thinking about building new additions or new schools, think about maximizing money saving (solar panels). Build for a new decade – not last decade.
- Build 2-story elementaries, like Clayton.
- Elementary schools need to be improved, class size reduced and additions made to existing buildings.
 With the projected populations of the elementary schools, plans need to be made to build a new middle school or realign students to keep them in their area.
- New buildings at Murchison campus.
- Enlarge or additional cafeteria.
- Need science labs; currently have none. Our classrooms are inadequate for labs.
- Fine arts (2).
- It seems to me that building a middle school would be the most beneficial option for relieving the overcrowding and unsafe conditions at our school. However, money has to be spent to add on to our elementary schools as well. I believe additions and improvements at each school are absolutely



necessary especially if you look at the housing data in NW Hills.

- A school is a community. You need to maintain the strength of the community by addressing current overcrowding. Can they look to utilize existing buildings instead of building new facilities?
- Funding for increased core facility space due to overcrowding.
- Need more information on entire subject. Surprised there was no plan previously.
- Murchison needs new facilities for all fine arts, not enough classrooms, no current computer lab, library is out of date.
- Doss is at 135% capacity; all these kids will be going to Murchison in the next few years. We must make a substantial addition to Murchison or buy new portables. Need a larger gym and cafeteria due to safety issues. A new separate gym would be helpful.
- Re-draw boundary lines.
- Anderson HS has inadequate athletic facilities. One thing that was promised to Anderson in the 2008 bond package was money for fine arts. Every aspect of that was achieved except for a new dance facility. This is the only program that was not given anything. There are only two gyms for soccer, dance, basketball, volleyball, wrestling, PE, and cheerleading to share. Not to, mention football comes inside during inclement weather.

- New plan take the 2004 elementary add one additional one and then make additions/ renovations to existing buildings.
- Add stories and extra buildings. Up and not out.
- Due to increase in student population, the core facilities at Hill school are no longer sufficient to support our programs. During the school day, student safety concerns exist because we violate fire codes due to over occupancy during lunch and schoolday programs. The kitchen facility is inadequately serving the growing student population; I support the reconfiguration of the gym and cafeteria space to include a larger, code – compliant cafeteria and kitchen. I also support the addition of a new gym that meets current ed specs.
- Anderson I support: desperately needs a new gym, locker rooms, wrestling/mat room and a new athletic field (current we are under ed specs). Dance studio should be a priority if it is not completed in the bond as previously promised. Additional cafeteria space
- Murchison I support: enlarging/remodel/creation of new facilities for fine arts classes. Classroom additions
- The core facilities as Hill are no longer sufficient because the school is over-capacity. Fire codes are violated because at over-capacity during lunch and school day programs. The current kitchen facility is inadequately serving the student population for food service activities. Hill needs a larger code compliant cafeteria and kitchen

AISD Facility Master Plan

Community Dialogue #2 – Planning Area #6 Results Report



- Hill needs a new gym that meets educational specification.
- Hill has reached maximum impervious cover.
- Schools that need more space need to expand for safety of the students.
- Investigate opportunities for 9th grade center, boys' schools.
- I think we should take the money from the 2004 bond for a new elementary school and increase our other schools. I think priorities 1-3 at a minimum need to be addressed. We will never get to even if we don't do what's necessary to do the minimum Murchison needs a complete new building with at min. 24 classrooms and bathrooms.
- Anderson needs a new cafeteria and new gym facilities.
- Is there a way to use existing properties/buildings for new schools? There are many empty buildings in North Austin. Could the district look into less traditional buildings? There are many private schools that do this – many urban areas have to get creative.
- Davis Elementary needs additional space.
- New building and expanded cafeteria and fine arts at Murchison. (2)
- New elementary to address overcrowding at Lanier.
- Anderson needs a new large gym and locker rooms.
 New athletic fields and new cafeteria/addition.
- I would suggest using the 2004 bond proposal money to provide additions to existing schools vs. building a

- new facility. As economic conditions improve I would float new bond proposal for additional long-term improvements.
- New core space at Murchison MS including cafeteria and fine arts additions.
- At Anderson HS: increased cafeteria capacity, new large competition gym to address student size 2000 +, additional football/soccer field (AISD ed spec calls for 4; we have only 1).
- Increase capacities for better vertical alignment.
- Add new building in an area that provides relief for Barrington and Cook.
- Build up at Doss, Hill, etc.
- Can a new elementary be built around City Park, Jester?
- Build that 2004 school.
- Add on, or build new cafeteria at Murchison
- Build a new, permanent building (not wing) at both Doss and Murchison.
- I am not in support of choice or magnet schools.
 Studies have proven that community schools are the most successful.
- Re-evaluate process to determine realistic "perm capacity" stat.
- Burnet has historically "seated" 300 + students in portables while every classroom in the building is utilized with 28-34 students in some. So "perm capacity" of Burnet can't be more than 800!
- Additions appear to be a temporary "solutions"

AISD Facility Master Plan

Community Dialogue #2 – Planning Area #6 Results Report



- Money should be spent on long-term, permanent solutions.
- Update science/math/computer labs; increase capacity in these labs.
- New building in Murchison (30-40 classrooms).
- New building in Doss (20-25 classrooms)
- Remove Pre-K program from Doss and move to another school. It would free up two classrooms.
- New elementary to include Jester and Great Hills. It is now feeding into Hill and Davis.
- Replace old A/C unit at Cook elementary. Very bad to surrounding neighborhood.
- Traffic surrounding Cook is a heavy burden on neighborhood.
- Beautify parking lot at Cook. Worked with non-profit foundation for 1 year to get trees planted and was nixed at last minute by Austin Energy even though roots could have impact no impact
- Two new elementary schools need to be built.
- Adding an elementary without crowding already at MS and HS such as Murchison or Anderson seems like a Baeurward approach. Projections show that the classes "coming up" are getting bigger and bigger. Focus needs to be to accommodate the emergency needs of MS and HS in the Anderson VT specifically, then "work down". The safety concerns at MS and HS such as Murchison and Anderson are at "critical mass" and need to be addressed as a top priority.

- Additional space is strongly needed at both Murchison and Anderson. Murchison space needs include fine arts. Anderson is lacking outdoor sports fields as well as adequate space for indoor athletics such as basketball and the dance dept.
- There is significant overcrowding in the Anderson HS large and small gyms. A larger facility would accommodate the needs of an increasing school in terms of population. There have been no additions to the gym since 1973. Anderson has increased in size by many fold since the school opened. A renovation of the large and small gym is requested.
- If you are up sites at the elementary level you can shift 6th grade back to elementary to fully utilize the school.
- Addition to this is also keeping in mind the developmental level of a 6th grader.
- AISD needs to improve the athletic facilities at Anderson HS.
- AISD needs to improve the classroom/lab facilities at Murchison MS. Both are safety hazards and put our children at risk of injury on a daily basis.
- It's very important to keep kids in their neighborhood schools. It builds loyalty, honor and respect as well as fostering a sense of being proud of their community. Building up is our existing schools should be a major contender. It won't hurt any of the kids to work some stairs.
- Repairs need to be budgeted for on a yearly, ongoing base.



- If a site cannot be found in a timely manner additions need to be built sooner to not get to an over population of 130%. In the next bond new school or addition should be a option – not just new school.
- I would ask that the district look beyond elementary overcrowding and consider middle schools as well. It seems like the existing difficulty in finding one school would not subside by finding location #2 and expanding existing schools would be the way to go.
- Consider K-2 community schools more localized.
- Build a 6th and 9th grade additions to Murchison for small learning communities for these ages – really each grade 6-9 could have LC's there. Add to Doss and other elementary in west sector of Area #6 where the land can support it – 2nd level?
- Show how you are moving forward on funding locations for bond approved school. That location completely affects this community planning out come and options. Put new elementary in eastern sector of Area #6.
- The concentration of school differs from the area of new growth and additional students. Adding a new school (2004 bond) in the western area, and then allocating resources and additional bonds for additional space (consider 2nd stories) to smaller schools (<700 students) and those at higher utilization (>130%).
- Anderson: new dance facility, New gym, New locker room, wrestling/mat room, restroom facilities on

- fields, new athletic fields (2 soccer, 1 football, 4 all purpose), new cafeteria to handle 2100 + students, increase core size to support 2100+ students.
- Remove/replace portables at Doss and Murchison with a new multi story, ADA compliant addition in the location of the current portables.
- Hill, Murchison and Anderson common areas should not be violating codes, gym space, and cafeteria space needs addressing.
- Build up to give more classroom space and eliminate portables. (2)
- Build, build in this vertical team. No school building here should be outdated or violate codes
- Take into consideration population growth at the campus in future years.
- Don't waste more time looking for sites that don't exist.
- You have had money for a new school since 2004.
 That's an elementary generation at Barrington or
 Woodridge. What message have you been sending
 those students and parents about the importance of
 education? Build it.
- Our neighborhood plan (north Lamar combined Barrington and Walnut Creek) puts strong priority on alternative programs and adult basic ed. Look for utilization of more hours for buildings. Also expand partnerships to use interior facilities, not just grounds like at St. Johns.
- Examine current transfer policy and school boundaries.



- Core facilities at Hill are no longer sufficient to support our programs.
- Safety concerns in core areas (due to crowding)
- We advocate for a reconfiguration of the gym and cafeteria space at Hill.
- Anderson needs a dance facility, new large gym, locker rooms, wrestling/mat room, restrooms (field accessible). New athletic field (we only have one and ed specs say we should have two soccer, one football, and one all purpose field). (9)
- Anderson needs cafeteria addition to support our population. (3)
- Need swimming and diving program for the district.
 (3)
- Hill and Doss get rid of all portables. Build permanent structures with facilities, address overcrowding gym and cafeteria.
- Murchison get rid of portables. Need building with minimum of 24 classrooms with facilities. Update science facilities. New gym and cafeteria. (2)
- Anderson new gym, new locker rooms/showers, new wrestling. New athletic fields with restrooms.
- We do not want a realignment of HS.
- Do not realign vertical teams.
- Do not build additional schools; improve current facilities.
- Murchison must have permanent 6th grade facility, new band hall, and new cafeteria.
- Anderson needs new gym, new cafeteria, and new athletic dept.

- All MS need updated science facilities.
- Doss replace portables with permanent rooms.
- I feel the coming demographic wave is much larger than the 2014 projection indicates. I've lived in the North Mesa area for 16 years and the generational turnover that is occurring is enormous (older couples leaving to downsize and new young families moving in).
- The facilities information chart shows Hills ES at the year 2009= 689 enrollment; 2014 = 657 enrollment. Brand new homes are being built within a mile of Hill, not to mention new homes in Jester. For Hill, I cannot believe that enrollment is declining for 5 years. To me that seems like a clearly faulty projection.
- At Anderson HS; fine arts, dance facility, new gym, new cafeteria, new locker rooms, wrestling room, new rest rooms outside, new athletic fields (upgrade per ed specs).
- To help ease overcrowding at Murchison, have already funded (2004 bond) elementary go Pre-K – 6th – perhaps making 5th and 6th grades a magnet program to draw from schools a vertical team that are overcrowded at the MS and ES level.
- Build ES on smaller site but taller building build vertically.
- Build the ES in 2222 and 360 (Jester/ City Park area for example, where land is more available).
- Rezone "bubbles" area such as area 133C that is zoned to Murchison vertical to Anderson vertical.



- Evaluate architecture of schools in densely populated areas.
- We recommend that the poor facility space is looked at as the number one reason for providing additions/renovations to campuses. It becomes a safety issue when the campus is overcrowded due to student population.
- Transfer, boundary issue concern.
- Move training staff and materials from Lucy Read to an underutilized campus and use Lucy Read as a full time ES for this planning area.
- Make the 2004 ES actually a 5th and 6th grade school
- Add a swim center/natatorium for all AISD students.
 (5)
- Replace portables with permanent classroom space in current schools where space is available.
- Sprinkler systems. (2)
- Additional restrooms in various parts of the building
- Please consider revisiting the transfer policies. At least let funding follow the child.
- Build additions at current ES and other schools
- Build a new elementary.
- Address priorities #1 and #2.
- Can we put a school on the JJ Pickle land?
- Revisit transfer policy.
- Redraw some boundaries but no busing.
- Safety. (2)
- Kids coming up and already crowded.
- Need district-wide extracurricular facilities.
- Need new classrooms, cafeteria, etc. at Murchison.

- Need dance facilities at Anderson.
- Need sports facilities tired of driving to suburbs to another facility and pay them money. Gas, transportation costs.
- Shift the 8th grade from MS to the area HS.
- Pillow ES is in dire need of more permanent classrooms. Originally built for 350, we now have over 650 students. Last year, classes were held on our stage (in cafeteria) all year long.
- Neighbors are angry with us because we have no parking.
- Additions are needed at all schools with projected numbers >105% core – we can't just plan for current enrollment.
- Consider repurposing existing buildings.
- If you do build new ES, construct them to include 6th grade students (or, as an optional 6th grade magnet) to also alleviate MS overcrowding.
- Examine transfer policy and school boundaries when developing master plan.
- Consider safety concerns presented by overcapacity (fire code, noise hazards, cafeteria limitations, size of shared program spaces – gym).
- All new schools need to have overcrowding addressed. Portables need to be replaced with permanent spaces where projections show continued growth.
- Murchison new building, expanded cafeteria and fine arts facilities.



- New elementary school to support Walnut Creek attendance area.
- Vocational magnet school at Lanier.
- More vocational schools across the district.
- Due to an increase in student population, the core facility at Hill School is no longer sufficient to support our programs. During school-wide events, students' safety concerns exist because we violate fire code due to limited capacity in the cafeteria and gym area. Therefore, I advocate for reconfiguration of the gym and cafeteria space to include cafeteria and kitchen. I also advocate for an addition of a separate free-standing gym.
- Find existing buildings for new elementary or middle schools multistory.
- Build smaller schools vs. 1 large elementary.
- Have different "shifts" (8-3 or 2-7) or split days of week or months.
- Build up second story to existing buildings. (2)
- Consider travel time when zoning kids.
- Vertical teams for schools.
- Take multi-strategy approach to optimize the solution. Question assumptions on building schools with 700 student capacities and build many smaller schools where needed. Where need is greatest and no room available then build new additional facilities.
- Rezone to solve problem.
- Look at Prek-4, 5-6, 7-9, 10-12 or other grade grouping.

- Realign attendance zones.
- Bathrooms accessible from fields during school hours.
- Reduce the number of transfer options so that schools can serve students within attendance boundaries.
- If impervious cover is a concern consider adding levels to buildings.
- Commercial usage space.
- Make sure 2004 bond money goes to the North Central area.
- Murchison has very limited space currently and cannot accommodate students in band hall or gym.
 Additionally science labs are in need of updating and renovation to meet current safety codes.
- Hill School is overcrowded and cannot add more portables, cafeteria does not meet code.
- Anderson gym cannot accommodate all students due to overcrowding.
- Include traffic and parking constraints in the plan.
 Many elementary and middle schools have no additional parking for parents, making attendance at school events overwhelming to the surrounding neighborhoods.
- IMO, our area (6) would benefit most from one new elementary school near or on the west side of 360 that would alleviate capacity issues at Hill and Doss.
 If 1100 is the target number for a MS population, a new MS must be built in Area 6 to alleviate current overcrowding and future population growth, especially if the new ES would feed into Murchison.



 Consider utilization impact by establishing tighter restrictions on the 19% attendance outside home (transfers) school area. How would this help balance lower utilization across the district? Cash must follow the transfer students to the school they attend.

Group Comments

- Hill, Doss get rid of portables, build up, address overcrowding in gyms and cafeterias.
- Murchison get rid of portables, build a building with 24 classrooms with bathrooms and update science classroom. Provide space for fine arts, new gym and cafeteria.
- Anderson new gym, new locker rooms, increase number of showers, new wrestling. New athletic fields with rest rooms on fields.
- Core facilities.
- Boundaries.
- Evaluate transfer policy.
- Single-sex schools should be equitable with other schools.
- It seems the data provided is wholly inaccurate; more permanent structures needed.
- Core facilities ES, MS and HS levels are all grossly inadequate.
- Providing science labs at ES and MS levels.
- Address priorities 1, 2 and 3.
- Murchison desperately needs additional classroom space to eliminate portables.

- Anderson desperately needs a competition gym that accommodates 2000+ students and cafeteria to fit all students, dance studio and fields to meet ed specs.
- If portables are used provide walkways.
- Lesson learned: purchase land when it is available.
- All of Pillow should go to Burnet-Lanier-may help overcrowding and Murchison.
- Strongly support option 4 per specific needs in individual surveys.
- Murchison expansion to support vertical team and include 133C.
- Emphasis on elementary expansion.
- Re-evaluate enrollment statistics appears low for some schools.
- Address inadequate classroom space per standards.
- Look including grade 6 in elementary schools consider 6th grade facility.
- Address Anderson athletic inadequacies per ed specs.
- Support pure vertical teams.
- Consider building smaller schools (less than 700).
- Consider repurposing existing buildings.
- Consider different scheduling options split shifts/split days.
- Attendance boundaries; support pure neighborhood vertical teams. Consider travel distance when assigning kids to schools at each school level.
- Redistribute funds for 2004 bonds.
- Multi-use space in elementary schools.



- Traffic and parking.
- Grouping grade levels (5th/6h grade school)
- Consider schools that have no more space for portables.
- Vertical second story.
- Swim center only district in the state without a pool.
- More magnet programs.
- New middle school.
- More permanent space; no portables
- District-wide swim facilities.
- Anderson new cafeteria, larger gym/locker rooms, dance facility, wrestling space, additional practice fields, restrooms for fields.
- Pillow permanent classrooms, additional parking.
- Doss remove portables.
- Murchison additional cafeteria, remove portables, fine arts space.
- 2004 bond build new school. 24 million dollars for additions to increase capacity particularly in smaller schools and high utilized schools (Western schools) second story additions.
- If bond money is approved for a new school and a site cannot be found, group strongly recommends considering reallocating money for additions in areas money was originally intended (i.e. a new gym at Anderson High).
- Have a time limit voted on for execution of bond as passed. We recommend two years.
- Murchison needs more permanent space or fewer students.

- Transfer policies need to be revisited. At a minimum the cash funding needs to follow the students.
- The schools in Northwest Austin need more core space. Portables are not acceptable, cafeterias and gyms are not large enough.
- We need to invest in our athletic and extracurricular facilities at the middle and high schools in Northwest Austin. Pools, lights at fields, etc.
- Build a new middle school.
- Create options that include building a new ES and do additions to the existing schools.
- Build a new gym at Anderson High school.
- Build up core facilities and common areas such as cafeterias, bathroom and gyms to address safety and overcrowding issues.
- At Hill ES and Doss ES, get rid of portables and address overcrowding in gyms and cafeterias.
- At Murchison MS, get rid of portables and build a building with 24 classrooms with restrooms. Also, update the science classrooms.
- At Anderson, build a new gym, new locker rooms (increase number of showers) new wrestling room, new athletic and restrooms on fields.
- Northwest schools are in desperate need of more core facility space due to student overcrowding.
- Due to an increase in student population, the core facilities at Hill School are no longer sufficient to support our programs. During the school day, student safety concerns exist because we violate fire codes due to over-occupancy during lunch and school



day programming, inadequate egress flow and aging equipment. In addition, the current kitchen facility is inadequately serving the growing number of students. Therefore, we advocate for the reconfiguration of the gym and cafeteria space to include larger, code-compliant spaces. We also advocate for the addition of a new gym that meets the current educational specifications for a school serving our ever-growing numbers.

- We recommend that AISD examine the transfer policy and school boundaries when developing campus master plans.
- We understand that we need a new building and expanded cafeteria and Fine Arts areas for Murchison MS and a new elementary school to address overcrowding in the Lanier attendance area (Walnut Creek).
- Anderson HS is in desperate need of a new gym, locker rooms, wresting/mat room, Restrooms located on the fields, a new athletic field. (We have only one field and the current educational specifications state that we should have two soccer fields, one football field, and one multipurpose field.) An addition should be constructed on the cafeteria to accommodate 2100+ students. Track resurfacing should also be done at Anderson HS.
- Murchison MS needs more classrooms.

Web Comments

- A new middle school built around the Will Davis Elementary area. A new high school in that same area would be nice. Keep to neighborhood schools. No more transfer students. You should go to school where you live.
- A new middle school closer to Summit and Davis.
- A single-sex education option would be a very good idea.
- Absolutely need to prioritize taking care of older facilities, in desperate need of updating. Murchison Middle School is a "gem" within the Austin ISD and it is being slowly choked off for lack of investment in facilities. Old portables, lack of space to support a burgeoning Fine Arts program (no practice rooms, no performance auditorium, really loud >90 decibel classrooms.) Please consider renovating Murchison to eliminate portables and replace with new Science/Math wing as well as a Fine Arts Facility.
- Additions to Doss which is already extremely above capacity. Major additions to Murchison which is extremely above capacity. Increase size of cafeteria or build a second. Quit busing from outside the area into Murchison to relieve overcrowding. Intensify search to build a new elementary school in the area.
- AISD needs to place a priority on neighborhood schools and recognize the research that shows schools within strong and supportive neighborhoods perform higher.



- Anderson High School is in dire need of more gym, locker room, and cafeteria space; athletic fields; and restroom space. But, the greatest need at this time is a Dance Facility. Every high school is required by the state Education Specifications to have a Dance Facility. Anderson does not have one and our dancers, 200+ strong this year, have to use the small gym for practice. They share the space with the Men's and Women's Basketball and Volleyball teams, PE, Wrestling, Testing when we need large areas to test AP and IB students in May – you name it, they go into the gym to share the space. Currently, there are mirrors in the small gym and an instruction tower for dance instruction which puts athletes in considerable danger when they are running after basketballs and volleyballs during game and practice situations. We have had two concussions among the wrestlers as they have to occupy a space which is much too small. My son who plays basketball says it is both "awkward and dangerous" to practice basketball in 1/2 of the small gym with the dancers in the other half. We advocate for the immediate relief provided by the construction of the Dance Facility and the long-term needs of our growing student body for more gym space, locker rooms, cafeteria space, athletic fields, and restrooms accessible to the outside fields.
- Anderson HS is in desperate need for bigger and better athletic facilities: Wrestling room, Dance Room, larger gym, air conditioning in the boys'

- locker room, expanded weight room. Overcrowding and less than adequate facilities contribute to major safety issues for our student athletes. We have many successful programs despite the subpar facilities we have.
- Anderson HS is in desperate need of new gymnasium, dance, and locker room facilities. They have the worst athletic facilities of any high school in the district.
- Basically, Doss and Murchison are great schools with a strong neighborhood support - and this is what makes them so special. However, they are growing at amazing rates. This neighborhood that was seeing mainly an older population is home to much younger families now. Each year there are larger incoming class sizes and neither campus has ways to compensate for that. Doss is at 135% capacity and yet we have no space for more portables. We need the space for our children - not a new school. Just give us a second floor and more teachers and Doss can continue to be an amazing school with excellent performance. Murchison is in a similar situation - built for the smaller neighborhood in the 60's, it can no longer contain the flow of students. Lunch is chaotic with only those children electing to bring a lunch having enough time to eat given the long lines in the cafeteria. More space is needed, but 1/4 of the current utilized space is portables. And there is no more room for portables even if that is the direction in which we are going. Do I want new



boundaries drawn, new schools? No. Strong neighborhood support leads to strong neighborhood schools which results in successful AISD grads. Let's supply these areas with teachers to keep class sizes appropriate and space.

- Build 2 elementary schools; make sure all levels have appropriate bathrooms for use by students who use wheelchairs.
- Build a new building on existing Murchison property that would house 20 or more classrooms. NOT an extension but a building, in place of the very expensive to maintain portable buildings. Enlarge the Murchison cafeteria. It is already a safety hazard at lunchtime because such large numbers of students eat in there at one time, 400+ students. Redo the Science classrooms that do not meet safety code of the HAZMAT recommendations passed in 2006. We need an auditorium/fine arts facility.
- Build a new middle school to feed into Anderson High. It's ridiculous to have only one huge middle school as a feeder into Anderson.
- Build additions to Doss and Murchison.
- Build permanent additions on campuses that have had portables for many years, and where it is estimated (based on how long portable buildings have existed) that the student population will remain at comparable levels.
- Build the two elementary schools for the planning area; long-term planning indicates a steadily increasing student population through 2025. In

- addition, the existing middle schools are bursting at the seams so at least one new middle school is needed and school boundaries adjusted to balance the growth in Planning Area 6 with surrounding planning areas to move towards capacity goals.
- Build two new elementary schools to address elementary overcrowding. Replace portables at Murchison with permanent structures to accommodate both classroom and fine arts program. Murchison has a stellar band program but they are absolutely bursting at the seams.
- Build two new schools and make a more strict transfer policy.
- Change transfer program to prevent students out of area from attending Murchison. Increase / improve programming at Lanier and Burnet MS so more students will stay in those areas. This might help the overcrowding at Murchison; thus, no need for expensive building. However, if the transfers can't stop because of minority issues then build, build, build.
- Consider building a sixth grade campus or a 9th grade campus in addition to another elementary school AND complete additions on buildings on which allow for additions.
- Consider moving PK out to separate facility to help ease issues. Don't focus all resources on the schools that look like they have the worst capacity challenges-we are all challenged and need equitable consideration and treatment.



- Consider using under-enrolled campuses as Pre-K centers in order to move Pre-K classes off of campuses that are already overcrowded with their K-12 enrollment *Do not overlook successful campuses simply because they are successful and assume they do not need help. These campuses need support too and are desperately crowded. However one of the reasons they are successful is because of the strong neighborhood and vertical team support they receive. Breaking this up with realignment would be disastrous and could impede their success in the future. *Consider revising District transfer policy * Use funding from 2004 Bond for new school for additions needed at campuses to support the students that are currently enrolled, keeping the Vertical team and neighborhood boundaries intact
- Davis ES, Murchison MS and Anderson HS are all out growing their current buildings; please consider building more buildings to accommodate current and future student demands.
- Do whatever is needed to limit the class sizes and provide opportunities and money for kids that are not struggling but are poised to excel. Also, any time portables have been in existence for longer than 10 or so years, they should be replaced by permanent structures. Especially at middle and high schools, where kids need to change between classes, portables are not safe. Murchison needs to get rid of its portables. Education is important. I would be willing to pay higher taxes in order to provide quality

- education to our kids rather than constantly cutting teachers and programs.
- Doss and Murchison are overcrowded. They either need to be expanded or additional schools need to be built. One option would be to have Doss Elementary go PK through 4th and then have 5th and 6th at a new school and then 7th and 8th and Murchison.
- Doss and Murchison are seriously overcrowded and projected to become more so. Doss is landlocked and cannot add more portables. Doss needs a second story or a new wing. Murchison is so overcrowded that there is not enough space for students to eat lunch.
- Doss and Murchison are too crowded, have many portables (Doss is land-locked), and need new buildings to accommodate current and projected numbers of students.
- Doss is growing by at least a class size if not more each year. To put a number on it, that's roughly 40 students a year. Doss is at 135% capacity. Doss is "landlocked," – land use laws dictate that we have absolutely no more room for another portable building. Doss needs a new building or a full secondfloor add-on or we will have children without classroom space. (6)
- Even though schools are exemplary or blue ribbon does not mean they do not need continuous improvement and potential expansion to meet their future needs and to keep them on top. It is not a



coincidence that some of the best schools are also overcrowded. As a parent of students at both Doss and Murchison it is painfully apparent that expansion and improvement of those campuses is needed. Not simply adding more 'portables', but real, safe, energy efficient buildings should be built to replace the obsolete portable building at both campuses. The portables are cramped, noisy, not energy efficient, they lack built-in technology infrastructure, and are UGLY. It does a disservice to the students, to the faculty and to the tax-paying, donating and volunteering parents to teach students in such substandard facilities. Learning that the Murchison portables are over twenty years old made me laugh. The ever increasing maintenance and utility costs for those buildings must, when capitalized, provide more than ample justification for new facilities. It is also unfortunate that brand new schools come with brand new technology and code compliance, while the older schools get further and further behind. AISD, as the school district in the city that is home to the state capital and the largest university, should have a master facilities plan. It is almost embarrassing that it really does not.

- Finish Anderson commitment to solve the small gym situation for the Dance and Belles drill team.
- Focus on renovating and expanding the inadequate facilities of AISD. The facilities at most of our schools are embarrassing in comparison to schools outside of our area. Creating new boundaries will only create

- more problems, not solve any. Most people live in the area that they live in so that their kids can go to the schools in that area.
- Get the schools additional buildings or the facilities they need. Kids want to stay at the school they are in.
- Given the rate of enrollment at the surrounding elementary schools, Murchison is not ready to handle the influx of students headed their way of the next few years. I am hopeful that the committee with focus their efforts on Murchison.
- Have the amount of transferred students been taken into account? I'm not sure it would make that huge of a difference. Can anything be done about people using an address that is not really theirs?
- I am concerned the more I hear about the conditions at Murchison. Our family moved from the Lake Travis School District because of the academic reputation that Doss and Murchison have. It is staggering to hear that Doss is at 135% capacity. I would like to see Doss have a full second floor add on. The incoming classes for the next several years will be an increase of about 40 new students per year. My girls will be some of the students that will enter Doss with a large class. As Doss class sizes are increasing each year, this poses a huge problem for Murchison as well. Currently, they are over populated with the current enrollment of 1283 students. With a school that was designed for 800, this creates an environment where students have to



maneuver through ridiculous long lunch lines, only to have 5 minutes to eat their lunch. This is not the kind of "healthy" eating environment that I care to introduce my children to. Murchison also needs a new building. I strongly request that AISD maintain the only true vertical team that it has in the district and not draw boundaries to subdivide our student's vertical path. The community we have supports the schools and this is what helps make these two schools exemplary.

- I do not think you provided sufficient explanation of the options to allow them to be reasonably considered.
- I have a 1st grader at Summit and her class is over twice the size that my 7th grader at Murchison's class was in 5th grade. How are all those kids going to fit inside Murchison in 5 years? 35 in classroom right now is too many -- are we going to expand to 70 in a classroom -- hold class outside?
- I have gone to countless Strategic Planning meetings, Community meetings; have been an outspoken member of the Anderson Vertical Team and member of ACPTA. For years, we have pleaded our overcrowding/building renovation & addition case to anyone from AISD who will listen. Notes are taken and then I don't know where they go. It is not right to be penalized because on paper, our test scores look good. Our students do not have the appropriate learning space or support. We have a computer lab at Doss and the PTA has to pay for a

technician/technology upgrades to keep things up and running. We have overcrowding issues with no available classrooms for which to expand. At Murchison Middle School, they have the same issues as do some of the other elementary schools that feed into it. The band program is so large they have to practice in hallways, store rooms or where ever space can be found. There are not enough Science Labs for all the students. The portables have been there at least 25 years. Given all of the accomplishments both schools have made and continue to make, isn't anyone downtown interested in finding out what these faculties and students could do if they did have the appropriate amount of space and support? We need a Fine Arts/Science wing at Murchison. The portables need to be removed and replaced with permanent classrooms. Doss needs to have more classroom space as well. The number of students enrolled in our grea is not going down. Please make a genuine effort to address these problems.

 I strongly support the following points: Murchison needs a new building. AISD needs to prioritize and maintain the only true vertical team it has in its district by not letting new boundaries be drawn to subdivide split our students' vertical path. AISD needs to place a priority on neighborhood schools and recognize the research that shows schools within strong and supportive neighborhoods perform higher.



- I support adding on to current schools, because they'll already have a cafeteria, gym, and other support services that should handle the increased population. The number of portables on the middle school campuses is shocking and knowing that core classes are being instructed in them means all the students have a class in a portable. At Murchison getting to and from the main building in rainy weather means you are soaked. I noticed the same distance from portable to main building at Burnet MS as well. Middle schools seem to be the "step-child" of the district. I support attention to these facilities at this time.
- I support building additions at existing middle schools and high school level only. Be prepared for incoming from elementary.
- I think combining options 1 and 2 makes the most sense. Build a new ES and then make additions to other schools to increase capacity. It makes the most sense to add an ES along the I-35 border of the planning map. This would help relieve the overcrowd Eliminate portables at elementary and middle school levels. When you build the facilities keep in mind alternative uses for the space if enrollment were to drop off.
- I would like to see both a new elementary school built so that the elementary schools in the area stay a manageable size for young children, and I would like to see the elementary schools that already exist, get additions if needed. There are too many

- portables being used at Doss for example and we were recently told that there is no more room for additional portables. Having so many children learning in portables is terrible. The portables are farther away from the heart of the school, the classrooms cannot work together and the environment in the portables is less healthy and safe.
- I'm a strong proponent of taking what's working well and making it even better. In addition to the IB programs offered at Murchison and Anderson, we have been extremely supportive of the Fine Arts Programs at both schools. They each have dedicated staff, especially in the band programs, of which our children have been a part. The new band hall recently built at AHS due to a bond package was well deserved and is already being used wisely. I'd like for the district to consider dedicating a new, larger space for a performing arts center at Murchison MS. They already have a strong band and growing orchestra and choir programs. With the push for all sixth graders to take a fine arts class, plus the fact that over 1200 students attend Murchison, I believe this is an option that needs to be considered.
- Improve performance as the few lower-performing schools and then limit the number of transfers to the more crowded campuses.
- Increase size of cafeteria at Murchison MS.
- Instead of band-aid solutions, we need to plan for the years ahead. Northwest Hills is a neighborhood that is growing by leaps and bounds as homes



belonging to older home owners are seeing a surge of younger families with children enter the area. My children are currently in portables at Doss that are so crammed with desks it makes it difficult to move around.

- It is time for Murchison to have renovations! They were on the emergency bond and put off. The lunch room was built in 1967 for 800 students. There are 1283 students enrolled now, with larger classes coming. One fourth of the class rooms are portables that are not supposed to hold the 25-35 students per class that they do. Murchison has the land there to make the additions. It's a fabulous school with lots of parent and community involvement, and I don't see that changing in the future. Put the money into the schools that are working but just need more space and updated technology.
- It is vital to be sure that all campuses have equitable core facilities: cafeteria, gym, etc.
- It would seem that if you allowed Pillow to go to Anderson and build a new elementary school to support Anderson that might work.
- Keep in mind that while the elementary schools are currently overflowing, in a few years it will be the middle schools and high schools.
- Leave high schools alone and concentrate on expanding elementary schools beyond the 40 class room limit. Any school that has had portables for more than 10 years should have permanent classrooms built to replace the extended-stay

- portables. The portables are a poor excuse for classrooms.
- Limit transfers into Murchison MS and Anderson HS to alleviate overcrowding. Students at Anderson do not have desks or books for some classes because transfers in have over enrolled the school.
- Make use of underutilized facilities, e.g., Lucy Read.
- Many repairs are needed at older schools such as Murchison MS.
- More athletic fields, restrooms accessible from athletic fields, dance & wrestling facility, additional cafeteria space for Anderson HS.
- Move the Vietnamese Program from Summitt ES to a campus with a smaller population.
- Murchison; the focus needs to be on renovations and additions for existing schools. They are getting old and outdated, space constraints are getting ridiculous. 8th grade science classroom does not have enough seats to have all students at a table, algebra classes have 30+ students in a portable that should be no more than .75 of that number. The roof leaks, there is poor lighting (especially in portables), insufficient space in Fine Arts. We have state recognized wind ensemble students who cannot find a practice room in the morning, and NO auditorium in which to perform. Reference other districts like ISD Vandergrift HS/MS campus with amazing sports facilities, field houses, fine arts centers, science labs OR Lake Travis HS/MS campus with same state of the art facilities. Also line item in this plan needs to



- address maintenance of facilities (existing and new plans). Woefully underfunded.
- Murchison and Anderson have enough land on which to build. Get rid of the portables at Murchison and build enough buildings to accommodate everyone. Also, Murchison needs a new band hall or expansion of the one they have. Anderson needs a dance facility, gyms to be safer for the kids, etc.
- Murchison is extremely overcrowded. My daughter's band classes are held in a hallway; she won't buy lunch in the cafeteria because of the long lines; her classrooms in the portables are so far from her classes in the other end of campus that she is often late to class; her morning bus is regularly late because new stops were added to the route; we are committed to the vertical team with current grade schools through high school.
- Murchison Middle School greatly needs additional space. Hill Elementary greatly needs cosmetic updates and physical upgrades.
- Murchison Middle School is in dire need of additional permanent space. Summitt ES alone has 850 students this year, the bulk of who are in the lower grades. In the next few years, the population at Murchison is going to increase at a pace that will make the overcrowding unsustainable.
- Murchison Middle School is overcrowded and needs a new building. 20 of the classrooms are in portable buildings. This is 1/4 of the total classrooms for the school. All performance events are held in the gym

- and the bleachers do not hold all the spectators and are uncomfortable; we could use a PAC at Murchison. Murchison has about 400 students in the band but they do not have enough space for all the band classes. My children never buy lunch at school because of the long lines in the cafeterias.
- Murchison Middle School needs a wing for the 6th grade. There are well over 400 6th graders in portables. Also, Anderson High school needs facility for their dance program. It is one of the largest in the district with no facility to practice in during inclement weather or space for their uniforms, etc.
- Murchison Middle School needs better facilities. The building is not acceptable. The band hall and supporting classrooms are too small for the number of children.
- Murchison MS desperately needs larger music facilities. The large numbers of band kids currently have to use other teachers' classrooms for classes. And these classrooms were not designed for the number of kids wielding instruments or the decibel levels created during practice. It is a health and safety issue as well as an overcrowding issue. Anderson HS is ridiculously overcrowded. The kids can barely move in the hallways during passing periods. The huge influx of students there really demands expansion of the facilities.
- Murchison MS is overcrowded. Too many crowded portables. Murchison needs an entire building as well as an enlarged cafeteria for the 1200 students. My



- child doesn't dare buy lunch or she doesn't have time to eat. Murchison MS needs a dance studio large enough to hold a growing dance program and more performance space for theater, band and dance. The gym and inadequate cafeteria are not performance spaces. Anderson needs more gym space and a dance studio and rehearsal space. They share with all athletics but have one of the best and most committed dance teams in the district. Their needs compromise what other athletics are able to do as well! Anderson, Murchison and the feeder elementary schools comprise a true vertical team. Please preserve this. It should be a model for all areas. The dance, band, athletics and academic teams attend, support and work together. My children (I have 4) knew the band and athletics directors and staff at Anderson when they were at Murchison, because the team was so involved in every process and link between groups. It builds strength in the community and staff.
- Murchison MS needs expanded cafeteria and fine arts areas (a new building/addition). A new elementary to address Walnut Creek ES overcrowding. Anderson needs a new gym and locker room, another athletic field and an expanded cafeteria, there is also an immediate need for expanded (or new) dance facilities. Doss ES is landlocked and has no more capacity for portable buildings.

- Murchison needs a new building. The lunchroom is too small to serve all the 1200 students, my child brings her lunch every day because it is impossible to wait in line, it takes the whole lunch period. There are too many portables and they are too crowded. Murchison will become even more crowded, we need to manage this issue by eliminating transfers, adding more physical space to campus to ease overcrowding, and any other strategies to reduce the overcrowded conditions. However, I support maintaining boundaries that allow the neighborhood based atmosphere to be maintained as a top priority.
- Murchison needs to replace portables with an addition. Band/Orchestra need more room.
- Murchison was built in 1967 and was designed to hold 800 students. Murchison's enrollment is now 1283. The cafeteria, original with the school built in 1967 to hold 800 students, was designed to feed a fraction of the students it now serves in its three lunch periods. Students wait in such terribly long lines that some don't get but 5 minutes to complete their meals. Some 6th grade students are so worried about lunch lines they won't eat from the cafeteria. The lunch lines are so long, they run down both sides of the cafeteria in front of all doors blocking and preventing any safe entering or exiting. Murchison campus has 11 portables 20 classrooms and one portable bathroom facilities building which means 1/4 of the total classrooms in the building are now held



in portables. Murchison portables are no larger than the ones at Doss, but they are holding 27 - 35 students at a time in each class period. This incoming sixth grade class is the last regular-sized class Murchison will see. The current numbers and projected numbers from all of the elementary schools that feed into Murchison show that all four schools are experiencing tremendous growth and the overcrowding issues at Murchison are going to exponentially worsen. Murchison needs a new building. AISD needs to prioritize and maintain the only true vertical team it has in its district by not letting new boundaries be drawn to subdivide split our students' vertical path and AISD needs to place a priority on neighborhood schools and recognize the research that shows schools within strong and supportive neighborhoods perform higher. (6)

• My children attend Doss Elem., Murchison MS and Anderson HS - with our neighborhood population growing, it is imperative that you address the outdated buildings and the excessive portables at both Doss and Murchison MS. The feeder schools of Murchison MMS are getting larger everyday - we have portable classrooms that have 30-35 children in them - that is an extreme safety hazard as well as a barrier to effective learning. Our staff is wonderful. We have been doing wonderful things with what we have, however; it is unfair for this board to continuously throw attention and funds to low performing schools, while ignoring our neighborhood. You must ask voters for a bond and construct an addition to Murchison Middle school - not only for classrooms, but our cafeteria is beyond capacity. I am sure that it is a safety/health hazard as well, over 400 students, in each grade; eat in a cafeteria that was constructed over 30 years ago. If you do not address this issue, we will lose students to private schools and put our students at risk. I am not sure where you could build at Doss, but we are at the max for our portables - Our NW Hills neighborhood MUST get some attention! And all of this means that those students are headed to Anderson High School. I am aware that Anderson just received new buildings, but we must look toward the future.

My daughter is a freshman at Anderson, and currently in dance guard, and hoping to be in the Trojan Belles Dance Team in the future. Anderson desperately needs a dance gym to accommodate the 200 plus dancers that use it, a new large gym, locker rooms, wrestling/mat room, restrooms accessible to the fields, new athletic field (we only have one and ed specs say we should have two soccer, one football, and one all purpose field, we are three under). We need a cafeteria addition to support 2100+ students. Above and beyond just Area 6, the district needs a pool for the swimming and diving programs. The air-conditioning system is also old, where both the heater and the air conditioning has to be on so that the a/c will be colder in the summer.



- My suggestion would be to build an additional elementary school and construct additions to those elementary schools/middle schools that are 130% or more overcapacity. The current options do not seem to address the overcrowding issue enough. In addition, for the schools that I am familiar with, the 5 year projections do not seem accurate based on the past 5 years of growth, so it does not seem like the current proposed options will be enough to help with overcrowding.
- New cafeteria for Murchison MS.
- New elementary school needed near RR 2222 and Jester.
- Not a recommendation, but a question regarding possible change in transfer policy for Middle Schools: would this also affect diversity transfers? I think a lot of students benefit from this, would like to see our school population continue to reflect a more diverse student body. Would like to see addition/increase in space for Fine Arts at Murchison Middle School.
- Option #1 is already supposed to be happening, so why is it listed as an option? Buy the land and build the new elementary school, the delays in picking the site are ridiculous. Why does NW and SW keep getting larger and larger schools while the rest of the district has pockets of incredibly small schools? Where is the equity in this? Re-visit transfer policies, make Lanier attractive to the students; offer them something they are interested in.

- Overcrowding at Murchison Middle School seriously needs to be addressed. All the elementary schools that feed into there are overcrowded. Expanding elementary schools without addressing the school they feed into would be unwise. From what I have heard, Murchison has room to expand on the property. Some portables have up to 37 students. Decibel levels in cafeteria can actually lead to hearing damage. In addition I believe keeping the Lanier HS students from migrating to Murchison by enhancing the programs at Burnett MS/Lanier HS would be money well spent.
- Planning: Murchison needs a Fine Arts/Science wing and the aging portables should be removed and replaced with permanent classrooms. Doss needs more classroom space.
- Please build additions to Anderson High School to make it meet minimum requirements and exceed them.
- Please consider closing Lamar, consolidating middle schools on the eastern side of the district and increasing the size of Murchison to increase capacity for students on the west side of the district".
- Please restrict/stop transfers into already overcrowded elementary, middle, and high schools.
 Prioritize finding sites for two new elementary schools within the area. Consider using existing empty facilities, but modify buildings to suit the needs of elementary students/staff. Consider integrating Lucy Read as a possible full elementary school within this



planning area to ease overcrowding from the other elementary schools. Another possibility would be to take sixth graders from Murchison & Burnet middle schools to create a "sixth grade center" at the Lucy Read site (which was done in the 1970's). This would ease overcrowding greatly at both middle schools.

- Priority should be given to relieving overcrowding at elementary schools and reducing portables in middle schools.
- Put on the November ballot the request to reallocate
 the approved 2004 bond money for the Elementary
 School towards additions and expansion on already
 existing sites. On a new bond measure add the same
 provision- if after a two-year period a site cannot be
 found the money is going to be used to build
 additions on existing sites.
- Rather than spending money on new facilities, move the Vietnamese culture program to a school that has space for it. Building new additions seems like a waste of money at a time of budgetary crisis.
- Realignment of attendance boundaries needs to wait until the new schools are built. To realign them twice would be crazy. Build the 2004 bond school plus two more. Can't find land? Ask the state, the city, UT, and anyone else you can think of from local realtors to the general public. Wouldn't it be crazy if someone up and decided to give AISD a 10 acre chunk of land right where we need it?
- Reassess transfer policies regarding majority/ minority and diversity transfers. Although schools are closed

- to all transfers, these transfers are granted further crowding the already bursting schools. Schools in Area 6 that are over 100% capacity should be closed to all transfers until changes are made.
- Reconfigure the attendance zones so that western area residents (N of 360/2222 interchange) have access to closer schools - i.e., less than 10 miles away from residences. Highland Park Elementary is too far and Lamar Middle School is even farther - can't really be considered "neighborhood" schools for me.
- Reduce portables in Murchison MS; add a new building and big cafeteria.
- Request rezoning of 133C from McCallum vertical to Anderson vertical.
- Seems like it's easier and more cost effective to make additions at existing schools, rather than having to buy land and build brand new. Also, keeps kids where they're already accustomed. Just adding a building for more classrooms at Murchison would end the need for so many portable buildings.
- Since the district has been unable to secure a site for an additional elementary school in the six years since the bond was passed, it seems like we should proceed with making additions to the existing schools so they will be able to serve the students better. In addition, since Doss is a land locked school, a good option would be to make a second floor addition. An additional building also needs to be constructed at Murchison MS in order to accommodate the large classes that are projected



to attend in the next 5-6 years. Having a fourth of the student population in portable buildings and using a portable restroom facility seems inadequate and inappropriate.

- Strongly support constructing additions for Doss and Murchison. Both schools are excellent schools, and well over capacity. A lot of older folks are moving out of the area served by these schools and families with school-aged children are moving in. It's urgent to support the good schools within AISD as well as the others, please help these schools retain their excellent status.
- Summitt Elementary really needs a new permanent wing; the school has the acreage to support this addition. The projected numbers for the school are incorrect when current enrollment is 850 students but only 550 were projected for this year and several years in the future!
- Thank you for the band hall and science wing at Anderson H.S. So many needs, so few dollars. Thank you for spending them well. Let's see what the community says is next for the area.
- The area west of 360 and north of 2222 (Jester) badly needs its own elementary school. The commute is very far for those kids.
- The district needs to reconsider the transfer policy. It doesn't make sense to have half of our schools overcrowded, partially due to transfers from other schools, which end up underutilized. Liberal transfers within the AISD do not contribute to a strong

community within the schools, which has been shown to produce stronger learning environments and buy in from students, parents, and teachers. It is completely unreasonable to have class sizes as high as 35 students in most classes in some schools while having half that number in classes in another school within the same district. One of my children attends Murchison, and he is taking a high-school class Pre-AP Algebra, in a portable classroom with 34 other students. I am angered that he is forced to overcome truly inadequate classroom space in order to learn. These portable classrooms are not designed to hold 36 adult-sized people. My daughter was in a class of 22 students in a portable at Doss and her classroom was crowded, and they were 2nd graders. In addition to the overcrowded portables at Murchison, the science classrooms there are also extremely overcrowded. At back-to-school night, there wasn't even room for all the parents who attended, and his teacher said there weren't "real" seats for all the kids in the class. Again, there are 35 kids in his accelerated pre-AP science class. I am furious that he is learning in this environment, when there are kids in much smaller classes at underutilized schools. - I am a product of AISD as is my husband. We chose to live in Austin proper, rather than move to the suburbs, but we are questioning our decision. When our oldest son entered high school, we started traveling to the suburbs for extracurricular events in baseball, football, and band. We chose to live in the



central city to avoid transportation costs and wasting gas. Much to my surprise, we travel now out to the suburbs and pay money to use their facilities, because we don't have sufficient facilities inside AISD. In addition, we pay exorbitant transportation costs to kids from all around the district to come to our schools by choice. These transfer policies are not fair - people are allowed to move because of the color of their skin. My brother, who is low SES, doesn't have this luxury for his children because he is white. So his kids are doomed to rot in low-performing schools. All because they are white. This is really unfair and should be illegal! - Since we know that all the feeder schools in the Anderson vertical team are beyond capacity and continue to grow, it seems silly to send all these kids to Murchison along with all the kids who choose to come via our transfer policy. Murchison is supposedly frozen to transfers, yet we have 230 diversity transfers. My family chose years ago to move, to the cheapest house we could find that put our kids into the Anderson vertical team. We go without many luxuries and other items such as continuing to live with our 20 year old sofa and stained carpet so we can afford to stay in this district. We made these choices with some difficulty, but we take responsibility for our children's education and know that the district will not allow us to transfer into the Anderson vertical team if we live outside that area. I do not support magnet schools and the district's open transfer policy because I believe it

takes the best students from neighborhood schools, leaving those neighborhood schools with lesscommitted students and families, and making it tougher for them to succeed. I believe students of all abilities should be taught at their neighborhood schools. If AISD does not improve on secondary school extra-curricular facilities, the district will continue to lose students who want to compete at the highest level to other, better-equipped suburban or private schools. This is a drain of quality students. -When the children at a school can't have time to eat lunch because the facilities can't handle the number of students, there is a problem. Either send some of back to the students their under-utilized neighborhood schools, or do something to improve the facilities at the now over-crowded school. Underutilized schools should be combined with other underutilized schools. Extra overhead to maintain schools that are too small doesn't make sense. When the swim teams can't practice diving off a starting block because the city pools are too shallow, it makes it very difficult to compete effectively. If attendance zones need to be changed within the Anderson vertical team, it should be an entire elementary school moved to another vertical team. This will allow the vertical team to remain consistent from elementary through high school. Community is the most important thing to the Anderson vertical team, and could be that way for other vertical teams, too.



- The elementaries need help--I know Doss is way over capacity. But so is Murchison. Murchison MS has 10 portable buildings (which represent 20 classrooms) that were meant to be temporary 20 years ago. The main building is outdated--many classrooms have only two or three electrical outlets (yet are expected to run extensive technology) and water stains on ceiling tiles due to perpetually leaky roof. The elementaries are not the only schools with high needs to relieve overcrowding and outdated facilities.
- The issue with option 2 (construct additions) is that Doss Elementary is already at 132% capacity and is land-locked. The only way to go is up. There is no additional room for portables or available land in the area. Murchison faces similar challenges. There is more land, but the school is overcrowded and was not built to support the current population. The two options appear to be to build up (not desirable) or start taking some of the existing land, which will reduce the green space in the area.
- The needs of existing schools need to be addressed, particularly in the areas of core facilities (cafeteria, gym, and kitchen). Our populations are increasing we start lunch at 10:30 now, through 1:30. Since the cafeteria also serves as P.E. space, it is very difficult to schedule classes.
- The portables are not great for students. They've experienced mice dropping from ceilings and subpar environments. The portables at Doss have also

- encroached onto the running track which impacted an important part of my son's day. He really missed the opportunity to just run, and we know that impacts the kids' opportunities for learning, too. Plus, it's a waste of space. I'd like to see a 2-story building added on to Doss and Murchison so we don't use up any more valuable land. Now that he's at Murchison, we're seeing additional problems. Most of his classes are again in portables, but he's also in band, playing in a small room potentially damaging his ears. No adult would tolerate this type of working environment, but we're putting our kids into it. And the cafeteria is too crowded. My son spends his entire break standing in line for food. In both cases, I would support constructing additions. And if Murchison is over-flowing now, imagine in the next few years. This 6th-grade class is the smallest one we'll see for awhile. Both Doss and Murchison have been great schools. I don't believe that splitting them up is the solution. I think adding new space to the existing schools is the best solution.
- The Schools in Planning Area #6 are in dire need of expansion and new building to handle the increase in enrollment. Anderson High School has many problems that present a safety hazard for the students enrolled in Anderson. Please consider expanding Anderson for the needed gym space, locker rooms and shower areas and space for the coaches. I propose that the current gym be



removed and expanded to bring it up to the District levels.

- There are no buildings, at all, west of US183 and 360. Yet, it appears, visually, that 20% of the land area is located in this section of Area 6. An elementary school and middle school in this area would relieve Davis, Summit, Hill, and Murchison of their overcrowding and copious portables. Given how long many of those portables have been there, a more appropriate name would be permanent. The disparity between the populations Hill and Murchison were meant to serve and what they have served for the last two decades is a farce and clear indicator that overcrowding in this area has been ignored for far too long.
- There could be a hybrid option that is a combination of (1) and (2) Construction of a new elementary school, most likely in the area close to Rt 35 (i.e., in the grouping of Cook, Walnut Creek, Woodridge, Barrington). According to the attendance map and school size statistics, this appears to be where a growing concentration of ES students lives. Given the size of the current schools there (e.g., 1000+ for Barrington, Cook, McBee, Woodridge), growing these schools further would make them extremely large for an ES. Creation of a new ES in the area will relieve overcrowding of schools in the area, thereby potentially not requiring an expansion for these schools proposed under option 2. Additions to be built at other schools that are overcrowded, in order

to bring down the permanent utilization; these would include the remaining ES schools that need expansion (Hill, Doss, Pillow, Wooten) as well as Murchison MS. Given that only four ES and one MS will require the additions should drastically reduce the cost of option 2 -- The cost of this option would be the base \$59M for other priorities, \$24M for the new ES, along with the TBD of option 2 (but the TBD drops, as only 5 schools are considered). Finally, if another ES were to be built, the most logical location would be in the Jester area (west side of 360, between Rt 2222 and 183); there is a considerable number of ES students there, who now are presumably bused to either Hill, Doss, or Davis; note, if a new ES is built in Jester then there may potentially be enough relief at Hill and/or Doss to remove them from requiring expansion.

- There's nothing wrong with portable buildings. They
 actually allow for teachers to work more closely
 together. My children enjoyed being in a portable,
 out away from the rest of the crowd. Do what can
 be done without raising taxes.
- We are overcrowded with students. Also, the money needs to follow the student. Our neighborhood schools are filled with children (who transfer) out of their school to ours. We need a 6th grade building for Murchison, the portables need to go. The cafeterias at Hill and Murchison are tiny, they were not built to hold this many students. It's not fair that we live in the neighborhood, pay a ton of taxes, but



- our schools are overcrowded and too small. Please stop neglecting our neighborhood schools. Let's be closed to transfers.
- We as a family are very concerned about over-crowding at Doss and Murchison. Doss is extremely crowded as the neighborhood has become "younger". There are already portables used and from what we understand, no more are possible. Each year the school is adding many kids so the situation is not going to get better. We are in great need. Murchison is in the same situation. The school was not constructed for so many kids. There are already many portables that are extremely tight (holding too many kids). The cafeteria is unsuitable. chaos. Again, this situation will only worsen as we continue to grow.
- We need to bring utilization down to very near 100%.
 Teachers and students really seem to like the portable buildings, though they can be difficult during rainy weather. With covered walkways, they are efficient ways to add classroom space.
- We should invest in the campuses we have rather than continue to neglect them and build new campuses.
- While a new elementary school would ease overcrowding at that level, it would not alleviate the crowding at Murchison. I feel strongly that we need an addition built at Murchison that would be large enough to accommodate the current and expected enrollment.

- Why can't we combine Options 1 and 2 by building one new elementary school and also constructing additions to help alleviate the overutilization on all campuses? Both options are good, but neither seems to bring the % down below 100%.
- Would like to know the background of Pillow ES feeding into Burnet MS and Anderson HS. Should it not feed into Lanier HS instead? Considering current utilization rate less than 100%, is there another elementary that could feed into Burnet MS to alleviate crowding at Murchison MS? Where would the one new elementary school be built and where would it feed into MS and HS? Prefer (at least) one new ES be built and construction at both MS to accommodate future enrollment.
- You must consider the present and the future in determining how to address the myriad facilities issues in AISD. Schools that are trying to jam 25 to 35 students into a portable classroom are not creating an environment conducive to learning, not to mention the safety issues. At Murchison, the kids are not little 3rd graders, most are already 5' or over in height and weigh between 100 and 200 pounds. Some portables have 30 students and if a portable caught on fire, there is no way that the students could exit quickly without trampling one another and climbing over desks just to try and exit safely. If we must have portables, then AISD must limit those classrooms to no more than 20 25 students at the middle school level.



District-Wide Questions

Question #5 - Do you think that AISD needs to realign current attendance boundaries?

5. Do you think that AISD needs to realign current attendance boundaries?											
Individual Group Web											
	%	% Count		Count	%	Count					
Yes	54%	65	41%	7	26%	85					
No	26%	31	24%	4	40%	131					
Don't Know	21%	25	35%	6	34%	109					

Question #6 - What is your level of support for the addition of a gender-specific male school?

6. What is your level of support for the addition of a gender-specific male school?											
Individual Group Web											
	%	Count	%	Count	%	Count					
Strongly Support	14%	17	0%	0	13%	40					
Support	28%	34	57%	8	20%	63					
Do not Support	58%	70	43%	6	67%	208					



Question #7 - Do you feel that AISD needs to increase and enhance the availability and quality of athletic programs and facilities throughout the District?

7. Do you feel that AISD needs to increase and enhance the availability and quality of athletic programs and facilities throughout the District?

	Individual		Gro	oup	Web	
	%	Count	%	Count	%	Count
Yes	65%	77	75%	12	43%	135
No	22%	26	19%	3	34%	107
Don't Know	13%	16	6%	1	24%	75

Question #8 - If a school is to be closed or reused in AISD, please rank the following criteria that could be used to determine which schools are candidates for this action. Rank in order of importance with 1 being most important and 5 being the least important.

8. If a school is to be closed or reused in AISD, please rank the following criteria that could be used to determine which schools are candidates for this action. Rank in order of importance with 1 being most important and 5 being the least important.

To divide a		1		2		3		4	1	5
Individual	%	Count								
A. Facility Condition Index (cost of repairs/cost of replacement)	37%	40	23%	25	21%	22	14%	15	5%	5
B. State accountability status (failure to meet state performance targets)	17%	18	13%	14	15%	16	19%	20	36%	39
C. Utilization of the school (District goal is a permanent capacity between 85% and 105% at all schools)	36%	38	29%	31	21%	23	7%	8	7%	7
D. School size (number of students enrolled)	9%	10	24%	26	21%	23	27%	29	18%	19
E. Potential for reuse of the school for other purposes	1%	1	10%	11	21%	23	33%	35	35%	37





Group		1		2		3	4	4	<u>.</u>	5
Group	%	Count	%	Count	%	Count	%	Count	%	Count
A. Facility Condition Index (cost of repairs/cost of replacement)	31%	4	54%	7	8%	1	8%	1	0%	0
B. State accountability status (failure to meet state performance targets)	15%	2	8%	1	8%	1	15%	2	54%	7
C. Utilization of the school (District goal is a permanent capacity between 85% and 105% at all schools)	46%	6	31%	4	23%	3	0%	0	0%	0
D. School size (number of students enrolled)	8%	1	0%	0	46%	6	38%	5	8%	1
E. Potential for reuse of the school for other purposes	0%	0	8%	1	15%	2	38%	5	38%	5

Web		1		2		3		4		5	
vveb	%	Count									
A. Facility Condition Index (cost of repairs/cost of replacement)	28%	90	25%	75	17%	48	20%	46	8%	19	
B. State accountability status (failure to meet state performance targets)	25%	81	13%	39	19%	55	13%	30	30%	74	
C. Utilization of the school (District goal is a permanent capacity between 85% and 105% at all schools)	22%	71	27%	80	23%	68	16%	38	9%	21	
D. School size (number of students enrolled)	18%	58	20%	60	20%	59	24%	57	17%	42	
E. Potential for reuse of the school for other purposes	8%	25	14%	41	21%	60	27%	63	36%	87	



Question #9 - If AISD were to close a school facility, what should be done with the unoccupied facility?

9. If AISD were to close a school facility, what should be done with the unoccupied facility?

Individual	Strongly	Support	Sup	port	Do not Support	
marvicuai	%	Count	%	Count	%	Count
A. Renovate for a different type of educational space	43%	50	50%	58	8%	9
B. Reconfigure for use as an administrative or District support space	13%	15	49%	56	38%	44
C. Sell or lease the property	46%	55	29%	35	24%	29
D. Raze/Demolish	9%	10	36%	41	55%	62
E. Use in partnership for community use or higher education	30%	35	53%	63	17%	20

Croup	Strongly	Support	Sup	port	Do not Support		
Group	%	Count	%	Count	%	Count	
A. Renovate for a different type of educational space	33%	5	67%	10	0%	0	
B. Reconfigure for use as an administrative or District support space	7%	1	47%	7	47%	7	
C. Sell or lease the property	44%	7	25%	4	31%	5	
D. Raze/Demolish	7%	1	36%	5	57%	8	
E. Use in partnership for community use or higher education	25%	4	63%	10	13%	2	



Web	Strongly	Support	Sup	port	Do not Support		
vveb	%	Count	%	Count	%	Count	
A. Renovate for a different type of educational space	54%	158	36%	106	10%	29	
B. Reconfigure for use as an administrative or District support space	14%	41	52%	149	34%	98	
C. Sell or lease the property	25%	64	48%	124	28%	72	
D. Raze/Demolish	6%	17	33%	93	61%	169	
E. Use in partnership for community use or higher education	36%	103	50%	144	14%	41	

Question #10 - What other academic or facility issues should be considered while developing the AISD Facility Master Plan?

Individual Comments

- Magnet programs (i.e. those at Kealing, Fulmore, LBJ, etc.) should be used to draw students to underutilized facilities.
- I understand the goal of AISD is to get rid of the portables eventually, but I am concerned that "eventually" could be another 25 years as that is how long the 20 portables have been at Murchison. Building a new elementary school does not fix any of the problems with the middle schools. Obviously, as the elementary schools grow so will the need for more space down the road in middle schools.
- The overall plan needs to consider the future growth needs at the middle and high school level. With so many elementary schools overcrowded, it seems as though a new middle school is necessary. In addition, Murchison needs to be brought up to standard for its current enrollment and address the influx of students projected over the next 10 years.
- I understand the AISD goal is to get rid of portables, however, if funding can't be found for adding additions to schools, portables continue to age and degrade. Murchison has portables that are 20 years old, that don't have bathrooms



- in them. Do we continue to let this happen while we wait for additions? Replace old portables with new portable buildings if we need to.
- When considering the cost of repairing facilities, concerns such as mold, rodent infestation, and climate control should be given due importance. Another important consideration that should contribute to the calculation of the FCI should be the cost of bringing existing facilities up to current standards for implementation of technology within each classroom.
- The Liberal arts and science academy (magnet high school) needs its own building.
- Whatever happened to the community schools program? If we provided more for the whole community, I think the landowners in Austin would be more supportive of a property tax increase. Voters would also be more likely to support a bond.
- Current facilities need a master plan to maintain
- Maintenance items need to be scheduled (i.e. paint) based on industry standards for school buildings.
- Safety.
- Use 2004 bond that was for new elementary school for building new additions.
- No busing.
- Transport/traffic for students; safer to travel less miles (worth giving up some efficiencies).
- Environmental / waste recycling.

- Examine the transfer policy and school boundary issues.
- NW Austin schools are in desperate need of more core facility space due to student overcrowding; inadequate classroom space according to TEA standards, Hill campus house maximum number of portables allowed, campus has reached maximum impervious cover guidelines.
- Update aging facilities.
- Add on to schools that are overcrowded.
- Moving the LASA magnet school to its own location or combine the population of Reagan/ES/LBJ and allow LASA to fill one of the locations.
- Reevaluate the teacher's classroom space –
 (high school level) does a teacher who has an
 off period that their classroom could be used by
 many teachers. A redefinition of teaching space.
- I believe the number one way for AISD to save money is to sell their property on 6th street and relocated to a more functional and extremely cost saving location. (2)
- Growth; Doss elementary is growing by 40 kids every year.
- Size constraints for additional portables; impervious cover. Only way to add space is to add class size (I'm at 31 kids now) or to take away gym/library.



- Overcrowding at Murchison kids have 5 minutes to eat because cafeteria can't handle our kids from a single grade.
- Age of existing facilities.
- Building standards / codes adhered to (i.e. what are necessary vs. "nice to have" amenities)
- Proximity to school (distance).
- Safety of road to/from school. (2)
- Commute time. (2)
- I would be willing to trade larger middle and high schools to get smaller elementary schools. Although 2,500 + high schools seems too large.
- Build more and smaller elementary schools so children can more safely walk to school.
- "Local" to where people live and work to promote parent involvement / support.
- Fire safety codes; number of students permitted in the cafeteria, number of students permitted in portables. We are way over at Murchison. Sense of urgency.
- Sports; need sun protection on track/fields, need evening lighting on tracks – safety.
- Arts/music good size.
- Updating older buildings (i.e. computer labs/fine arts facilities, additional classrooms).
- Science appropriate space / equipment rooms
- What is the goal of square foot per student?
 Chicago has 20 sq. ft. per student.
- At Davis Elementary our mission is to develop global citizens that are both socially

knowledgeable and technologically savvy. As we move into the next ten years, we intend to teach our children about more innovative ways of communicating and networking globally. We want to provide a better-rounded educational experience at the elementary level to support students through their futures with AISD and our vertical team. To provide this education, we feel that we have three immediate need to address:

- o Additional Flex Space: We seek a large, flexible use space that can accommodate a minimum of eight additional multi-purpose classrooms to replace the 3 portables on our campus. This space could be used to provide an environment where teachers can combine classrooms for varied lessons. It also could be used as additional Fine Arts classrooms. We see two options for this:
 - Add and reallocate square footage: Take the space that is our cafeteria and create classrooms that are connected to one another (a door to each room, from the room next to it) and leave the stage currently in the cafeteria as a performance area. This area is adjacent to our current music and art classrooms. This would require a relocation of the cafeteria, which



- could be built in the area currently occupied by portables.
- Go up. Adding a second story gives us the option of building on a foundation that already exists to add the space we need for current need and projected growth.
- a single drop off and pick up area at our school, and very little parking. As it is we spill into two surrounding church parking lots, and at a cost. What is necessary is the following:
 - A second and separate drop off and pick up area: There is some space west of our main building that could accommodate this. This would help to ease some of the traffic and congestion that spills out onto Duval Road.
 - Additional Parking: There are a couple of ways we could use existing space to create some additional parking and allow us to maintain good relationships with our neighbors. One idea is to take some space at the edge of the playground, bordering Bull Run.
 - Relocate the Front Office Space:
 This allows the ability to better

monitor the foot traffic in and out of school, thereby adding an extra safety element. In existing classroom space, we could elongate the office to provide more visibility in the front entrance of the school, and use the existing office space to fill in those classrooms that would be affected by such change.

- Add a "doorbell" for safety: By adding this safety precaution we can ensure that we are aware, at all times, of who is entering the school.
- Science and Technology: At Davis we pride ourselves on our ability to share technology with our kids. We feel this is an integral piece in reaching our goal of better global citizenship. The ways we feel we can build on this are:
 - A dedicated Science Lab Classroom: So that we can ensure that we have the safest and best environment to teach in hands on manner.
 - Promethean Boards: Interactive whiteboards are designed to capture the imagination of all types of learners. This advanced class



- room equipment exposes students to cutting edge technology in a manner that is consistent with our current aims and future goals.
- Maintain and advance technology currently in place: We think it is necessary to maintain a full time IT person on campus to assist with daily needs with students, and problems that arise in our system.
- Possible Draft Option 4: Expand existing facilities Anderson High School was designed for 1500-1600 students and currently has over 2100 students and is growing. There are many health and safety issues related to inadequate (undersized and aging) core and athletic facilities. The school is in desperate need of a new gym and appropriately sized locker rooms with air-conditioning (none now!) (Current staph infection issues), a dance facility (so dance and athletics and testing and special ed kids aren't sharing the same space at the same time). A cafeteria large enough to serve the current student body (so there aren't 3 lunch periods and kids eating lunch at 1:30-2:00 due to lack of space - negatively affecting academic performance. A wrestling mat room so we have no more concussions of wrestlers running into weights/walls due to practicing in the weight room. District wide swim/diving facility. Anderson

- only has practice facility (needs 4) and no restrooms to service outside/practice fields/baseball field, tennis courts, etc.
- Doss Elementary Doss is 135% over capacity; growing by about 40 kids, every year in recent years; no more room for portables confirmed by City of Austin. Only way to increase excess capacity is adding to class sizes and taking away existing space? Will the library and new gym be converted to class rooms?
- Murchison Middle School their problems are equal to Doss but deteriorating more rapidly due to increased flow from Doss; 800 capacity but now at 1283 enrolled = 160% capacity; kids have 5 minutes to eat because cafeteria cannot handle all of the kids from a single grade; they have 20 portables ranging in age from 10-30 years. Some have no bathrooms so there is a "portable" bathroom. Portables hold 27-35 students, safety issue due to challenge evacuating that many from a class.
- Parking.
- Traffic.
- Equal/comparable to all schools.
- Possible purchasing existing office building for elementary or MS as done in Cedar Park
- Think about buying existing buildings or build up, not out.
- We need another Delco type center. With a pool and gyms need on the Northwest side.



- Hill build a 2nd story on commons and get rid of portables. Inadequate classroom space according to TSA standards. Campus has reached maximum impervious cover guidelines. We need designated music or art rooms that meet current ed specs (portables being used).
- Anderson yearly maintenance of aging facilities.
 Maximize energy efficiencies. Look at usage load equity to other HS. More cafeteria space, new gym.
- Ask for a new bond issue to reduce overcrowding below 100%.
- Increase gym space at Anderson to relieve overcrowding safety is a big problem.
- Covered walkways to portables, if portables are used.
- What is best for the students? Schools seem to get bigger and bigger. Maybe the district should look more at having smaller schools. It should also look at taking 6th graders out of the MS. Studies/research show it is best for 6th graders to be separated from 7th and 8th graders.
- Aging facilities and yearly maintenance.
- Maximize energy efficiency.
- Usage load.
- New large gym for Anderson.
- Addition to Anderson cafeteria.
- New locker rooms for Anderson.
- New athletic field for Anderson. (2)
- Additional rooms at Murchison.

- Dance studio for the 300 dancers at Anderson
- Expanded cafeterias.
- Better bathroom facilities for portables (not adequate).
- Smaller class sizes. (3)
- More computer facilities.
- More music/language class options.
- Improved school safety standards (fire safety, tornado, floods, etc.).
- Kids in Murchison cannot travel between classes during lightening storm.
- Lunch facilities are inadequate.
- Consider transfer students and how it affects capacity.
- Can administration budget be reduced and title funds be maximized be changing boundaries and transfer policy.
- Aging of facilities/cost for yearly maintenance
- Usage load.
- Maximizing energy efficiency.
- Anderson desperately needs renovations and additions to address our increased student enrollment (new gym, new all purpose sports field, locker room improvements, and dance studio, cafeteria). (2)
- Prioritize locality, i.e. how close population is to school. Neighborhood schools do better.
- Develop revenue stream from community after hour use of facilities, i.e.; rent gym space to youth leagues.



- Safety of students in current overcrowded or temporary buildings.
- I haven't heard much discussion of building up vs. building out.
- Land is rare and expensive. Profitable businesses have been doing this for a long time.
- Split this district up. It's too big to ever be efficient.
- Follow current statistics that show neighborhood based schools are more successful. Do not continue with choice-based programs and initiatives.
- Do not consider single grade campuses
- Consider current frightening safety concerns at Murchison due to overcrowding and know the liability the district is facing.
- Get rid of portables.
- New cafeteria at Murchison.
- Recognize Doss is land locked for portables and the only option is new permanent building.
- Proximity to school distance from school. (2)
- Safety both distance and danger of community for example, 2222 is a very dangerous route it requires crossing 620, as well as MoPAC.
- Commute time those in 133C area are easily 35
 50 minutes each way.
- Parent involvement barriers; distance and commute times impact parents' ability to participate in child's campus related activities. Additionally our families do not live, work or play

- in the communities within McCallum vertical. (133C area).
- Cutting costs is important but a long term solution for increased or diverting of funds needs to be established (combine under performing in AISD)
- Replace portables with all new single story bldg
- Build new (perm) building at both MS.
- Computer labs/classrooms are desperately lacking in all levels hurt particularly in the middle and high school. This needs to be high priority.
- Overcrowding.
- Smaller campuses.
- Currently, my main concerns are the schools currently at capacity. This situation is pressing. It is not fair to students, educators or the neighbors living around the school. The quality of life for all those involved is diminished.
- Current personal safety concerns are a big issue right now at the schools that are over crowed and parking 35 8th graders in ½ of a portable are of a grave concern. Murchison recently had to evacuate because of a gas leak during back to school night and parent got a real life experience of what it would take time wise to get out of a portable.
- Instructional time lost due to weather with schools that are in portables like Murchison is an issue.
 These kids need and deserve to be housed in a building.



- Health safety crowded classrooms/crowded cafeteria decibel levels.
- Use of efficiency with energy. The numerous educational courses, including band, sports, including dance, all need adequate space.
 Overcrowding in halls, common areas is not only uncomfortable, but can present unsafe conditions.
- Enrollment of students in the respective programs
- Science labs and computer labs elementary and middle.
- Fine arts center MS and HS.
- Doss is at 123% capacity.
- How long does it take to build a new school?
 2004 bond for new school is still sitting in AISD and a site has not even been identified. How long would it take to build a second school in this area?
- Student and instructor safety should be primary.
 Of course it goes without saying that we want to provide an environment that fosters the highest level of learning.
- We need to curb all the magnet and special interest schools. Everything should be available to all kids in the place when they live with kids from their own neighborhoods. If schools are so good in another area, then the folks should move so they can attend. Or they should stay where they are and focus on making education better in their home schools.

- Need for class size reduction: Murchison MS has a ratio of 1:15 but in reality most classes have 25-35 students per class. Class size of incoming classes needs to be taken into account.
- Principles of urban schools. Our neighborhoods are becoming denser. Let's look at multiple uses for school additions, flexible community space, and consider building vertically for schools that don't have horizontal space.
- Consider best education approaches like smaller learning communities – 6th grade campus, 9th grade campus.
- Where in the area is growth occurring?
- Optimizing boundaries so that geographically close and current neighborhood are better location. Keeping students and parents close to their school (both in miles and in commute time) will raise utilization efficiency by lower transfers, reallocating / rebalancing students.
- Consider breakout of current AISD into smaller, more manageable districts
- Building up seems like the most logical solution wherever possible. Doss and Murchison are cohesive communities despite overcrowding and I would have to see the community split into other schools.
- Priority should be given to primarily the teachers, administrators and facilities that are needed to reach the goal of successfully teaching every



- single student enrolled in AISD priority should begin with underachieving students and schools.
- Portables are not safe environments for kids
- Building must be built to allow students access to restrooms and to allow students space for lunch and classes.
- Updated science facilities, classrooms and cafeteria at Murchison.
- Updated locker rooms, slower facilities, cafeteria at Anderson.
- Increased permanent classroom space at Doss ES
- Revisit transfer policy including diversity choice to lower enrollment at the schools they are transferring to. In addition it will strengthen the schools they would have attended.
- Lanier has very high dropout rate. Re-attract transfers out, increase academic performance, will be over capacity.
- Evening school to increase utilization. Double use of seats without crowding.
- Do realignment; Barrington and Walnut Creek students get shuffled in and out of vertical programs.
- Lack impervious cover.
- Inability to add more portables.
- "City Park" land restraint that prevents us from using land for additions and portables.
- If adding classrooms (via additions or portables), core facilities must be enhanced to support the growth.

- Inadequate classroom space according to TEA standards.
- Anderson needs help; needs new large gym smaller than any other school in AISD. Safety issues are a concern. Losing athletes to other schools. (2)
- Anderson has one field, should have four.
- Things to consider maintenance cost and energy deficiency of older facilities.
- Traffic issues.
- Neighborhood issues.
- Parkina.
- Just the site overall.
- The calculation methods for permanent capacity do not reflect the actual usage of the facility. For example, if you remove the 11 portables at Murchison where would the 6th grade physically sit – and only be at 1,137 overcapacity
- Go visit the schools and see the reality vs. the calculated statistics.
- Question of teacher/student ratios seems off as well.
- Create pure vertical teams that are accountable from one school to the next. Best for kids.
- Don't create anymore special programs or magnets; make each neighborhood school stellar academically. If you have to have a boys program, make classes in each neighborhood school boys only.



- Don't believe your capacity and population numbers are correct.
- We need to look forward create the best science curriculum and facilities to make AISD a showcase.
- Doss and Murchison are adjoining campuses; why not build a standalone MS in that same footprint. In other words, like the city of Austin plan, increase the density.
- If a second school so close to Murchison won't work, then at least add new common space (cafeteria/gym) plus a building for one whole grade level (all 8th grades).
- The facility plan should have simple but aggressive goals; eliminate all portables, projected utilization rate of 90 percent after all work completed.
- Aging/rundown facilities.
- Look at green options.
- Maximize energy efficiency.
- Facilities usage it is equitable across schools.
- Anderson new athletic facilities, fields, cafeteria
- Thinking forward long term plans are issues should be focusing primarily on overcrowding; secondly, providing appropriate technology support at every grade level. Also safety upgrades.
- Personally, in the vein of being a progressive district, I would like for us to think about green

- options making our improvements more energy efficient using solar, wind, etc.
- Proximity in distance and commute time from schools to homes. Area 133C has to drive 30 -40 minutes the MS and HS, which really burdens the students.
- Road safety from home to school.
- Capacity of MS and HS as ES are added.
- Classroom space sizes on campuses.
- Impervious coverage guidelines.
- Number of maximum portables allowed on campuses.
- Core facility space on campuses.
- Don't close any school.
- Shouldn't build new school.
- Build more building (classes) at old school if more students enroll in that school.
- Square footage of individual classrooms/ educational new spaces.
- Looking at teacher/student ratios is fine, but do the students actually fit in the room?
- AISD needs a swim center.
- More computer labs as needed.
- Create modern, technology-equipped classrooms.
- Add sprinkler systems inside the schools so that the fire inspector will allow up to 50% of the walls to have flammable materials. Without a sprinkler system the maximum is 20%.
- Create smaller learning communities.



- Create more schools like the Ann Richards School for YWL (physical plant and academic approach).
- Hill needs more cafeteria and gym space.
- Transfer policies need to be re-evaluated cash needs to follow the child.
- Art, PE, language classes need to be permanent at all ES.
- A swimming facility for all AISD. (3)
- Balance long term and immediate needs.
- There are so many immediate needs in this area.
 These must be addressed now and cannot wait for 10 years. Overcrowding is the dominate problem. Help us now.
- Please consider an aquatic facility with this new plan in mind. To make a facility of this kind most efficient, it needs to be used many hours a day. If swim lessons were available to students that cannot afford them, this will serve the purpose of keeping the facility busy and address an important safety issue. I'd purpose a partnership with local community advocates (Paul Carrozza of Run-Techs is on board) and larger entities, such as the USA swimming foundation and Austin parks and rec.
- Consider ability to add a floor on a building; go vertical instead of a larger footprint.
- Consider repurposing that exist.
- Rezoning AISD area 133C from McCallum vertical to the Anderson vertical. As a result of growth

patterns since zoning established, area 133C is now an isolated "island" in the district. Safety – our children and buses have to travel on 2222, a very dangerous road. Rezoning Anderson vertical avoids dangers of this route. Excessive commute time our kids spend 35 to 50 minutes each way to school. Rezoning will decrease travel time. Barrier student/parent involvement – again we do not live, work, or play where our kids are going to school. Minimal impact/favorable growth demographics; the projected change will increase utilization at Murchison by < 1%, 54 total students K-12.

- I sure hope we are giving equal priority to academic facility spending as we are to athletics. Parents will happily pay dollars for their kids to participate in private sports programs.
- Inadequate classroom space according to TEA standards. (3)
- Campus houses maximum number of portables allowed. (3)
- Campus has reached limit for impervious cover guidelines. (3)
- Aging facilities and annual maintenance. (3)
- Maximizing energy efficiency. (3)
- Usage of school facilities. (3)
- Build up second story to existing buildings. (2)
- How long before you abandon site search in favor of alternatives?



- Priority should be given to facilities that benefit core classes.
- Build a music and arts facility.
- Addressing technology needs (computers and teachers).
- Addition of foreign languages to elementary.
- "Local" to where people live and work to promote parent involvement.
- Look at providing magnet schools, such as LASA, a stand-alone building
- Consider using buildings for other grade levels than built for.
- Murchison and Doss have too many portables and there is no more room to put students – need more buildings.
- Concerned that the 2004 bond money for new elementary school would not be used for its intended purpose. Could Board of Trustees "undesignated" that money so that it is not used in North Central part of the district?
- Schools need to be equipped with infrastructure that would support technology – computers, etc.
 Murchison does not have enough computers.
- Doss elementary is in desperate need of new facilities. I think the population estimates are too
- Do the bond now, do not delay.
- Swim center.
- Small learning communities

- low. There is no more room for anymore new portables.
- When renovations are made, a plan for funding maintenance costs and further updates and renovations on a recurring basis.
- All schools should have the same level usage of facilities, same requirements for maximizing space use and energy efficiency.
- Do not support moving students far from home.
- Do strongly support collaborative efforts with community – a pool used by senior community, elementary kids, etc.
- Do support a vocational / tech path is we can bring community into it.
- Sufficient funding for proper maintenance needs to be implemented.
- There is a complete failure to address immediate needs at these schools, and Anderson in particular.
- Balance long-term and immediate needs.
- We need to update our Ed Specs to be more in line with our neighborhood school districts. Then realize that not all schools are equal. Give schools things that their programs need.

Group Comments

- Provide technology support/specialist/funding and space and new equipment.
- Impervious cover.

AISD Facility Master Plan

Community Dialogue #2 – Planning Area #6 Results Report



- Sprinkler systems added in schools so that walls can be up to 50% cover in student work.
- Entire group agrees that data provided is sorely misrepresentative.
- Create pure vertical teams so kids aren't split. Splitting is a disservice to kids.
- Support science and technology at every level.
- When considering adding elementary schools don't forget about the impact. This effects middle and high school populations.
- Our TAs counted in student/teacher ratio? That seems inaccurate.
- This school district is too big and we should consider splitting the city up.
- Build up at schools, second floor.
- Live up to obligations from previous bonds
- 2004 and bond election was about getting rid of portables, we need to get rid of the portables.
- No single grade campuses.
- Schools need to have a universal percentage of technology classrooms based on total number of students.
- Demolish Wooten elementary and build a new school.
- Look at transfer policy and how that affects capacity.
- Look for creative school space Highland Mall?
- Consider school uniforms.
- District wide swim facility. (2)

- Rethink magnet and academy philosophy (lessen them).
- How long do you continue to look for sites vs. alternative additions/expansions.
- North and South swim/dive facilities needed.
- Consider distance to schools in assignments.
- Consider commute time when assigning schools.
- Consider vocational/tech programs at each high school.
- Consider road safety in getting children to school.
- Allocate funds for maintenance of any additions.
- Lease property if close schools don't sell.
- Stand alone building for magnet schools (LASA).
- Technology upgrades essential.
- Flexible multi use space.
- Consider using commercial space.
- Address immediate needs on campuses.
- Consider moving 6th grade down to elementary campuses or 8th grade up to high school.
- Considering adding Cambridge program to Lanier as one of their signature programs.
- Limit transfers into Murchison and Anderson.
- Keep the kids in our area going to the schools in our vertical team.
- Track Pillow to Anderson and consider moving more of Burnet into the Anderson vertical team.
- Improve athletic facilities across the district including swimming.
- There is a concern with validity of teacher/student ratio figures published.



- It is critical that Murchison MS gets and addition.
 We do not want to replace 20 year old portables
 with new because we will be stuck with portables
 forever. There is a significant flow of students
 heading there in a few years. Murchison has 11
 double portables. Please approve an addition to
 Murchison. Please approve an addition to Doss.
- We would like a multi level new elementary classroom – we need a new school.
- When calculating FCI the following considerations should be included; health concerns, vermin infestation, decibel levels (in cafeteria and portables), lack of bathrooms.
- 35 students in a portable building isn't safe
- Too many students crowded into one room says "we don't care about them or respect them".
- Consider the transportation costs of transferring students for transfers and athletics.
- Consider the rental costs for extracurricular activities.
- Teachers need their own permanent so they feel respected.
- Find a way to get more community partners and funding sources.
- Transfer policy.
- Wavier of impervious cover at Hill.
- Consideration of capacity in common areas.
- Do the bond now. Do not delay.
- Inadequate space according to TEA standards.

 Murchison MS and Anderson HS campuses house maximum number of potables allowed. These campuses have also reached maximum impervious cover guidelines.

Web Comments

- 6th grade campus; all male/all female; vocational; family education facility --teach all members of the family; administration offices.
- A single campus for all magnet schools.
- Accessibility for students with disabilities of science labs and equipment, including computer labs and software used.
- Address needs for fine arts facilities.
- Adequate space for fine arts must be taken into consideration. It has been proven, repeatedly, that the arts go hand in hand with quality education. Account for band, theatre, art and choir.
- Adequate space for Physical Education class is necessary to think about when deciding if we have adequate facilities. If there are two classes PE teachers on a campus there should be a teaching space for each teacher. Having teachers share the gym results in smaller spaces for each student to move. For example this is asking 50 students to stay in their 5 foot by 5 foot bubble of personal space while they are learning to hop, skip, jump, run, throw, catch, roll, and dribble.
- Age of school; % capacity used (historical and projected); school rating -- need to focus on



successful, aging schools and not allow these to wither away with age and become outdated. Keep technology current, add science facilities, provide Fine Arts upgrades and performance spaces; upgrade athletics facilities adding them into school areas not just at the district level:

- Aging facilities and yearly maintenance b. maximizing energy efficiency c. usage load in other words do all schools have the same level of usage of their facilities? This needs to be factored in. d. Anderson's facility needs dance gym, large gym, locker room, wrestling/mat room, restrooms accessible to the fields, adequate fields (we only have one and should have four), and additional cafeteria space. This use is for current Anderson students, and future Anderson students who are currently in feeder elementary schools.
- Aging facilities and yearly maintenance; maximizing energy efficiency; usage level of facilities. Anderson really needs some improved facilities (gym, cafeteria, athletic fields - there is one main field, and there should be four, locker room space). Murchison really needs improved facilities (fine arts and cafeteria space). Doss elementary is landlocked and has no more capacity for portable buildings.
- AISD is not competitive with surrounding districts, especially EISD, LISD and RRISD which have multiple new/green schools, state of the art classroom and

- lab. AISD needs a swim facility. Swimming is a major sport in Austin, with thousands of kids swimming year round on Club Teams. It would reach many more kids if the district were able to provide a swim facility to practice and hold district swim meets.
- AISD needs to create a better athletic facility near Anderson/McCallum. House Park is old and inadequate. AISD needs a true performing Arts center like Round Rock. The tiny theaters at high schools are disappointing compared to our neighboring ISDs
- AISD needs to place a priority on neighborhood schools and recognize the research that shows schools within strong and supportive neighborhoods perform higher. Doss is growing by at least a class size if not more each year. To put a number on it, that's roughly 40 students a year. Doss is at 135% capacity.
- AISD needs to place a priority on neighborhood schools and recognize the research that shows schools within strong and supportive neighborhoods perform higher.
- AISD needs to place a priority on neighborhood schools and recognize the research that shows schools within strong and supportive neighborhoods perform higher. Although I do not currently have a child at Murchison, I will in the future. It is my understanding that this school is dramatically overcrowded. It is important to address this issue. Overcrowded schools, at any age, are stressful, but



- the added stress during early adolescence seems particularly counter-productive.
- AISD needs to prioritize and maintain the only true vertical team it has in its district by not letting new boundaries be drawn to subdivide split our students' vertical path AISD needs to place a priority on neighborhood schools and recognize the research that shows schools within strong and supportive neighborhoods perform higher.
- AISD needs to prioritize and maintain the only true vertical team it has in its district by not letting new boundaries be drawn to subdivide split our students' vertical path AISD needs to place a priority on neighborhood schools and recognize the research that shows schools within strong and supportive neighborhoods perform higher.
- AISD should look to its neighbors, EISD, LISD, RRISD, which have all surpassed AISD in quality of education & facilities.
- Anderson High School needs a swimming pool.
- At Anderson they need a facility for the dance team, gym classes, etc.
- Athletic facilities such as a sports arena/stadium and a pool should be considered for this district area. As the city grows and traffic congestion becomes more of an issue, having facilities that are closer to the area schools would benefit the students by reducing travel time and risk as well as costs associated with transportation.

- Athletic fields with lights in North and Central Austin that can be used by all athletic programs, not just football.
- Availability/access to after school programs to students. i.e.; bus route, light rail, etc.
- Both Doss and Murchison are in dire need of additions-permanent buildings-no more room for portables. These are amazing, proven neighborhood schools that are majorly exceeded growth expectations and are VERY overcrowded. Bring the facilities we have up to AISD ed specs before you build new schools.
- Build a better gym at Anderson.
- Building and facility (class room, cafeteria, sports facility, rest room).
- Caveat for Q5--Boundary issues should only be address as they are impacted by school closures/consolidations. Boundaries should not have a district-wide domino effect if the consolidations will not affect the student populations is nonconsolidated areas.
- Charter school in the NW Austin area.
- Class size and safety. Are the students and teachers calm and comfortable during class and transitions?
- Core facilities at existing campuses. Number of portables on site. Current ed specs and variances needed for older facilities. Technology upgrades/ additional equipment to stay as current as possible. Additional personnel to facilitate increased workloads.



- Creation of new green schools with student interaction as a means of creating a higher level of education.
- Current boundaries are set and should be maintained so that the school communities are not sub divided. Keep the current true vertical team.
- Developing a gifted and talented program. The brightest kids are getting ignored because they don't need help to pass the TAKS. This just means they are at greater risk of dropping out due to boredom later. And even if they don't, they won't be adequately prepared for top colleges.
- Distribution of magnet and signature programs.
 Students at schools hosting magnet programs should be allowed to take magnet classes, provided that they meet the prerequisites.
- Districts frequently want to "fix" under-performing schools, sinking more money into them. Don't forget that over-crowding is affecting some of the city's best schools! Reward these schools for their hard work and improve their facilities, give them more room, etc.
- Don't have all the money go to underperforming schools. Schools that are performing well should also get support. It is not fair to have parents pay for everything, nor there a risk that the well performing schools "slide down" because they do not get the support that is needed from the district. Many of the well performing schools are having demographic changes with more people on free and reduced

- lunches moving into the area. This should not affect the ability to still support all the kids. The kids are our future so it is very frustrating to constantly see budget cuts in the education area.
- Doss Elementary is growing 40+ students a year and our school is now land locked and unable to support any more portables. Murchison Middle School is under the same growing pressure and desperately needs more classroom and not more portables.
- Doss is landlocked. Land use laws dictate that we have absolutely no more room for another portable building. Doss needs a new building or a full secondfloor add-on or we will have children without classroom space.
- Doss is growing by at least a class size, if not more, each year. To put a number on it, that's roughly 40 students a year. Doss is at 135% capacity and is "landlocked," - land use laws dictate that we have absolutely no more room for another portable building. Doss NEEDS a new building or a full secondfloor add-on or we will have children without classroom space. Doss is growing by at least a class size if not more each year. To put a number on Murchison was built in 1967 and was designed to hold 800 students. Murchison's enrollment is now 1283. The cafeteria, original with the school built in 1967 to hold 800 students, was designed to feed a fraction of the students it now serves in its three lunch periods. Students wait in such terribly long lines that some don't get but 5 minutes to complete their



- meals. Some 6th grade students are so worried about lunch lines they won't eat from the cafeteria. The lunch lines are so long, they run down both sides of the cafeteria in front of all doors blocking. (7)
- Ensure space for the arts not just sports. Make sure all labs have latest equipment. Ensure all schools have same level of staff and facilities so transferring to schools causing overcrowding is reduced. As a parent of a child a Murchison the need to increase room for the arts is immense. Having band practice in the halls or in science lab is unacceptable. You also need to review policy on temporary portable buildings. Murchison's portables have been up for over 20 years with students in them the whole time. With this much use those should be converted to permanent facilities. It doesn't seem that they are going away anytime soon and need to be replaced for the good of the students to a permanent building to the existing facilities.
- Expanding International Baccalaureate from Anderson to other facilities. Focusing on bringing all Arts and sports facilities to a common level for all schools Re-balancing enrollment as much as practical.
- Figure out needs of students and plan facilities to meet the goals of education for AISD. We should be a leader in education with excellent facilities to support teachers and students in the classroom.
- Fine Arts facilities upgrade for campuses with Fine Arts focus, such as Murchison MS with their IB and

Fine Arts Academy. 2. Can we "get rid of" the extremely small city swimming pool adjacent to the Murchison campus? If it could be relocated, this would free up some much needed space on the campus to build additional athletics or fine arts facility. 3. Can we "expand" Murchison campus across one of the streets? For example, there has been a closed gas station at Hart/North Hills Dr? Can we purchase existing building adjacent to the school and renovate instead of building new? 4. Can we PLEASE think of adding natural lighting and "green" light bulbs and reducing the number of light bulbs used in Murchison and other schools?

- Future growth.
- Getting ahead of the curve. It seems like school districts constantly under estimate the growth in student populations. I realize it's tough to project the future, but at the very least, when deciding on a location for a new school, AISD should look at what land is available so that if growth is needed in the future, it could be supported. Demographic studies also likely help in determining where future growth may take place.
- Getting schools closer to homes of those enrolled.
- Have new schools located near dense student population areas thereby enhancing neighborhood support from families & local businesses. Consider building design that can accommodate a potential increase in enrollment; handle/accommodate potential future traffic flow & parking increase



- Health and safety issues as well as overcrowding of certain facilities. Is there a possibility for combined school use of basketball courts and/or fields if a building was closed, maybe it could be athletics and fine arts combined use facility?
- Hill has not had any improvements or additions to its core facility space and our enrollment increases each year. Hill's cafeteria is not adequate for the number of students that are at the school and to expand it would force us to convert our gymnasium into cafeteria space. Due to impervious cover rules we cannot add any more portables to the Hill campus.
- How many transfer students a school accepts.
- Doss Elementary and Murchison Middle School. I grew up in NW Hills. When I attended school at Murchison way back in 1978-1979, it was a junior high 7th and 8th grade only. Young families lived in NW Hills and raised their kids, but the neighborhood was much smaller. Now my friends' parents are selling their houses to another generation of young families and our schools are bursting at the seams. I have a 4th grader this year. My son has already heard stories about how crowded it is at Murchison at lunch, and he won't have enough time to buy his lunch and eat. I am really interested in what plans AISD has in store to help the overcrowding at Murchison that is only going to get worst as the

- neighborhood continues to turn over from older families to younger ones.
- I believe the transfer policy no longer works. I strongly believe in a neighborhood vertical team! There are so many positives to this approach. I believe there should be appropriate facilities for athletics and fine arts-that are appropriate in space and safety for all. We need space in all 3 schools for expanded cafeterias and gyms. We of course need space (especially Murchison Middle School needs a whole new big building of space.) for more classrooms. I think you hurt students when you don't keep them in their neighborhood classrooms. I love the way our schools work together to keep a consistent plan for the kids. I love the way I know kids in high school that I have followed since in kindergarten and I can tell them - should you be doing that - because I have known them all along. I love that when a little boy was being picked on our bus, it was addressed between the parents and stopped because the parents know each other and can call each other and talk. I strongly want our school alignment to stay the same and want our schools themselves improved structurally to fix the capacity problems! As far as closing schools - again I have a problem with this because you are moving children out of their neighborhood schools and I think that can be detrimental.
- I don't think creating new facilities would be as efficient as enhancing existing facilities. There are



already many support and teaching staff which are "shared" amongst campuses. There are already serious equipment availability issues. There are certainly space issues. I think funds would be better spent addressing those types of known issues at existing campuses rather than creating new problems at new campuses without addressing the known, existing issues (save "utilization"). "Utilization" is a very poor metric to determine the issues campuses face, and how to address them.

- I don't think schools should be closed. This is short-sighted. Schools should be built with permanent separate structures (not portables) that can be partially closed when enrollment is down, and reopened when it is up. An example is the separate permanent structure at Murchison Middle School, which theoretically could be closed off if enrollment went down (which does not appear to be happening).
- I feel that AISD needs to prioritize and maintain the only true vertical team (Anderson HS) in its district by not letting new boundaries be drawn to subdivide split our students' vertical path. I hope that AISD will place a priority on neighborhood schools and recognize the research that shows schools within strong and supportive neighborhoods perform higher.
- I have 3 kids that should go to Cook ES but I choose to move them out because of the level of education and safety at the school. I wish that the mix of

- ethnicities were better too. Most parents in my neighborhood don't want their kids going to Burnet or Lanier. The talk about how much gang activity scares us off. If the district would work on improving these school people like me would not want to transfer their child out of there designated school.
- I support the vocational programs, but I would partner with ACC and use their facilities and labs. We need to look at what is already here and working and tap into a partnership with them. As far as district pool, consider partnering with COA and using Northwest pool, YMCA pools, etc. We have too much already in place that isn't overused now, instead of rebuilding, let's use what we have and share resources. Except the Y, the money is coming from the taxpayers. Please use my money wisely. I think we need to look at ways to graduate students earlier and get them into the workforce sooner. Increased partnering with industry and our community college programs could provide opportunities to keep these students interested and produce productive citizen instead of drop-outs. There is no reason a student couldn't be a hairstylist, dental tech, medical tech/aide, apprentice in chef, plumbing, welding, etc. upon trades: graduation. We need to develop more internship programs to give students experience in different fields; try it before they invest time and money into a career. I had the privilege of this when I was a student in AISD (worked at Brackenridge) and it



- strengthened my desire to have a health care profession.
- I think facilities should support smaller classes in core areas (Math, Science, English, Social Studies), and Foreign Languages where class sizes are large and hence interfere with effective learning. Effective class sizes vary by subject and grade. Teachers should provide input as to reasonable maximum class sizes. This goal should extend to classes in core areas regardless of whether they count as "core" or as "elective" in both middle and high schools. I do not support additional facility support for non-core areas; they are already overemphasized.
- If 2 new elementary schools in addition to the 2004 bond elementary gets us down to 97% utilization in elementaries, and we're supposed to go up 7% by 2014, that puts us at roughly 104%. Sounds like we need to start building, ASAP.
- If AISD has vacant space at schools that are closing, they should use that for Administration offices and sell/rent the 6th street space currently used for Administration.
- If schools have "permanent" portables on their land, why couldn't permanent buildings be put in their place? Is it a matter of zoning? Why can't AISD start building up? So many of these schools are single story. Why can't they be expanded to two levels, doubling the space?
- It has to make sense. Can't assume one building should be renovated, so all buildings must be

- renovated. Must look at these things on a case by case basis.
- It is unfair to consider TAKS scores, truancy rates, etc. when determining how to spend facilities maintenance dollars. I have heard AISD personnel, consultants, and elected officials make statements suggesting that schools where the kids are not performing well are the schools that NEED the facilities improvement dollars. That is illogical. If you have 2 human beings and 1 is well-nourished and one is malnourished, you would not give all the food to the malnourished child because you would ultimately cause the body of the well-nourished child to fall apart and die. How well the students are performing on TAKS tests or other sociological metrics should not impact which schools get the dollars. We did away with Robin Hood, which is fine, but we should not have a system of Robin Hood in the reverse. I have also read some of the AISD consultant reports, and find some of the data highly questionable. Who comes up with the maximum population of a school, and is that formula valid in today's world? Have all the schools been measured using the same method? Should they be? Does it make a difference if a school was built in 1967, 1985 or 2005? Some of the reported numbers seem low and others seem high. It concerns me that important decisions on how to spend millions and millions of dollars may be made based on flawed data.



- It is vital to be sure that all campuses have equitable core facilities: cafeteria, gym, etc.
- Just because schools are high-performing does not mean they don't struggle, daily, with over-crowding. The Anderson vertical learning community has been ignored for far too long because they meet the daily challenge of too many students and not enough space and succeed. Please don't overlook the conditions in this vertical learning community any longer.
- Keep in mind most elementary schools are also park space. If an elementary school gets closed (probably rare), it could be used as park space entirely.
- Keeping children in a neighborhood school system that is one track is of paramount importance. If a school is already successful, it seems to me more important to expand that school and enhance it than start a new school or move children to a further away location. Murchison, particularly, is a great school that is burdened with overcrowding and an old cafeteria- improve that, add a building, and continue to build on the culture of success that the school's community has worked so hard to create.
- Lack of fine arts performance and practice spaces at Murchison Middle School. -Undersized (for school population) cafeteria facilities at Murchison Middle School. Undersized "portable" classrooms at Murchison Middle School. Over use of "temporary" lack of space in Anderson.

- Larger band hall for Murchison Middle School.
- Learning environment. Children should not be in portable buildings. Especially those that are old and crowded and originally meant for temporary purposes. This comes with security and health concerns. It might be possible to re-purpose portables for some type of learning environment, but I do not believe they should be used for day-to-day classrooms.
- Lease properties. Doss is growing by at least a class size if not more each year. To put a number on it, that's roughly 40 students a year.
- Lecture/lab areas, i.e.; robotics, green building and energy.
- Let's keep in mind that athletics already gets a large slice of the pie. Athletics are important, but we don't need NFL grade facilities for football, if that comes at the expense of good salaries and facilities for academic and music teachers.
- Location, transportation, economic feasibility (will rent be charged) maybe tie the schools multipurpose rooms in with community colleges or community classes.
- Long-term planning! Doss recently received a new gym which although wonderful, I wonder why we didn't build a 2nd story on top of it as we are landlocked and have room for no additional portables?
- Look at adding other magnet schools especially at the MS. Look at having true neighborhood schools



where kids aren't bused in from other areas. A proactive plan has got to be put into place with realistic numbers. The number shown for Doss for 2014 was exceeded this year. Without realistic numbers, this plan will fall way short of what our district really needs. The number of children will only increase as the elderly in the neighborhood leave the neighborhood and younger families move in. Doss has no more room to expand.

- Look at the schools that are land-locked and cannot add any more portables (Doss Elementary and Murchison). These schools will continue to grow more each year and at this rate cannot handle the number of students that are expected to keep attending.
- Look into principals and how they utilize their facilities, both from a financial standpoint and a resource standpoint; as a financial manager, not a school administrator reviewed how AISD utilizes their resources?
- Look toward the future. Our student populations (Doss/Murchison/Anderson) are just going to increase, due to our high performing schools - you must look toward that increase and make adjustments that will take us years into the future this is a good thing! Parents want to send their kids to those schools. You need to start paying attention to that and not just focusing attention on the low performing schools, please.

- Magnet school and high importance on science and mathematics. Each student should have computer facility.
- Maintaining efficient use of the tax dollar, and maximizing the effect of each dollar. Minimize administration, esp. middle management.
- Making another special needs campus like Rosedale for severe cases.
- Making sure that all schools have a good science lab with equipment. Recruiting good qualified teachers.
- Mold remediation and other environmental concerns need to be addressed since our children spend more than 8 hours inside the buildings. School building health is very important.
- More computer labs.
- More consideration for Spanish Immersion options.
- Most of the schools in AISD are at or beyond the capacity they were built to support. Expansion needs to be done to handle the expected increase in enrollment.
- Murchison campus has 11 portables 20 classrooms and one portable bathroom facilities building – which means ¼ of the total classrooms in the building are now held in portables.
- Murchison campus has 11 portables 20 classrooms and one portable bathroom facilities building – which means ¼ of the total classrooms in the building are now held in portables. Murchison portables are no larger than the ones at Doss, but



they are holding 27 - 35 students at a time in each class period.

- Murchison has outgrown its buildings and has a huge number of portables - a whole new building in place of the portables would offer students a better learning environment. Davis has a large 5th grade class and lower grades are even bigger so the new building(s) would need to take into account the growing student population. The cafeteria and athletic facilities should be updated/enlarged to reflect the growing student body as well.
- Murchison needs a new building. (6)
- Murchison needs permanent classrooms. The portables have been there for years and years.
 Anderson needs a dance studio so the dancers are not endangered when practicing around gym and exercise equipment. Walnut Creek needs air conditioning and restroom updates in the hallway nearest the gym.
- Murchison was built in 1967 and was designed to hold 800 students. Murchison's enrollment is now 1,283. The cafeteria, original with the school built in 1967 to hold 800 students, was designed to feed a fraction of the students it now serves in its three lunch periods. Students wait in such terribly long lines that some don't get but 5 minutes to complete their meals.
- Need for neighborhood schools so that students don't have to travel far to get to school and families

- and neighbors can be involved in their nearby school.
- Neighborhood schools are important. Doss and Murchison need additions.
- New band hall, bigger cafeteria and walkways should be covered so children don't have to walk in bad weather.
- Not increasing property taxes.
- Overcrowding at Doss and Murchison.
- Please address Murchison Middle School issues.
 Ideally, make plans for a new middle school. At least develop plans for real facility expansion beyond band-aid portables.
- Please consider honoring the promise to Anderson
 High School that was made with the last bond
 money to build a permanent home for the dance
 department. There is a dire need for that building on
 the campus for overcrowding as well as safety issues
 not to mention that they were already promised that
 building and then didn't get it.
- Please consider rezoning AISD Area 133C from the McCallum Vertical to the Anderson Vertical. The Anderson schools are much closer in terms of distance and travel time. In addition (1) Safety the current zoning requires children to travel lengthy miles on 2222, a very dangerous route supported by data from the Texas Dept of Transportation; (2) Excessive commute time children spend 35 to 50 minutes each way commuting where the Anderson schools are 25% closer in terms of travel time and



distance; (3) Barrier to Student/Parent Involvement – the above distance and the fact that our families are not connected to the communities within the McCallum Vertical create barriers for children to build relationships and participate in extracurricular activities; (4) Minimal impact – there are currently 54 students in K-12 and expected to increase to only 68 by 2014; (5) Utilization – while Murchison utilization would increase slightly (less than 1%), utilization rates would improve at McCallum (relative to Anderson) and Highland Park relative to Hill. (3)

- Please do not let new boundaries be drawn to subdivide or split Murchison students current vertical path, since the vertical path works very well for Hill/Murchison/Anderson and the other feeder schools. I believe we should give priority to maintaining neighborhood based schools. I believe we should not fix what isn't broken, and the schools within the Hill/Murchison/Anderson teams are high performing. The worse thing we could do is to damage the schools that are working well.
- Please don't use unoccupied facilities for "new" uses we don't need any more administrative overhead expenses. I would support reconfiguring underutilized facilities for administration if the downtown offices were closed (lower cost than downtown offices). We cannot be all things to all people we don't need to be the daycare facility or medical facility or parent educational facility for people. We should be

- here to educate, period. Our tax dollars are already used for Medicaid, food stamps, other welfare.
- Please remember to think about the schools that are performing well and need the space to grow and accommodate the students they have now and will have in the future, like Murchison and Anderson.
- Portables are horrible.
- Preservation and creation of vertical teams in neighborhood schools is critical. Neighborhood schools in strong vertical teams are successful! Doss and Murchison are in critical need of new permanent space for excessive and growing student populations. The space should be added to properly serve the students in these neighborhoods; the students should not be removed from their neighborhood schools and the highly successful vertical team through Murchison and Anderson should not be disrupted.
- Priority focus on getting rid of energy inefficient temporary buildings by replacing these with permanent structures.
- Priority should be given to improving the most overcrowded schools and the schools in poorest condition before spending on elective facilities for performing arts and athletic.
- Program that will increase chances for employment.
- Projected growth rates and current capacity of the building(s) (some examples: Doss is at 135% capacity this year and continues to grow by a class to a class and 1/2 each year. the projected growth that was



provided in an earlier report that was put out that was showing Doss at a decline/no growth does not make sense, Murchison is also growing each year and already has 25% of its classes in portables), 2. Safety of the students (i.e. I have been told that if a fire were to happen during lunch hour that the students at Murchison Middle School would not be able to safely get out of the building and that the current staff at the school will not hold a fire drill during lunchtime because of this issue). The cafeteria needs to be expanded to accommodate the number of students at the school. 3. Ability of students to have a nutritious lunch and a stress free break from learning - currently Murchison students who buy their lunch in the cafeteria end up only having 5 minutes to eat because the cafeteria is not designed to facilitate 1200+ students (more like 800 when it was originally built in the 60s). 4. Land use/availability; currently Doss is landlocked meaning that they will not be allowed to add any more portables than what is currently on the site. All building classrooms are currently occupied and most classrooms are at or above student/teacher ratios. There is nowhere to put the class to class and 1/2 of students that will be coming in the next years. A permanent addition needs to be made to Doss to address this issue. Since there is not a general place to write comments, I would like to make 2 other comments as well: 1. The options packet does not explain the difference between 2009 Enroll and 2009

Population. It seems that Utilization for 2009 is based on enrollment, but then projections are based on "population" which is a lower number. It would be helpful to understand the difference in these numbers as well as why projections are not based on enrolled numbers 2. How were projections determined? Growth has been tremendous the last 5-10 years, but projections show little to no growth which does not make sense to me. I realize there was a community forum recently, but I was not able to attend that 1 night it was available and maybe these questions were addressed, but they seem like these items would be a huge factor in determining what will be done and where and I am concerned that the proper numbers are not being considered.

- Q6 I support gender-specific all Math and Science for 5th and 6th & 7th grade. Murchison Middle school New Building: Cafeteria, Two story structure (no fewer than 20 classrooms).
- Q9 Is too generic to be valid guide of public opinion; needs to be case by case basis.
- Recommend rezoning area 133C from McCallum vertical to the Anderson vertical. Current problems SAFETY of students, excessive commute time for students, barrier to student/parental involvement, minimal negative impact to Anderson (total of 54 students, only expected to increase to 68 by year 2014).
- Reconfigure grades served at certain locations by making new construction or additions for certain



- grade levels. Creates smaller learning communities for transitional years (i.e., 6th and 9th grades).
- Redefining school attendance boundaries needs to take into account transient housing (apartments, large areas of rental property) and balance these between multiple schools. I have seen firsthand how much the "unknown" of apartment leasing impacts Doss and Murchison, a problem not nearly as pronounced at Hill to the north or Highland Park to the south.
- Re-evaluate transfer policies. Summit Elementary has a parallel program that might have been voted in a 3 years ago, but is taking up the facilities that were formerly under populated. Davis Elementary has quite a few transfer students, that for the first time, we have a homeroom (the science lab had already been in it) in a portable. Consider vouchers for those families who would like to send their children to charter or private schools. If our families are paying high taxes for Murchison and Anderson, yet our children are overcrowded, I would like to have the option of taking a portion (not all) of my taxes and apply them where I think my children will benefit most.
- Safety of students should be a top priority and having overcrowding in these schools is unsafe and unacceptable. Southwest schools have been added and updated and the same should be done with the schools on the Northwest side of town. Instruction time is being lost at Murchison Middle School when

- students are focused to stay in their current room because they cannot safely switch classes when the weather is stormy due to the high volume of rooms which are housed in the portable "village" there and the portables are over 20 years old.
- Safety. I have 2 children who must attend several classes in portable buildings at Murchison Middle School with 30-35 students crammed in one half of a portable building. I can't imagine this is allowed under the fire code. During "Back to School Night" this year, the fire alarm went off and the parents in the 20 portable classrooms were required to evacuate. It took forever to get them out of the portable buildings. In some cases, the parents were required to actually climb over obstructing bars from other chairs. The climbing is forced by having too many chairs and students in too small a space. My children used portables at Hill Elementary, but there were fewer children in the classes and thus no fire safety issue due to overcrowding at Hill Elementary. Unfortunately, the portables at Murchison Middle School appear to be a disaster waiting to happen, and if it does, AISD is clearly responsible due to the overcrowding.
- Schools with massive numbers of portables should be examined. No parent wants his/her child to be educated in a portable. Inclement weather always makes it unpleasant for those children to actually get to their class. They are also rather isolated from their campuses. I would like to see the district focus on



- adding to current facilities or even building new schools to accommodate the number of students.
- Sell expensive 6th Street property and utilize existing, under-capacity buildings.
- Special needs students should not be crammed into one room and ignored by the administration of the school, these kids matter just as much.
- Students crowded into portables are not getting the highest quality education possible. Students who cannot even get to the front of the lunch line in the time allotted to them or find a place to sit down to eat if they do make it through the line are not getting the nutrition they need to do well in school. The overcrowding in Murchison has to be addressed. But I prefer that it be addressed by enlarging the school; the elementary schools that feed into Murchison and on to Anderson have developed a strong support system for the vertical team which my family values. I do not want to see that changed.
- Students have great sense of belonging and pride in their neighborhood schools - I am not in favor of redistricting.
- Students wait in such terribly long lines that some don't get but 5 minutes to complete their meals.
 Some 6th grade students are so worried about lunch lines they won't eat from the cafeteria.
- Support leasing property; not selling.
- Support the true vertical team.
- Swim center for AISD, possibly rented to other districts or shared use with the city.

- Take a good, hard look at all the administrative positions in AISD. For each position, determine if there's a real, demonstrable need for that position. Take the money saved (probably in the neighborhood of two-thirds of the administrative costs now seen) and reinvest it in facilities management and maintenance. Teacher to student ratio.
- The current, serious overcrowding.
- The effect that neighborhood schools have on the students' success through all three levels of schools. Moving a child from a neighborhood school (not voluntarily through a magnet program) can cause severe hardship on families, the students (re friends, activities and extracurricular programs), as well as academic performance. Neighborhood schools seem to have a positive influence on students.
- The Jester, and Great Hills neighborhoods are greatly underserved in this planning area, and would probably support their own elementary school (they currently feed into Hill Elementary). Another possibility would be to redraw the boundaries that feed into Highland Park, & Gullett elementaries, since these schools are not overcrowded. Some of the students from Doss would then feed into Highland Park, and some from Hill would feed into Gullett. Redraw boundaries for Murchison Middle School so that some students would be redistributed to Lamar Middle School.



- The lunch lines are so long, they run down both sides of the cafeteria in front of all doors blocking and preventing any safe entering or exiting.
- The portables are not an environment that promotes learning. They need to go and additions need to be build. Class size needs to be capped at 30 students for Middle School and High School. I do not know how the task force came to the student to teacher ratio numbers but they do not reflect the reality. Many classes have 35 students in rooms that wear never meant to hold that many students and the teachers are overwhelmed with the correction work for that many students.
- The Raze/Demolish option should only be used to replace an existing school with a new school (i.e., the lifespan of the existing school has been surpassed and the most cost and education effective option is to replace rather than renovate). All schools should be considered for receiving facility upgrades/replacements. Many times, top performing schools are left alone under "if it isn't broke, don't fix it", while a lot of money is placed into schools under the assumption that money will solve all academic problems. In a larger district view, while it is fair to say lower performing & economically disadvantaged schools need additional help we need to also support the higher performing schools.
- There is a definite need for more gym facilities at Anderson HS. The dance dept needs its own space.

- There is a strong perception that Anderson is better than Lanier. I would have a hard time letting my child go to Lanier. We need to work to ensure all schools are up to the same academic standards. I know that one is hard as a great deal of that depends on parents. But if kids are leaving Lanier, you need to find out why.
- There is strong evidence that states that students perform best at neighborhood schools. I think every effort should be made through, renovation, expansion or new programming to keep students at their home schools. In order to maintain a high level of education, students and teachers need adequate space.
- There needs to be a fine arts facility for district use immediately.
- This incoming sixth grade class is the last regular-sized class Murchison will see. The current numbers and projected numbers from all of the Elementary schools that feed into Murchison show that all four schools are experiencing tremendous growth and the overcrowding issues at Murchison are going to exponentially worsen.
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exponentially worsen. Murchison needs a new building.

- Tutoring, library, computer lab.
- Un-crowding the classrooms for a more productive learning environment.
- Upgrade of existing facilities is highest priority. Budget more for standard maintenance, it is ridiculously low.
- We need an all boys school as an option for students in AISD. Doss and Murchison are overcrowded and the number of students attending is growing. They need either funding to expand or more schools need to be built to accommodate the students.
- We need more schools or space in Northwest Austin
- We need to look at all schools that were built in the 60s and 70s and have a plan for renovation and expansion. Most of the schools built at that time have had portables since the beginning of time.

- They have inadequate classrooms, cafeterias and fine arts facilities.
- We should solve the overcrowding problems in AISD, not merely manage and tolerate them.
- Where AISD's budget could help the most students directly.
- With the growing number of children that are diagnosed with Aspergers/autism, it would be great if there could be more attention on that. What about an AISD school that caters in some way to those children in middle through high school. Something to keep in mind if an AISD school is to be closed and you're wondering what should be done with the facility.
- Within strong and supportive neighborhoods perform higher.

Austin Independent School District

Question #11 - With which AISD schools are you affiliated?

Individual Comments

- Anderson HS (68)
- Austin HS (3)
- Barrington ES
- Burnet MS (3)
- Cook ES (4)
- Davis ES (11)
- Doss ES (41)
- Fulmore MS
- Highland Park ES (7)
- Hill ES (20)
- International HS (2)
- Lamar MS (6)
- Lanier ES (8)
- LASA (4)
- McCallum HS (7)
- Murchison MS (65)
- O.Henry MS (2)
- Pillow ES (7)
- Reagan HS
- Summitt ES (6)
- Walnut Creek ES
- Woodridge ES (2)

Web Comments

- Anderson HS (86)
- Bowie HS
- Burnet MS (2)
- Cook ES
- Davis ES (47)
- Doss ES (131)
- Highland Park ES (7)
- Hill ES (42)
- Kealing MS (6)
- Lamar MS
- Lanier HS
- LBJ HS
- McCallum (2)
- Mills ES (2)
- Murchison MS (105)
- O.Henry MS (3)
- Pillow ES
- Read EC
- Summitt ES (17)
- Walnut Creek ES
- Wooldridge ES
- Wooten ES



Demographics

Gender					
Individual Web					
	% Count		%	Count	
Male	28%	33	27%	88	
Female	72%	85	73%	242	

		Age			
	Indiv	ridual	Web		
	% Count		%	Count	
Under 18	0%	0	0%	1	
18-29	7%	8	1%	4	
30-39	24%	28	19%	63	
40-49	53%	62	59%	193	
50-64	15%	18	19%	62	
65+	2%	2	2%	5	

Education				
	Individual		Web	
	%	Count	%	Count
Current Student	0%	0	1%	4
Not a High School Graduate	0%	0	0%	0
High School Graduate	0%	0	1%	4
Some College / Trade School	5%	6	3%	9
College Graduate	50%	59	51%	168
Advanced Degree	45%	54	44%	144

Ethnicity					
	Individual		W	eb	
	%	Count	%	Count	
African American (Non-Hispanic)	8%	9	1%	3	
Asian or Pacific Islander	4%	5	3%	9	
Hispanic	8%	10	9%	30	
Multiracial	2%	2	3%	9	
Native American Indian	0%	0	1%	2	
White (Non-Hispanic)	78%	93	82%	265	
Other	1%	1	2%	6	

Are you a Resident in AISD?				
Individual Web				
	%	Count	%	Count
Yes	98%	326	98%	345
No	2%	8	2%	7



Employment					
	Individual		W	⁄eb	
	%	Count	%	Count	
Accommodation/Food Services	0%	1	0%	0	
Self-Employed	11%	25	18%	63	
Education	17%	39	17%	57	
Government	4%	9	6%	19	
Homemaker	9%	21	16%	56	
Legal	4%	10	7%	25	
Manufacturing	0%	1	1%	4	
Technology	7%	17	21%	71	
Retail	0%	1	1%	5	
Other	47%	110	13%	44	

How many years have you lived in AISD?					
	Individual		Web		
	%	Count	%	Count	
Less than 2	2%	2	2%	6	
2-5	10%	12	11%	38	
6-10	17%	21	14%	46	
11-15	17%	21	18%	59	
16-20	14%	17	21%	71	
More than 20	36%	44	33%	111	
Not Applicable	3%	4	2%	6	

Employment (Other)

Individual Comments

- Mortgage Lender
- Finance
- Telecommunications billing
- Business owner
- Retired/education
- Higher Ed
- Healthcare
- Real estate development

Web Comments

- Accounting
- Banking
- Business
- Church Admin
- Currently unemployed
- Distribution
- Engineering
- Environmental consulting
- Financial services
- Fundraiser
- Health care (6)
- Insurance (3)

AISD Facility Master Plan





- Landscape supervisor
- Medical (5)
- Non profit
- Nurse
- Office Manager
- Physician
- Real Estate

- Registered nurse
- Retired
- Retired RN
- Sales (2)
- Sales/Marketing
- Scientific Research
- Social Services

Parental/Guardian Status				
	Indiv	ridual	Web	
	%	Count	%	Count
Do not have children in AISD	10%	21	3%	17
Parent/Guardian of child less than 5 yrs old	10%	21	7%	46
Parent/Guardian of PreK or kindergarten student	10%	20	7%	42
Parent/Guardian of 1st-3rd grade student	19%	39	19%	124
Parent/Guardian of 4th-5th grade student	14%	29	16%	104
Parent/Guardian of 6th-8th grade student	13%	28	29%	186
Parent/Guardian of 9th-12th grade student	16%	33	14%	88
Parent/Guardian of private/parochial student	1%	3	1%	4
Parent/Guardian of former student or graduate	7%	15	4%	28
Grandparent of student or graduate in AISD	0%	1	0%	2

AUSTIN INDEPENDENT SCHOOL DISTRICT

District-Wide Facility Master Plan

Appendix F

Community Meeting #3 Comments



Delco Comments



Barton Hills ES

DELCO

Community Meetings January 12 and 13, 2011

WRITTEN COMMENTS

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.

school(s) with which you most closely identify.	
Name: <u>Craiz Smith</u>	Telephone:
Email Address: Cctaigsmith @ austin	. Fr. Com
School(s) With Which You Most Closely Identify:	
Please remember that you are also welcome to provide Facility Master Plan link found on the AISD homepage: \underline{w}	
Please provide your written comments in the space sheet to continue your comments. These comments provided to the Facility Master Plan Task Force, and possible.	will be scanned and included in a public report,
AISD should Kee & Barton Hi	11 < Elementary open. The
District counst disregard its rati	
	it is meeting the criterian
of education enhancement.	
school is underutilized is mis	taken for it is at full
rapacity. The fact the enroll	
transfer students is not a	/
	is a school parents want
to send their Kids to. The	se are the signs of a
A	that needs to be closed
I am the president of	- the Barton Hills Neighborhood
Association. The Associatio	u has previously contributed
both funde and effort	An maintain Barton Hills
Hemendan especialle the	school grounds and we
ready to do so again. Ple	ase call on the Association
to help address any inadeque	acies in the facility that
, , , , , , , , , , , , , , , , , , ,	illian has been spent there
Since 2008	
	randanth
	raigSmith
	President Buton Hills Neighborhood Assn
	1 4900

442-3414

Community Meetings January 12 and 13, 2011

Page 4

DELCO

WRITTEN COMMENTS If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify. Name: WILL SERUMGHRD Telephone: School(s) With Which You Most Closely Identify: Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org. Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.

DELCO

Community Meetings January 12 and 13, 2011

WRITTEN COMMENTS

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.

Name: Anna Bryan-Borja Telephone:

Email Address: bryan borja@Sbcglobal. net

School(s) With Which You Most Closely Identify: Barton Hills Elementary

Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org.

Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.

Schools in th USIONSAMO DIAMVed belowse we trong schools lace where wi aood can act a ivina reconsider this ovorosal, toward. Do not close exemplary control city schools like Keep Bart

Community Meetings January 12 and 13, 2011

WRITTEN COMMENTS DELCO
If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: Name: Telephone:
Email Address: Neg / Ashmore @ SBC Global.net
School(s) With Which You Most Closely Identify: Briton Hills
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
1. Becker at 39 % capacity isnt considered for
closure under this plan
z. Barton Hills is at Full capacity when transfer
Students are included.
3. Sale of the Carreth Admin Building is an
excellent option. Viable qualifable facilities for
Admin use could be Many of the closed
atocerd stores found throughout town-
(, Ziker)
4. Boston Hills had \$3 million worth of building
upgrades last year
•
5. Cost per student at Barton Hills is amoung the Lowest amoung schools considered for closure and under the average for AISD.
Lowest among schools considered for closure
and under the average for HISD-
programs and Administrative offices.
programs and liaministrative offices.
ALSDS consultant door I suspect close of BHF. Th
1. Alsos consultant doesn't support closure of BHE. It

Pg. Z

Community Meetings January 12 and 13, 2011

WRITTEN COMMENTS

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Community Meetings January 12 and 13, 2011

WRITTEN COMMENTS

DELCO

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: Amy Hunt Telephone:
Email Address: Omythantegmailcom
School(s) With Which You Most Closely Identify: Barton 11115
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
= I understand it is a hard task to
determine what gets out from a budget
- Please Consider the Children & what
these Schools mean i not just the munbers.
- Studies show smaller schools perform
better
- the community school
Families, more to Botor Hills for the
S. Mool
- Families Compout for days to transfer
to Marton Hills; not all transfers get in.
- Closing exempling schools in the control
will the families to the suburbs looking
for good Schools Come agained the City
of Austins Imagine Austin Comprehense Plan
- Lak at you in effrences. Can some of
the Admin Stell work from harrie? Same
building costs.

Community Meetings January 12 and 13, 2011

WRITTEN COMMENTS

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.

school(s) with which you most closely identity.	
Name: Hlary Whitfield	Telephone:
Hermores Afrikaldenach	_
School(s) With Which You Most Closely Identify:	HIIS ELLA,
Please remember that you are also welcome to provide onlin	ne comments through January 17, 2011, at th

Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org.

Please provide your written comments in the space below. If needed, you may use the back of this

sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible. alton H T Jehn. nempas Page 9

DISTRITO ESCOLAR INDEPENDIENTE DE AUSTIN PLAN MAESTRO DE INSTALACIONES

Juntas Comunitarias 12 y 13 de enero de 2011

Teléfono:

COMENTARIOS ESCRITOS

Nombre y apellidos:

DELCO

Si desea hacer sus comentarios por escrito, sea tan amable de completar y entregar esta hoja. Es importante que escriba claramente y en LETRA DE MOLDE su número de teléfono y/o su correo electrónico, y el nombre de la escuela(s) con la(s) que tiene una relación estrecha, en caso de que tengamos alguna pregunta sobre sus contesta a la secuelación estrecha.

Correo electrónico: WFIJhi+Rcica Mac
Escuela(s) con la(s) que tiene una relación más estrecha: Barton Hills Elementary
No olvide que, hasta el día 17 de enero de 2011, también puede hacernos llegar sus comentarios a través de Internet si visita la página electrónica del Plan Maestro de Instalaciones en www.austinisd.org .
Por favor, escriba sus comentarios en los renglones a continuación. Si necesita más espacio, puede utilizar también la parte posterior de esta hoja. Sus comentarios serán escaneados e incluidos en un informe público, el cual le será entregado al Equipo de Trabajo del Plan Maestro de Instalaciones y publicado en la página electrónica. Escriba de forma clara y legible.
The reinhesthand projection running the TF used as
the besis for its recommendations are amostic offinithe
case of the Button Hills area. The 4F Used 2000
census Nets. Ten wests and Berton Hills was Very different.
LIM have emm restus and other third caples. There has been drastic
Charle. Jostin Al SHall 3 block are new Long Oto 17
Children in lowers. All BH in-dismics parats have similar smores.
It is a highly desirable militarized for families to make the and one
of the Main Nozius is RH's Strom , successful neinhorbood school
Infrasbuile it . thee with come 11 - BHE was the
imperis behind-the-106 in of arreinborhed as a femily
Commite. Ever her more and more families make seconicis
and oct the vor hich orice to certified this noithburband.
The projection has are again as are just was If you
"mothball" our school, had with find that withings wears
You will read to rease it. And in those his years those will
har ruined einithe for the children, trachers and
families In rechless was carelessic displace "Marhalling
is not a viole option because once you shat the domposition

you have taken on action with Will Meeting



Blackshear ES

Name: April farrett Telephone

Community Meetings January 12 and 13, 2011

WRITTEN COMMENTS

DELICO

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.

Email Address:
School(s) With Which You Most Closely Identify: Blackshear
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
Save Our school Blackshear! I came here today with
my two daughters who both an to Blackshear and has been
in this school for 5 years total I've worked at Blackshear
in the dayrare for Tyears Hes we have a dayrare for
our teachers to make it easy for them to stay late and
work with our Students or "futuro". I feel Rickshear should
stay open it has been here for years we have over rome
So much as a "Ree" family we have helped cour Kids and made
50 Many changes we even have up comming changes to better
our school. I feel this shouldn't be about burget, and I
Know we don't have a lot of Kids but how do you expect my
Kids to get the aducation and one in one help with 30 to 40
Kids in one room with one teacher Flease explain
cause my kids getting the help the understanding is
way more important to me. So with this being
Said Save our school and child care
at Blackshear!
Thank 1104

Community Meetings January 12 and 13, 2011

WRITTEN COMMENTS

DELCO

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.

Email Address: School(s) With Which You Most Closely Identify: Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org . Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible. It was a mustake, a discrease to close decrease our heloused Tahnston High School. Closung down our beloused Tahnston High School. Closung down our Eastaide fustion. Elementary Schools and down our fastake, No are the fastaide Cammunity. And yall CAMMS break is apart. You will be broaking us a part of Austin and thatis something are will not stand for. It graduated from valega bladeshear in 2004 and graduated from Tahnston/Eastaide Memorial in
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org . Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible. It was a mistake a discourse to close down our helphase Austral High School Closing down our helphase Austral Elementary Schools would be another mistake. No are the fastside Community and yall OAMAL weak is apart. You will be breaking us a part of Austra and thatis smeetning are will not stand for. I graduated from vallega bladehear in 2004 and graduated from Johnstay Eastside Memorial in
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org . Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible. It was a mistake a discourse to close down our helphase Austral High School Closing down our helphase Austral Elementary Schools would be another mistake. No are the fastside Community and yall OAMAL weak is apart. You will be breaking us a part of Austra and thatis smeetning are will not stand for. I graduated from vallega bladehear in 2004 and graduated from Johnstay Eastside Memorial in
sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible. It was a mustake, a discrept to close down our beloved Johnston High School. Closing down our Eastside Austin Elementum schools would be another mistake. We are the fastside Community and yall Cannot treat is apart. You will be breaking us a part of Austin and thatis smeething are will not stand for. I graduated from vollege bladeshear in 2004 and graduated from Johnston/Eastside Memorial in
our beloved Johnston High School. Closing down our Eastside Austin Elementary Schools would be another mistake. We are the Fastside Community and yall Cannot break us apart. You will be breaking us a part of Austin and that is something use will not stand for. I graduated from vallege blackshear in 2004 and graduated from Johnston/Eastside Memorial in
our beloved Johnston High School. Closing down our Eastside Austin Elementary Schools would be another mistake. We are the Fastside Community and yall Cannot break us apart. You will be breaking us a part of Austin and that is something use will not stand for. I graduated from vallege blackshear in 2004 and graduated from Johnston/Eastside Memorial in
ov Eastside Austin Elementary Schools would be another mistake. We are the fastside Community and yall Cannot break us apart. You will be breaking us a part of Austin and thatis smething are will not stand for. I graduated from vorlege bladeshear in 2004 and graduated from Tomston/Eastside Memorial in
And yall Cannot broak is apart. You will be broaking us a part of Austin and thatis smething we will not stand for. I graduated from vallege bladeshear in 2004 and graduated from Johnston/Eastside Memorial in
And yall Cannot break is apart. You will Ne breaking us a part of Austin and that is something are will not stand for. I graduated from valega bladeshear in 2004 and graduated from Johnston/Eastside Memorial in
De broaking us a part of Austin and that is something are will not stand for. I graduated from vollege bladeshear in 2004 and graduated from Johnston/Eastside Memorial in
I graduated from vallege blackshear in 2004 and graduated from Johnston/Eastside Memorial in
I graduated from vallege bladeshear in 2004 and graduated from Johnston/Eastside Memorial in
and graduated from Johnston/Eastside Memorial in
and graduated from Johnston/Eastside Memorial in
_
2010. NOW I am a provd Texas A&M
freshman. Clearly success is possible
As class salblatorian.
Leep Our Community HLIE!
——————————————————————————————————————

DELCO

Community Meetings January 12 and 13, 2011

WRITTEN COMMENTS

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: Kay Way5 Telephone: Telepho
Email Address:
School(s) With Which You Most Closely Identify: Black Sheave
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
In highly concern of the closely of
Blackshear, I come from a family
of about & generations that has
gone to the school, and I've been
id the neighborhood for 46 years
So it would really put a damper
on my life to see the school have
to close.

Community Meetings January 12 and 13, 2011

WRITTEN COMMENTS

DELCO

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.

Name: Mercedes B. Salinas Telephone: 4

Email Address: Msalina Deaustinisa.org

School(s) With Which You Most Closely Identify: Blackshear

Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org.

Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.

DISTRITO ESCOLAR INDEPENDIENTE DE AUSTIN PLAN MAESTRO DE INSTALACIONES

Juntas Comunitarias 12 y 13 de enero de 2011

COMENTARIOS ESCRITOS

Si desea hacer sus comentarios por escrito, sea tan amable de completar y entregar esta hoja. Es importante que escriba claramente y en LETRA DE MOLDE su número de teléfono y/o su correo electrónico, y el nombre de la escuela(s) con la(s) que tiene una relación estrecha, en caso de que tengamos alguna pregunta sobre

SUS-COT	
	Teléfono:
Correo electrónico:	٠٠
Escuela(s) con la(s) que tiene una relación más estrecha:	
No olvide que, hasta el día 17 de enero de 2011, también puede Internet si visita la página electrónica del Plan Maestro de Instala	
Por favor, escriba sus comentarios en los renglones a cont utilizar también la parte posterior de esta hoja. Sus coment informe público, el cual le será entregado al Equipo de Tra publicado en la página electrónica. Escriba de forma clara y	arios serán escaneados e incluidos en un abajo del Plan Maestro de Instalaciones y
	· · · · · · · · · · · · · · · · · · ·
Enway a wan vera	
Merchel & Saline	
The state of the s	TO XIVIZION POITI
- ONTHE VISUE SWOTO OSO	HOURS O KN WANA
TOVI me of JIH LAN	SI LT SIMUS DAM
String NIM DIANIA	b world mig to
- XMMIL OSTAIN 3/04/105	SUISON INDISTURIBLE
3512/ 1 DIDITION 1716	O O WOW Mage 16 MM
	- /////250.6. 9



Brooke ES

Community Meetings January 12 and 13, 2011

WRITTEN COMMENTS

DELC)

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.

Name: Hillia Brry	Telephone:
Email Address: <u>AMM +030 < @ hotorail</u>	, com
School(s) With Which You Most Closely Identify: <u>& Broo</u>	Ke x
Please remember that you are also welcome to provide onli Facility Master Plan link found on the AISD homepage: <u>www.a</u>	ne comments through January 17, 2011, at the
Please provide your written comments in the space belo sheet to continue your comments. These comments will provided to the Facility Master Plan Task Force, and post possible.	be scanned and included in a public report,
	sad that education is
	down noth to be relocated?
Brooks & lamertain is	a small + presided
dinone school that I LOVE	
My San Started Sei	sol early and his half
AMP on one affection Gus	· NOTA TORING FOR SIE
When I Walk into the	Who the Marile
Who MIN GOVE. It is that	+ Kind of considered
To simply "Knowing" hour	students and Overload;
This is Very emotional.	
Please Please, Please Please. Please.	Please Please Please Hease
<u>Don't</u>	
Brooke	
	CLEMENTARY !!
Please Please, Please, Please, Please. Ple	aso Plance Please Please.
Please Please	
1/80158 1	VEED BIOGE
	Back 10
	Page 18

DISTRITO ESCOLAR INDEPENDIENTE DE AUSTIN PLAN MAESTRO DE INSTALACIONES

Juntas Comunitarias 12 y 13 de enero de 2011

COMENTARIOS ESCRITOS

DELCT

Si desea hacer sus comentarios por escrito, sea tan amable de completar y entregar esta hoja. Es importante que escriba claramente y en LETRA DE MOLDE su número de teléfono y/o su correo electrónico, y el nombre de la escuela(s) con la(s) que tiene una relación estrecha, en caso de que tengamos alguna pregunta sobre sus comentarios.

Nombre y apellidos: Abriana Kuiz	, 	Teléfono:	
Correo electrónico:			
Escuela(s) con la(s) que tiene una relación más estrecha: _	Brooke		

No olvide que, hasta el día 17 de enero de 2011, también puede hacernos llegar sus comentarios a través de Internet si visita la página electrónica del Plan Maestro de Instalaciones en www.austinisd.org.

Por favor, escriba sus comentarios en los renglones a continuación. Si necesita más espacio, puede utilizar también la parte posterior de esta hoja. Sus comentarios serán escaneados e incluidos en un informe público, el cual le será entregado al Equipo de Trabajo del Plan Maestro de Instalaciones y publicado en la página electrónica. Escriba de forma clara y legible.

In rien que la solución no es cerrar escuelas
sino prestar atención en los recursos asignados a
cada plantel, mejorar la dedicación del moestro. no
ocupar sustitutes. Otro punto, yo observo mucho
movimiento de autobuses porque los estudiantes no estan
en su home school, yo no sé si ya revisaron la
póliza de transferencias aqui en Austin es muy pácil
realizar un transfer si colornião se reestructuran los
limites de cada escuela y cada niño se vo a su
home school no habita escuelas sobrepobloches y otras
con monos estudiantes. También yo no se si ya
prosoron en la reestructuración del personal del
distrito (Opicinas) y de todas las escuelas. (staff)
Los entranquientos para maastros sean en el verano.
Aumentar el vivel académico de las escuelas para
g'asi les niños se queden en su home school-



Bryker Woods ES

DELCA

Community Meetings January 12 and 13, 2011

WRITTEN COMMENTS

·			
If you would like to provide written comments,	please complete and	nd hand in this sheet.	In case we need
clarification of your comments, please clearly PR	INT your name, telep	phone number or emai	I address, and the
school(s) with which you most closely identify.			

School(s) With Which You Most Closely Identify: BRYKERWOODS GLEM

Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org.

Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.

	hossinic:
۵.	MOVE ADMIN: OFFICES REFURE CLUSING
	SATISFACTURY SCHOOLS
).	ELEMENTARY EDUCATION IS ONE OF THE
	BRIGHT SPUTS IN A GENERALLY UNDERPERFORMIN
	SCHOOL DISTRICT
	YEARS OF NEGLECT + UNDERINVESTMENT IN
	CENPAL/OLDER SCHOOLS HAS CREATED A
•	SITUATION OF SIGNIFICANT DEFERRED COISTS
	THAT MAKES SOME OF THESE SCHOOLS SEEM
,	EXPENSIVE PELATIVE TO NEWER FACILITIES.
,	
'	with NOT CONSIDER COSTS OF FURTHER.
,	DETERIORATION ALSO EDUCATIONAL PERFORMANCE)
	A VIBRANT CITY DEPENDS ON AISD RAISING
	BAR, AND LOCAL ELEMENTARY SCHOOLS MAKE
	PARENT INVOLVEMENT POSSIBLE.
<u>~</u>	BE COURAGEOUS AND PROPOSE WHAT REVENULE
	RAISING METHODS/AMOUNTS ARE REQUIRED
	to KEEP ALL SATISFACTORY SCHOOLS.
	-



Gullett ES

Community Meetings January 12 and 13, 2011

DELCO

Telephone:

WRITTEN COMMENTS

Email Address:

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.

School(s) With Which You Most Closely Identify: Gullott Flank is fan N
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
The house boost about the monosal to
Nedraw the lines morning all thems south of 2002
to aunthor Sound. This is unaccontable. One
main mosideration in buildon our horisis was the
Ole thorson school han altitude in mind attend 10+
makes no sense in send those who are aloser
to a school river to the that is limited all day hom
MAN home and is not at the same exempland Doing
And not released turne who translanded to Masilia
to hadanaini
The closing of selects is a unawn time
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is a document will have a limain um mit
on mi lanifor and home.
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Page 23

Community Meetings January 12 and 13, 2011

WRITTEN COMMENTS

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If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify. Telephone: Name: Email Address: School(s) With Which You Most Closely Identify: Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org. Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report. provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible. avor.

Community Meetings January 12 and 13, 2011

WRITTEN COMMENTS

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___ Telephone:

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify. Name: L\So

Email Address: LSUNDEN (2) QMON COM
School(s) With Which You Most Closely Identify: 60/1/24 Elementally
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
I am concerned about reassigning the students who live
South of Kneng/zzzz from Gillett to Brentwood
Stementary. I helieve The number of families
_ affected will be small but forthose of us who
moved into the neighborhood specifically so our
Children can attend Gullett Elementary This is a big
deal. I have a 21/2 wold and a Kindergardener!
I want them to noth attend Galet. No children near
US go to Breatwood. They go to Golfett or Highland Park.
It anything children was like closer to breatwood
(just west & Burnet) & hand ap. I treasure Naiking to
- 20 mol with my child and work no longer be able to doct.
Page 25



Oak Springs ES

Community Meetings January 12 and 13, 2011

DELCO

WRITTEN COMMENTS

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: Marcha Vingas Telephone: 12 43 623 4025
Email Address: / Ufgivers @ as/. com
School(s) With Which You Most Closely Identify: Lake prings
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible. **Description** **These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible. **These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible. **These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible. **These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible. **The scanned and the scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible. **The scanned and the scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible. **The scanned and the s
THE COSMIN OF E CAN SHARE COMPLETE COMPANY COMPANY
the surpose of education in Austen. Cak Spring
is one of only a handful whools rated
Evenplany, by 1. E. A located in Cast Austen
21 il il + Coll Sain in bair a il
The then the Cast from to seeder
I classes out 1/1/1 to the popular sto
for course on y vousins que par gelagues
That A. I.S. D. lacks Consister to fee advention
1 pour menorité childres.
Hather than Closing Och Springs the policies
E procteu should be replicated.
The proposed Goseve of Oak Springs needs to he Page 21
De Considered.

Name: MISHELHING DELCO _____ Telephone:

DELCO

Community Meetings January 12 and 13, 2011

Page 28

WRITTEN COMMENTS

lf you	would	like t	to pro	ovide	written	comme	nts, į	please	comple	te and	hand	in this	sheet.	In	case	we	need
clarific	cation of	f your	com	ments	s, pleas	e clearly	/ PRI	NT you	ır name	, telepł	none n	umber	or emai	il ad	Idress	, an	d the
schoo	I(s) with	ı whic	h you	ı mosi	closely	, identify	' .	-									

Email Address: W/LEXDELO SWB5LL.
School(s) With Which You Most Closely Identify: OAK 3PRINGS
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible. The discussion to alies that Appropriate a Testible.
number for to a community that is just regenning to
Deel and wellest the importance of Education in a
persone since.
This school (Oak Springs) is ACROSS THE STREE. from a Housing Project with large families of young
Children:
A her changes from "such being there" to an
impulint part I he liver of the perple en that
area.
It has become a deputal of Ange and Raspect
In the potential ? The future.
buth out standing Gendership it not only ciels
The teachers "propersors" und the chelsen "Rich-Card",
It leterally keeps the chelican prepare there "reguled"
yn their futures.
never under estimate the value 7 hu just
the students lary acress to the school but their
parents as incle:
d .

Community Meetings January 12 and 13, 2011

Page 29

DELCO

WRITTEN COMMENTS

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.

Name: Sherwynn G	tton	_ Telephone:\	
Email Address: Spetton a	igmzaustin.org		
School(s) With Which You Most C		prings Elemen	atory_
Please remember that you are a Facility Master Plan link found on			uary 17, 2011, at the
Please provide your written co sheet to continue your comme provided to the Facility Master possible.	nts. These comments will	be scanned and include	ed in a public report,
	the closing of	Oak Spring &	O T
Oak Jarus has les	(I,I)	1 1 10/1	1 those
± 1 10	une many destactor	1 /4	/ /
with excellence.	1' 1/1 -51	01	tools headen
them but it would	d disrupt on er	tire community	
Oak Ipring has	- several collabor	intives that are	helpin
the students our rec	ed. It this rehard	is closed it i	would
direct or support	system that it	took years to	bring together
	<u> </u>		
<u> </u>	146		
		···	

Community Meetings January 12 and 13, 2011

WRITTEN COMMENTS

DELCO

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify. Name: _/\frac{1}{2} Telephone: Email Address: School(s) With Which You Most Closely Identify: Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org. Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.

Community Meetings January 12 and 13, 2011

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Community Meetings January 12 and 13, 2011

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DELCO

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.						
Name: Kellen Dickinson Telephone:						
Email Address: Le Mend (2) 212 Mar. (C) COV						
School(s) With Which You Most Closely Identify:						
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .						
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Please - close 100 Schools. There 15 another						
When In diet where we MANU other Day. We Know						
you can dind them. For thouse up! On children						
Le countine on uou.						
<u> </u>						
Page 32						

DELCO

Community Meetings January 12 and 13, 2011

WRITTEN COMMENTS

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: <u>Jeannette Ridaway</u> Telephone
Email Address: <u>Jeannette</u> ridgway agustinisdorg
School(s) With Which You Most Closely Identify: Oak Springs
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
Dak Springs is a librant community school with a
treasured history. We are an exemplary campus and
participate in many community projects and with
many organization. We have a close knit community
and our tamilies want our community-rentered
school to remain open. We strive to educate our
children academically, socially and emotionally.
I have taught at Oak Springs for eleven years
Community blosson. I believe Dak Springs
needs to stay open and continue to motivate,
attain a life time of success. Please keep our
school open:
Page 33

Community Meetings January 12 and 13, 2011

DEILICO

Name: Keule Harven ______ Telephone: Email Address: rharven Daustin isol.org

WRITTEN COMMENTS

Name: Reute Harven

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.

School(s) With Which You Most Closely Identify: Oak Springs Elem.
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
I believe closing Oak Springs Elementary would be a big mistuke,
Dak Springs has been on a road to success in the last
nine nears. Almost adecade ago this gent's school was threatened
for Mosure Mue to low performance, At that point, Os.
became one of a handful of schools to enter the Blueprint
Program, with the benefit of a new program led by
a new administration and new teacher's Os steadily
improved academically. We are now exemplors rated,
Our faculty works hard to ensure the success of our
Students. Our principal Morrica Woods, was a teacher here
de Eduring the Blue Point Program: after receiving her
vincipal contification she came back to Dak Springs
to help continue the success of own students.
The majority of our students live across the street
out the Booker T. Washimfon projects. Most live in.
very challenging environments. Now they have the
benefit of walking across the street to their school;
They are surported by communities in School; the
benefit from a strong Bors and Oirls Club: thee
Chies Streng atterschool promomons: They are
Sunnaited by Strong Communitor naviners.
Supported by Strong Communitor martners. Many of our 5th grade Students quality for -

DISTRITO ESCOLAR INDEPENDIENTE DE AUSTIN PLAN MAESTRO DE INSTALACIONES

Juntas Comunitarias 12 y 13 de enero de 2011

COMENTARIOS ESCRITOS

Si desea hacer sus comentarios por escrito, sea tan amable de completar y entregar esta hoja. Es importante que escriba claramente y en LETRA DE MOLDE su número de teléfono y/o su correo electrónico, y el nombre de la escuela(s) con la(s) que tiene una relación estrecha, en caso de que tengamos alguna pregunta sobre sus comentario

Nombre y apellidos:	Teléfono:
Correo electrónico:	
Escuela(s) con la(s) que tiene una relación más estrecha:	
No olvide que, hasta el día 17 de enero de 2011, también pu Internet si visita la página electrónica del Plan Maestro de Ins	
Por favor, escriba sus comentarios en los renglones a cutilizar también la parte posterior de esta hoja. Sus con informe público, el cual le será entregado al Equipo de publicado en la página electrónica. Escriba de forma clar	nentarios serán escaneados e incluidos en un Trabajo del Plan Maestro de Instalaciones y
Magnet Programs in M	iddle school
The students at Oak Sprin	us care labeled
"disad vantaged". Mounty to	hese students to schools
	home school will
create more abillusionin	Ent for these students
and their families.	V
Please don't consider	undoine all the
work that has done into.	huilding ObleSprinks
Unto the school it is toda	en. The stadents will
Suffer if you do.	· E
P.S. Dak Springs is a spec	ial school: It is a
Small community.	
Closing it after the st	eads progress we have
made over the last de	cade would negatively
Closing it after the sti made over the last de effect many children	and their families



Ortega ES

Community Meetings January 12 and 13, 2011

DELCO

WRITTEN COMMENTS

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.

Name:	Weyin le Telephone:	
Email Addres	ress: Weulinlee a gmail.com	
School(s) Wi	With Which You Most Closely Identify: Aleax Flewentary	
Please reme	member that you are also welcome to provide online comments through Januaster Plan link found on the AISD homepage: www.austinisd.org.	uary 17, 2011, at the
sheet to con	ovide your written comments in the space below. If needed, you may usentinue your comments. These comments will be scanned and include to the Facility Master Plan Task Force, and posted on the website. Pleas	d in a public report,
· .	ric is a financial decision them it a double standard to	ask
	4 to shut down teachers to live on low pay parents -	
	wally donate their own money time and resources -	
	1 smelintendents to make over \$ 200,000/year + allowan	
	over making carts start with the top. If they tryly care	
_ the Scl.	climbs and students lead by example. Teachers teach d	esale the
low Day	my. It's because threy long it and they loop the students. Same	ground an
	We furtire educational System. It would be an amazing act a	
to star	east for the rest of the state of Texas. If you're game to a	of schools.
they w	at executive's pan of well. That's where you'll find you	(Samas.
		J
		Page 37

Community Meetings January 12 and 13, 2011

WRITTEN COMMENTS

DELCO

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.

school(s) with which you most closely identify.							
Name: _ Rachellee	Telephone:						
Email Address: Rachelylee @ gmail.com							
School(s) With Which You Most Closely Identify: Ortega	Elementary						
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .							
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.							
It would be tragic for an exemplary	community school such as						

Ortega down. has been an award winning fow years nome HOW. thair access danderau MONDY MOYINA Mastinm CONTRACTOR OF THE PROPERTY OF thom disravading wastina ()W() and and nars aducation ONO.

Community Meetings January 12 and 13, 2011

Page 39

WRITTEN COMMENTS

DELCO

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify. Name: _____ Sam Lee _____ Telephone: _ Email Address: Sam Ocpace 12.019 School(s) With Which You Most Closely Identify: Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org. Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible. your proposed rezoning Troppets and mora MONEY SOUT AN SURPLY Ortoga esteemed district level take some sacrifices Pair that trachers Chales



Wooldridge ES

Community Meetings January 12 and 13, 2011

WRITTEN COMMENTS

DELCO

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the

school(s) with which you most closely identify.
Name: Rebecca Lambein-Abraham Telephone: 1500 Telephone:
Email Address: rebecca. Lawbdin-Abraham@austinisd.org
School(s) With Which You Most Closely Identify: Wooldridge
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
I would like to stress the importance of considering
all the parts of the school to determine whether it
can successfully aducate students. I teach in an
overcrowded school (169% of capacity projected to be 740%
in 5 years). We have enough partable classrooms to fit
our students however our cateteria and sum (despite
reant renovations) come nombrere clase to serving our stude
Two dosses in the gran (60 students) is not a recoipe for
SLACCESS OF a safe place to learn (physically and emotionally).
Lunch starts at 10:30 and is not finished until 1:30.
Some students pat breakfast at school at 7 and do not
eat again until 1. 6 hours between weals is not
going to help our students learn.
I want to stress to the Task Force the need for the
whole school to accompate the students not just
the # of seats in the classroom.
What is the ideal size for an elementary school?
Cm 1 courselour serve 800 students?
FIRM if our school was at copacity we would still be
Fight if our school was at copacity we would still be at 98% free and reduced lunch. We've book waiting for a new school says face to yet.



Zilker ES

DELCO

Community Meetings January 12 and 13, 2011

WRITTEN COMMENTS

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the						
School(s) with which you most closely identify. Name: Telephone: Telephone:						
Email Address: TLSh neidman @ AMail. COM						
School(s) With Which You Most Closely Identify:						
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .						
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.						
· Educational quality should NOT he ignored						
med can not be picked up + moved.						
· Closing Ziller hurts for many Kids						
- Student DODOW atom would be solintered						
- ZIKer has a significant promulation of						
Children unith autimo that underled						
of thoumatized by the closure + honours						
aide to must with transting						
- Hundreds of Students who russently						
. Malk or blee to school will be forted.						
to abandon this head the Drantice						
because to Recker/Daison						
4. Salitu Consinus Minnounding lanar						
Hod and railroad ornumas.						
* 1/ ADIMA ZUBER IS TOO RUSEU						
- Homomoshurs do NOT take into						
Consideration the Change in Zilkers						
innoutation Direct 2000. Mis 1 Black						
Wall) 24 Children 10 and under, On						
2000 Harl whi hore,						

DISTRITO ESCOLAR INDEPENDIENTE DE AUSTIN PLAN MAESTRO DE INSTALACIONES

Juntas Comunitarias 12 y 13 de enero de 2011

COMENTARIOS ESCRITOS

Si desea hacer sus comentarios por escrito, sea tan amable de comple que escriba claramente y en LETRA DE MOLDE su número de teléfond de la scuela(s) con: la(s) que tiene una relación estrecha, en caso de sua	y/o su correo electrónico, y el nombre
Nombre y apellidos:	Teléfono:
Correo electrónico:	
Escuela(s) con la(s) que tiene una relación más estrecha:	
No olvide que, hasta el día 17 de enero de 2011, también puede hace Internet si visita la página electrónica del Plan Maestro de Instalaciones	
Por favor, escriba sus comentarios en los renglones a continuad utilizar también la parte posterior de esta hoja. Sus comentarios informe público, el cual le será entregado al Equipo de Trabajo publicado en la página electrónica. Escriba de forma clara y legibl	serán escaneados e incluidos en un del Plan Maestro de Instalaciones y
This is the case throughou	1 1
- Clouma Successful center-	The schools
MALL Show a Incarture in	upact m pravidu
Millians + LARCE DERAWY as	Jamilier und
_ Levered out on the cer	star cotar due
to Unandosinable public	Ahrold.
- Dramster Students Nove	not been
nduribled.	
INDUIN V BORTA,	
- ZIIKPT'S Building IL NO.	Lallena and A
- ZIIKPTS building in no-	- Jallema Apallet,
- principy 1 Hems	mly \$,8 h
- Berkin + Gamism can	not adequately
_ handle the alkert !	Saxton HOO -
Students	

Community Meetings January 12 and 13, 2011

DELCO

WRITTEN COMMENTS
If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: Garret Beauvis Telephone Telephone
Email Address: gratrat@vahoo.com
School(s) With Which You Most Closely Identify: Zalker Elementary
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
After a fairly thorough period of the publicle available information and descusion with
available information and descrision with
AISD STAF, we are still not able to review
schools are nexting freis educational goals AND the cost per stident at each school.
schools are meting freir educational goals AND
the cost per stident at each school.
There are schools that have extremely low
Utilization rates AND weaker a sademic
Develorance bet are not being considered for
closure white offers with history vtilization
rates and high academic rations stated for
<u>Closure.</u>
Furthermore while some closures are likely inevitable
there sums to be almost no regard for the
sakt of children as on of the proposals
would require hundreds of exemendary school childre
to cross Amost Blad while another hould require
hundreds to ross S. Lamer and Olyorf.
Is it really necessary to risk childrens' lives?
Over — S

DISTRITO ESCOLAR INDEPENDIENTE DE AUSTIN PLAN MAESTRO DE INSTALACIONES

Juntas Comunitarias 12 y 13 de enero de 2011

COMENTARIOS ESCRITOS

Si desea hacer sus comentarios por escrito, sea tan amable de completar y entregar esta hoja. Es importante que escriba claramente y en LETRA DE MOLDE su número de teléfono y/o su correo electrónico, y el nombre de la escuela(s) con la(s) que tiene una relación estrecha, en caso de que tengamos alguna pregunta sobre sus contrata.

Nombre y apellidos: ______ Teléfono: _____

Correo electrónico:
Escuela(s) con la(s) que tiene una relación más estrecha:
No olvide que, hasta el día 17 de enero de 2011, también puede hacernos llegar sus comentarios a través de Internet si visita la página electrónica del Plan Maestro de Instalaciones en www.austinisd.org .
Por favor, escriba sus comentarios en los renglones a continuación. Si necesita más espacio, puede utilizar también la parte posterior de esta hoja. Sus comentarios serán escaneados e incluidos en un informe público, el cual le será entregado al Equipo de Trabajo del Plan Maestro de Instalaciones y publicado en la página electrónica. Escriba de forma clara y legible.
Finally a few years ago. The City of Austin
deliberately Changed the way purposts taxes
are applied so that the majoritas of the
property tax is applied to the land and
not the stricture. The city's goal and it
has been very effective, is to promote development
and density in the city core and avoid
wrban sproul. Since thes change there has
Geena significant mercase in the construction
of 2 and 3 bedroom homes and diplexes
In the care of the city. The neighborhoods
around Zilker and Barton Hills are
aroning contrary to the demorathic
assimphone used by AISD. AISD needs
to alian school capacity plans and
goals with the City of Austiris goals
for a thinking resited and are cone!

DISTRITO ESCOLAR INDEPENDIENTE DE AUSTIN PLAN MAESTRO DE INSTALACIONES

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Juntas Comunitarias 12 y 13 de enero de 2011

COMENTARIOS ESCRITOS

DOTEO

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		STEWART		_ Teléfono: _	
Correo electrónico: Escuela(s) con la(s) qu	mall j.	stewarte qu	nail com	C1	-
Escuela(s) con la(s) qu	e tiene una rela	ción más estrecha:	Zilker	Elementa-	· y — —
No olvide que, hasta e Internet si visita la pági					
Por favor, escriba su utilizar también la pa informe público, el c publicado en la págin	rte posterior de ual le será ent la electrónica. I	e esta hoja. Sus c regado al Equipo Escriba de forma c	omentarios será de Trabajo del lara v legible.	án escaneados e Plan Maestro de	incluidos en un Instalaciones y
Somet	imes dit	Ficulat deci	sions m	ist be ma	ele:
In the	ace of	these loudge	et challer	925, We	face
a real r	isk tha	Ficular decident these dialog	decisions (may be	made
destructiv	rely.	•		(
	1				
The	option to	dose 7:11	Lo- Elemen	stary is	= 1000
bet in us	asided	close Zill	be ree	cted by	the
+ask-le	rce.			7	
The	considera	tions cited	(by th	e task t	ي دو
_ Chow a	detaile	tions cited ed Enspect tenance a	tion lot	numeric	al data
related	to main	tenance a	nd staffine	1. but	completel
Fail to	c 1	le the a	icade mil	Succes	
these	schools	\$	1	renath o	if the
Communi	1	1 / ' "	ed on	these nei	gborhood
schools	1 Liken		·	given ogly	lursory
(onside va		hese are	T_{i}	elements	40
schooling	1 3	matter,		- these	that
	schooling	1	:		Page 47

WRITTEN COMMENTS

If you would like to provide written comments, please complete and hand in this sheet. In case we need
clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you/most closely identify.
School(s) With Whigh You Most Closely Identify:
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this
sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as
possible.
Ametimes difficult depisions myst be made;
Market those decisions poorly will have trage
Constationated for the students benefitting from
agost education in their samunities.
I lokok of Ather Elementary is a very poor
mitautta traffestron fant and recommendation
to Felose this exemplary school would
(CONTINUED)
An analysis of the costs boildings, and cupital cost
avoidance is well suited for considering clasure of
a factory - not a community school, not 7,1ker
Elementary.
Zilker, land many of the other schools in this
list of options is not a generic suburbay shild-factory,
These are vibrant communities built around schools
with proven accomplish ments of learning. The tosk-for.
should reconsider its options extend its time if
needed and review these budget considerations
with an emphasis on the EDUCATIONAL factors which truly matter.

Donald Brode

Community Meetings January 12 and 13, 2011

WRITTEN COMMENTS

DELCO

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.

Name:	Donald	13/000	Telephone:
			e community caretx.org
School(s)	With Which Yo	u Most Closely	Identify: Zilker
Facility Ma	ister Plan link fo W	ound on the Als	lcome to provide online comments through January 17, 2011, at the SD homepage: www.austinisd.org. 4 be fighting against each other.
sheet to d	continue your	comments. T	nts in the space below. If needed, you may use the back of this hese comments will be scanned and included in a public report, rask Force, and posted on the website. Please write as legibly as
	\	we are a	family of 4 who chose our home on
	essic St	in large	e part due to zilker Elem. We have been
	so grate	eful. We	grew up with neighborhood schools-
	walhin	5/biking	to our schools. Closing a school
			e so much right - parental involvement,
	COMMO	nity co	mection /identity, diversity, commitmen
. 11110	to "	big pictu	inc" learning - is deflating, confusing
	and	, in my	opinion, short sided. How can you quantity
			- destroying something people have
	built	- with	such care/energy?
		One of	us grew up in Eanes District. We
			ecause it is wondeful; and we chose
	the 2	711ker are	ea because of the clear bond/connections
		<i>"</i>	within the community + their school. We
	don't u	eart to b	e forced to move out of Austin so that
<u> </u>			work where our children walk / bike
	_	chool.	
		The Ta	sh Force's original pet (Idid not sec all
	of this	s in the	handouts tonight) hotes under the
			s for other proposals 'devastating
	Com	nunity i.	mpact or catostrophic implications
-	to t	these nei	shborhoods whereas under our
		`	(myer

DISTRITO ESCOLAR INDEPENDIENTE DE AUSTIN PLAN MAESTRO DE INSTALACIONES

Juntas Comunitarias 12 y 13 de enero de 2011

COMENTARIOS ESCRITOS

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Nombre y apellidos:	Teléfono:
Correo electrónico:	
Escuela(s) con la(s) que tiene una relación más estrecha:	
No olvide que, hasta el día 17 de enero de 2011, también pue nternet si visita la página electrónica del Plan Maestro de Inst	-
Por favor, escriba sus comentarios en los renglones a cutilizar también la parte posterior de esta hoja. Sus cominforme público, el cual le será entregado al Equipo de publicado en la página electrónica. Escriba de forma clara	entarios serán escaneados e incluidos en un Trabajo del Plan Maestro de Instalaciones y a v legible.
relevant proposals (4.) the politically active. Really	2 We are seed as
the potential problem with	severely harming up
is centered on how act	
	em. Do they not believe
that we will 'devastated'	
neighborhood or community	nerspective?
If quality (Measu	ed in so many ways:
testing, community inve	luement a relevancy.
	teacher quality) is of
no concern in the con	
	the message? It's forge
	school/neighborhood, forget
	orm' forget your hard work
the city can discard th	at cary time
I am most cle	sely aligned with Tilher
but \$5 a citizen of	Austin since 1980 Iam
aligned with all these	beloved neighbor hood schools.
	Thank you, fall

Community Meetings January 12 and 13, 2011

WRITTEN COMMENTS

DELCO

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.

Name: Brien Steele	Telephone:
Email Address: 5steele 1 @ avstm. Fr. Cov	~
School(s) With Which You Most Closely Identify:	er

Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org.

Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.

possible.
When I first heard of this possibility last weeks
my initial reaction was complete disbeliet. How could
the thought of closing a blue Mober elementary school in
the heart of thriving and vibrant south Austh even be
considered I still feel that way.
U .
I bought my house specifically where we did because
of Zilher, and the subsequent schools our children would
attend. There is no better school in Austu than Zilhar
elementory perhaps in the country. It earns A's
blue rabbon status every day my was altered there
Specaling of hiss, when I hought my house in 199
there were home on my street of elementary are,
Tiday there are at least a dozen immediately around
our house with many soon to be at the age for
school This is a vibrant, stocky street in a
vibrant growing part of the city, To cateconize Tilhe
as a 'declinary' neighborhood is the polar apposite at
really. Using data from the 2000 census to
make decrisions is not basing decrisions on reality.

DISTRITO ESCOLAR INDEPENDIENTE DE AUSTIN PLAN MAESTRO DE INSTALACIONES

Juntas Connunitarias 12 y 13 de enero de 2011

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Nombre y apellidos:	Teléfono:
Correo electrónico:	
Escuela(s) con la(s) que tiene una relación más estrecha:	
No olvide que, hasta el día 17 de enero de 2011, también pued Internet si visita la página electrónica del Plan Maestro de Instal	
Por favor, escriba sus comentarios en los renglones a cor utilizar también la parte posterior de esta hoja. Sus comer informe público, el cual le será entregado al Equipo de T publicado en la página electrónica. Escriba de forma clara y	ntarios serán escaneados e incluidos en un rabajo del Plan Maestro de Instalaciones y
Zilheris alive and growing and u	re noed our schools.
Another major point closing schools in the center part of the counter for the long-term pla	blue ribben, throwing vibrant the city runs completely inning of Austin,
Another major point. Every hid world now be forced to use Of access the proposed new schools, will let their hids to walk any even have sidewalks from homer crossing homer. And then there's tracks with a very busy train crossing these tracks on two an already closged morning co or considered.	the matter of the rollroad
Finally As about the hids for be hurt and education diminished children would lose out in a bl	ed by And prepage be, My ve Mbboh school, I'm not the

Community Meetings January 12 and 13, 2011

WRITTEN COMMENTS

DELCO

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.

Name: CLAUDE BERNARD	Telephone:
Email Address: poochy cracker @ hot mail. com	_
School(s) With Which You Most Closely Identify: Zilker	ELEMENTARY

Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org.

Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.

I LIVE IN THE TILKER NEIGHBORHOOD AND I HAVE I SECOND GRADER IN ZILKER ELEMENTARY S GUA OTHER CHILDREN THEY'RE WAITING TO GO WHEN ENOUGH. T'VE 6 L D MEIGHROR HOWD FOR 7 YEARS, I HAVE EXPENSIVE PROPERTY TAKES THAT CONTINUE WHAT (600) MOHEY MOVED TO MERNS ELCEWHERE EXEMIYI ARY SCHOOLS YOU HAIJF EXCESS AND EVERYONE AT THE MEETING FICH TONIGHT THAT AUNOYFD WERY AT FAIT WE HELRI BEING OUR TARGETED SCHOOLS UNCHARACTERISTIC EXTRAORDINARILY I'VF FUIDWIK THE WHERE THE COMMUNICATION ARE YOU THESE BFFORE CAN COMMUNITIES YOU GAVE T/M arphiVEOUGEL A RESPONCE IF ZILKER CLOSES CHAUGE IRREDARARIY

DFICO

Community Meetings January 12 and 13, 2011

WRITTEN COMMENTS
If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: Ana Ward Telephone:
Email Address: ana. Cward a amail, com
School(s) With Which You Most Closely Identify:
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
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I grew up in the Zilker area and attended
O. Henry and Zilker. I attended UT. 4
times and murchild now attends Zilker.
Through my dutite Austin tenure Zilker
has served as an onchas for the
neightbook Hood, and educated Children
SUPCESS FULL . AS WE arrabe As What
should be changed : the Altimes
Choice is to after that which is
not whicher - schools with under-
THINAAtiON - SCHOOLS WINDLE
trainsters out are him .
GAMO SUNTA MA ANIXON 40
DETIKER IS A SUMBOL MYNAM
mades Austro-areati
TOND LE L'EST

Community Meetings January 12 and 13, 2011

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DELCO

WRITTEN COMMENTS . 55 200
If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: Telephone Telephone
Email Address: JOE, ETHERTON C GMAIL. COM
School(s) With Which You Most Closely Identify: 21LK ER
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
We explicitly chose to move to the Zilken
neighborhord because of the excellent clementary schools.
It seems to be a form of shooting oneself in the
fort to close either Filker or J Barton Hills two
exemplara schools with some of the lowest per-student costs.
believe the following statements are relevant.
(1) Crossing S. Lamar to walk to Bedier or Dawson would put dozons.
Kids at risk twice a day, 5 days per week.
2) Ziker/ RHE property values would so down, reducing revenues
for the School overall. This information does not appear
to be accounted for.
(3) It seems unreasonable to close two Exemplay schools to have
students go exembere - it makes more sense to draw students
from under performing schools.
(4) The Z. Keer area student age population is increasing -
voum children are moving into the area and will swell
class size. Better to leave Zilker open than to close, then
need to oc- green when student size demands it.
· · · · · · · · · · · · · · · · · · ·
Finally) we thank the committee members for
their service.

Community Meetings January 12 and 13, 2011

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WRITTEN COMMENTS

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.

Name: Peter Stills	Telephone:
Email Address: Stiles, Peter @ gmail.com	
School(s) With Which You Most Closely Identify: <u>それに</u>	

Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org.

Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.

4.4B Will Milet too many 10:08 - as many
as 900 they will lose the ability to
walk to school - a hulthy economic +
eco april activity that proves come.
Zilker 15 Novar perfect and its too kisky to
Close. It will sever the establish ties between
the community of the schools. Donations will go Down
teachers will live, the PTA will feel less
connected.
I there are better options II. high performing
Schools though stong open. Zilker is high performing
+ high capast there is poon on the
- Campus to expant for butice growth
4.4B is the most dangerors option, Puthing
Couration, Children + the community in Peril
Zillen is a Mistoric compus, with want dustinguished
alumni. the compos is worth saving + Restorings
Whave Diverse, Successful, organized + exceptional in
query way!

Community Meetings January 12 and 13, 2011

WRITTEN COMMENTS

DELCO

If you would like to provide written comments, please comple clarification of your comments, please clearly PRINT your name school(s) with which you most closely identify.	
Name: Tucker Bass	Telephone
Email Address: Tucker 665523 mail. win	
School(s) With Which You Most Closely Identify: Zill E	X
Please remember that you are also welcome to provide online Facility Master Plan link found on the AISD homepage:	

Community Meetings January 12 and 13, 2011

WRITTEN COMMENTS

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: Jason Roeben Telephone:
Email Address: roeja 010 CA. Com
School(s) With Which You Most Closely Identify:
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
The proposal to close Zilken
+ Batton hills is poorly thought
out.
these are explany schools that have worked hard to achieve
that status + blue nibbin status,
The do not need as much work
as proposed!
The traffic congestion caused
by transfer ing the student's to
Bocker + Dows on Will cause major
problems in South austen
There are may 3 points to cross
the rail road tracks.
Page 58

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Community Meetings January 12 and 13, 2011

WRITTEN COMMENTS

f you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: Brillet Brad Budwort Telephone:
Email Address: bradybridget Dhotmanl-Con
School(s) With Which You Most Closely Identify: <u>Like Elementary</u>
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
Please keep Eller open! It is an exemplary
Plane keep tillen open. It is an exemplary School and we moved into the tilker
neighborhood for this school. We have a
Byear old boy Markin and abdry onthe
was who will both attend to Ken elementary
It 95 a blue-vibbon School and has an
excellent academic record in Austin.
Please Kell these points in mind when
making this ditheult decision.
- That courter you time and support!

Community Meetings January 12 and 13, 2011

WRITTEN COMMENTS

Name: Russell Gold

DELCO

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.

Telephone:

Email Address: 1950@ columbia.edu		
School(s) With Which You Most Closely Identify: Elem.		
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .		
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.		
'AISD IS trying to very handle a		
Figial crisis while also reviewing its		
transfer policy. This seems like trying		
transfer policy. This seems like trying to fix a jet engine in my flight.		
Zilter is ~80% caraty in neighborhood		
but > 115% w/ transfers!		
Why are you considering closity an		
exemplary school that is 7100% capacity?		
Dry do re have to choose the which of		
four exemplay schools \$ (7ilker, Barton		
Hills, Recker, Dawson to close.		
17 is nonsensical?!		
B		
Page 60		

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WRITTEN COMMENTS

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.

Name: Thea Luona Telephone:		
Email Address: thea. Lyong @ Wtmal. com		
School(s) With Which You Most Closely Identify: ZILEE		
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .		
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.		
It is to the best interest of our society		
to keep ZILKOR Elementam. Children		
rultwate best socially at ademirally		
in a relighborhood school where		
their lives are interpreted in the		
neighborbood.		
o It is unacceptable to have children		
_ moss multiple bush street with		
_ madequate Sidewalk. This is not		
a goal Da Livable ain		
o Children 15 Dur investment; Other Education		
15 our most important ussesst.		
KEEL ZILKER OPEN)D		
Page 61		

Community Meetings January 12 and 13, 2011

DELICO

WRITTEN COMMENTS If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify. Name: Steve Donuhwe Telephone: Email Address: GED SED & Austin . RR. Com School(s) With Which You Most Closely Identify: ZILKER Elem. Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org. Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible. guestion the estimate of capital cost avoidance by closing IKen and Barton Hills. AISD has avoided capital costs Zilker for years. Its students continue to thrive

Community Meetings January 12 and 13, 2011

WRITTEN COMMENTS

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If you would like to provide written comments, please complete and hand in this sheet. In case we need

clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify. (TINA DIEHL Telephone: Name: Email Address: ged Sed @ Austin. RR. Com School(s) With Which You Most Closely Identify: _ ZILKER ELEMEN Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org. Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible. ROPOSED CAPITOL COUNTS INDICA SUITABLE BLUEBON (GOODRICHY AUSTIN HOUSING

Community Meetings January 12 and 13, 2011

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Nama: RABB

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.

Name: BARRY STONE Telephone:
Email Address: barry of stone and of MAIL. Con
School(s) With Which You Most Closely Identify: ZILLETZ Elendary
Please remember that you are also welcome to provide online comments through sanuary 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
T strongly Appose the closur of Zilker
Elemention. The school has been at the
hagai of our community for longeres.
The metaics of the bask trace lavones
trus Get To Clase Zilker Aus Borbon
Holls School will effectively kill ove
Neighborhood BB Roth Short
411 teach coronit in three weres
App will reed to move again. We IF
ind close to some soll could compable
DAM ACO TRE URBAN CORES OF This !
Nexabortwood Which is seen A Religion.
We moved to this Newsburked to so b
Zilker we live in A small house Aus
por non bases because we wake
Edulatin And the Communit.
how the Task force comb Braps
will Do so ho . Tilce is A graf
Direction Kins
Page 64

Community Meetings January 12 and 13, 2011

DELCO

_____ Telephone:

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Email Address:

Name: Susan Terrell

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.

School(s) With Which You Most Closely Identify:		
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I'ma parent à a rikerlandergartener.		
I affended the AND mythis week in which		
the tusk for ce poresented to the servel toomed.		
The comment that just Kleps going through		
my head are + over is when one member		
of the board asked the task force i what		
would you tell comement the evela		
elevator tration are working on whatis		
you man objective?		
Her answer was " to strengthen		
reigntownord schools"		
After witnessing what our commency		
is ofference of hill wenny D do notoce		
how get what this that fire is		
mossing will strengthen any		
reignow wood servolls		
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opposite.		

Community Meetings January 12 and 13, 2011

Page 66

WRITTEN COMMENTS

DELCO

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.		
Name: Daviella Sadel Telephone:		
Email Address: danisadeh agmai com		
School(s) With Which You Most Closely Identify: Zilker Elementary		
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .		
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While understand how hard and necessary that to		
re-evaluate AISD structure in order to maximize efficiency,		
the proposed agenda of closing Zilker is missing the point.		
While the closure might reduce costs, closing it will		
result in a greater loss than a gain to the noan neighborhood		
and Austin.		
Ziker is a thriving school academically and socially		
It is a community outer- a true home for its students.		
It is consistently a high-perfurning school, has an excellent		
magram for students with special needs has a highly involved		
PTA and parents. It has has the environment which enconverge		
Ocademic Success.		
Instead of closing 21 ker it should be used as a model of		
how public school should be heading too- Community based, and		
centered institution which achieves examplar status		
Mar after year		
Above budget considerations, we must not forget that our		
schools' whin reason for existence is to educate our kids.		
closing so wanted many Exemplany schools is overlooking that points		
mint.		

Community Meetings January 12 and 13, 2011

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If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: JOEL STEWART Telephone:
Email Address: Mail , stewart @ gmail xom
School(s) With Which You Most Closely Identify: Zilke- Elementary
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Zilker Elementary is an excellent educational
institution with a strong, active community
built around it.
Closure of Zilker, and other schools like it,
shows a severely misguided sense of priorities.
While recognizing that difficult decisions must be
made, lit is imperative that the task-force
reconsider, these officers with a renewed respect
to the following factors.
Zilker the Several other schools in these
oprions, is a central Austin institution, one of
the Flagships of AISD elementary education. Exemplain
educational records and strong communities set the
Standard example for what I truly great education ray
look like, Zilker is a school of unique
outstanding, touly Austin character. The things,
once destroyed are often never regained.
The desire of families to transfer Stydents to
Zilker is a powerful example of the Imporrance
of schools like this to the Austin community. The
Task-force must reevaluate its options with an
appropriate consideration of the needs of community, family,

school(s) with which you most closely identify.

Community Meetings January 12 and 13, 2011

WRITTEN COMMENTS

DELCO

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the

Telephone: Name: Koren catter as constal and work at com Email Address: School(s) With Which You Most Closely Identify: ___ Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage; www.austinisd.org. Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.

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DILCO

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Name: Telephone:		
Email Address: traige & chilta gmail. com		
School(s) With Which You Most Closely Identify: Zilkor		
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Thittee Please don't close diverse and		
exemplary neighborhood schools in central		
Austin!		
Zöller Elementary is not in disrepair.		
Our campus is in excellent shape with		
nur plangrounds, ADA accessible facilities,		
excellent computer labs, and a newly remodeled		
contations. The tunds from It is survounded		
by a paul that serves as an excellent resource		
for our Children. Fees from the Rolling Stones		
concert in Zitker Park have allowed was to Dand		
new trees so that our children can Dlan in.		
a comfortable natural settine.		
My Butter partner and I are lestoran		
parents. Le value rapial con ourc, and and		
class diversity We those mutital Zilker Flem-		
entary because we wanted our son to		
expluence a diverse and inclusive school		
where he could that meet Andents what		
and total & backgrounds are both Similar to		
his own and very different from his own pootsoilker		
has been that place for in. I hope front		

all A fra decition marked will write 2 Harrie of a propertion of

Community Meetings January 12 and 13, 2011

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If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify. Name: Kent M. Kostka

Email Address: Kentkostka 1@ aol.com School(s) With Which You Most Closely Identify: Zilker

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I am apalled at the fact that this task force conducted this evaluation without attention to academic performance. Yes, we know you sport hundreds of hours reviewing data. But did you visit the campuses and the neighborhoods?

We moved into central Austin in 2009 for the purpose of living in the Zilker zone. We bought a home and changed our life plan so that our son could attend this exemplary school. If you close this school, you will devastate our

Clusing excuplary central city schools is a terribly poor prioritization. Courtless Zilker parents and families have moved to the district to live where they can send their children to Zilker. Closing the school will make families move away. It will stop the flow of families into our neighborhood -. and make no mistake - Your DATA IS FLAWED if it indicates that population in these neighborhoods is dropping. Austin is trying to encourage inner-coty growth, not discourage it!

Option 4.4B is wrong on so many levels. The impact and value of schools cannot be measured by maintenance costs. It cannot be quantified on a balance sheet. And academic excellence can be neasured, should be part of this process.

We deserve better than this. You can do better.

Community Meetings January 12 and 13, 2011

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DELCO

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Name: Tina MeMillin Telephone: Telephone: Deliberation
Email Address: Spitten & 1 PHotmail. Com
School(s) With Which You Most Closely Identify: ZIKEC.
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
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T-0 = OVER 1-100 School Closuro
Trica expersion solvesticary. This agestic mence
THE thought of even considering a school closure for a expension school Crazy. This doesn't make any scree to close school schools. There is no reason for this. Don't Base. this all an numbers. Across to the 'Slow down't Suggestion. PLZISE PLZASS PLSISE !!!!!
this ill is sive heart deposed in the "Standard"
Suggestion, RIPASE DISASS PLEASE 1/1/1
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Community Meetings January 12 and 13, 2011

WRITTEN COMMENTS

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deficitor, with which you most dissely lactiting.		
Name: LAURA GARANZUAY	Telephone:	
Email Address: lagbcb@yahoo.com		
School(s) With Which You Most Closely Identify:	Elementary	
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .		

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possible.

I want ZIKer Elementary to remain open.
I moved to this neighborhood so my childcould attend
an excellent smaller school, not a grant supersize,
Suburban style elementary, My son has since
moved on to LASA due to an incredible brimary
education he received at Zilker, I feel strongly
that no consolidation should occur. Kids do well
at smaller schools so keep Zilker open: Zilker is
the heart of our neighborhood. We still attend the Zilker
Tamborel of Springting even traigh our child is no larger
attendures Filler Elem?
As a home owner in the neighborhoad, luse the believe
my property value will decrease by changing the tracking
from O. Herry-Alstonhigh to Fulture-Travis. Travis
15 not a desiruble high school to attend because of
The benge and varisher population. For example, a friend
of mine taught piology there of was assaulted by a students
She pressed charges. She later worked at Austin High &
had much better things to say about working there.
I want Zilker to Stan open!
) Page 72

Community Meetings January 12 and 13, 2011

DELCO

WRITTEN COMMENTS

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.

Name: ADAM TROYAK	Telephone: 5 2 42 7 5 7
Email Address: atrovake yahoo.com	_
School(s) With Which You Most Closely Identify:	<u></u>

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	Option 4.48 should be tabled because closing
	ZILKPE and Barton Hills will uproot as many ac
	900 Students. Many of those Kids who currently walk, Ride
	to school will be forced to abandon the healthy practice.
	The envolment provertions do not a opear to
	take into account Aupabu boom that taking dace
	In Zilker. My Street alone (Jessie st) has 6
	new borns on our block! Closing the successful
	Center-city schools will have a Cheantive impact basiness
	development and property values for South Central
	Austin. Zilker is at 114% Capacity. If a school
	1s to be closed it should be an under-utilized one.
	Unlike Many center-city schools Zilker has ample
a side	to build permanent classroom additions and
	accomplate future sopulation anowith. Shutting down
	an economically a ethnically diverse school with a strong
	record of academic achievement is short sighted!
	As a father with a 5 week old live sornheally chose
	Dur neigherhood because of Zilker elevientury and its
	repetation of high academic achievement.
	I



Pearce MS

Community Meetings January 12 and 13, 2011

Page 75

WRITTEN COMMENTS

DELCO

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Name: Charlotte Dotson Telephone:
Email Address: Fabourd Damail. Com
School(s) With Which You Most Closely Identify: Pear Co. 1715
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
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Keep your promise Superintendent Brand, District
you made primises to Pearce Parents. you told us
In we were young give our kids a Dro-ECHS to ford
into 2155 & Kengar war when are you all grow
to Till can Children a true opportunity. Francy
time pearce get in their fect you all do semething
to know & them down.
End the transfer Island all the students
to their home schools. Fix the boundaries, then
one overdue for some serious fixing
IF you all had not nedected the school building
cis long as you all have, we would not have some much repairly restoration
DE (MANS PANCAL)
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Community Meetings January 12 and 13, 2011

WRITTEN COMMENTS

DELCO

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Name:	Greag Graden	Telephone:
Email A	Address: ggreen@austinisa.	
School	I(s) With Which You Most Closely Identify:	Pearce
	e remember that you are also welcome to provide Master Plan link found on the AISD homepage: y	e online comments through January 17, 2011, at the www.austinisd.org.
sheet t	to continue your comments. These comment led to the Facility Master Plan Task Force, and	e below. If needed, you may use the back of this is will be scanned and included in a public report, posted on the website. Please write as legibly as
T	his is a school that	has gone through so
_ ~~	Ann Changes and I	Enally when them
	et troub to hit 4	heir strike and get
4	ho_implovements. 4	hen're to 12 thanks int
IN .₽	or thenthis.	
	The se Students ha	we been left and left
	selvind so often 4	hat we bronder when
	will anough be a	nonja .
	·	

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Community Meetings January 12 and 13, 2011

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Eastside HS

Community Meetings January 12 and 13, 2011

WRITTEN COMMENTS

DELCO

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School(s) With Which You Most Closely Identify: Eastside Hemonic High Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org. Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible. agains

Community Meetings January 12 and 13, 2011

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DELCO

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Name: Telephone:
Email Address: Navissa Maul Comail Com
School(s) With Which You Most Closely Identify:
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Comments for AISD Facility Master Plan Task Force Community Meetings

Wednesday, January 12 from 6:00-8:00 pm at the Delco Center, 4601 Pecan Brook Drive Thursday, January 13 from 6:00-8:00 pm at the Burger Activity Center, 3200 Jones Road

I ask that the AISD Facility Master Plan Task Force support the East Austin College Prep Option.

We ask that this Task Force consider another option to assist in managing AISD's budget shortfall. For the last two years, the East Austin College Prep Academy has provided the East Austin community with access to quality education that prepares our children for success in college. This is the kind of education that the children of East Austin deserve and that can strengthen our community.

We ask that AISD lease Eastside Memorial High School, either its entirety or a portion of the building, to the East Austin College Prep. They would take over related operational and facilities costs of running the school from AISD through a long-term, low-cost lease. East Austin College Prep would continue to provide the services it currently provides to the community including a school-based health clinic, employment services, childcare services, cultural arts programs, afterschool programs and parental education.

This arrangement will enable two very significant things to happen:

- AISD could save significant funding annually by not having to operate this underutilized school. The cost savings could then be redirected to help AISD keep other campuses open and operating.
- 2) It would offer our community, and our children, with the stable and consistent resource of a quality education that prepares them for successful futures – in particular to attend and succeed in college. This has been lacking in our community and our children deserve this.

Specifically, I believe this option provides children in our East Austin community with the stability and consistency they need to succeed in school. By allowing The East Austin College Prep to lease the building, it ensures that the current growth of the school can continue right in the heart of our neighborhood. Children are succeeding. Families are involved and engaged. Needed services and supports are in place to ensure success over the long term. And with the money the district will gain through a lease of Eastside, this could possibly help some of the schools that are on the chopping block remain open. This is the recipe for long-term mutual success.

Community Meetings January 12 and 13, 2011

DELCO

WRITTEN COMMENTS

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Telephone Teleph
mail Address: Chery reese & Yahoo. Com
school(s) With Which You Most Closely Identify: <u>East Aushn College Prep Francem</u>
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Specifically, I am a parent in the community, the East Austin community. I want for my children the same things that all of us parents want: an education that my child enjoys and that prepares them with an opportunity to succeed. My child attends the East Austin College Prep Academy and I have watched them develop a love for learning – whether that is about science or math or building a video game to address a social issue! But more importantly, their belief in their ability to succeed and how they thinks about their future lets me know they are willing work hard to accomplish their goals. And right now? Because of EACPA, that goal is to go to college. That isn't something that existed in this community before.

DELCO

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WRITTEN COMMENTS

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: Daniel Hinorosa Telephone Email Address: Ahinorosa DSwifey org School(s) With Which You Most Closely Identify: East Austin (allege Prop
Email Address: Ahinojusa DSwley.org
School(s) With Which You Most Closely Identify: East Austin College Prep
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We ask that AISD lease Eastside Memorial High School, either its entirety or a portion of the building, to the East Austin College Prep. They would take over related operational and facilities costs of running the school from AISD through a long-term, low-cost lease. East Austin College Prep would continue to provide the services it currently provides to the community including a school-based health clinic, employment services, childcare services, cultural arts programs, afterschool programs and parental education.

This arrangement will enable two very significant things to happen:

- AISD could save significant funding annually by not having to operate this underutilized school. The cost savings could then be redirected to help AISD keep other campuses open and operating.
- 2) It would offer our community, and our children, with the stable and consistent resource of a quality education that prepares them for successful futures in particular to attend and succeed in college. This has been lacking in our community and our children deserve this.

Specifically, I believe this option will off set costs and offer AISD the ability to reduce their expenditures in the coming years. The current plan is talking about closing 9 schools and redistricting an additional 2. By leasing the Eastside Memorial campus to East Austin College Prep, the school district will be save funds that can be reinvested.

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A Formal Request of AISD presented by

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Parents and Students at the East Austin College Prep Academy

To be presented at the AISD Facility Master Plan Task Force Community Meetings Wednesday, January 12 from 6:00-8:00 pm at the Delco Center, 4601 Pecan Brook Drive

For the last two years, the East Austin College Prep Academy has provided the East Austin community with access to quality education that prepares our children for success in college. This is the kind of education that the children of East Austin deserve and that can strengthen our community.

Now, as AISD works to identify ways to manage the repercussions of the current climate of financial hardship, concerned parents of students living in East Austin ask that the following option be considered:

We ask that AISD lease Eastside Memorial High School, either its entirety or a portion of the building, to the East Austin College Prep Academy. EACPA would take over all related operational and facilities costs of running the school (or a portion of) from AISD through a long-term, low-cost lease. East Austin College Prep would continue to provide the services it currently provides to the community including a school-based health clinic, employment services, childcare services, cultural arts programs, afterschool programs and parental education.

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While we realize that numerous details need to be worked out to make this a reality, as parents and concerned citizens in *this* community, we believe that the East Austin College Prep option (provided by the East College Prep Academy and their numerous community partners) offers our children the best chance for a quality education that will prepare them for success in the future. At the same time - it offers AISD an opportunity to reallocate funds to continue to maintain or keep other schools open in the district.

We ask that this proposal be given serious consideration. The East Austin College Prep Academy and its Board of Directors have agreed to meet as soon as possible with this committee and AISD officials in regards to this proposal. Please contact the administration offices at the East Austin College Prep Academy at 512-287-5000 to schedule a meeting to discuss this in more detail.

Sincerely,

Janie Flores, The East Austin College Prep Academy Parent Council

Community Meetings January 12 and 13, 2011

WRITTEN COMMENTS

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AAKILLEIA COMINIEMA 2
If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: Daniel Lanes Telephone Telephone
Email Address: dlanesrbaeanthink.vet
School(s) With Which You Most Closely Identify: East Austin College Prop Dition
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.

Daniel Llanes - dilanes roboearth Link. vet

Comments for AISD Facility Master Plan Task Force Community Meetings

Wednesday, January 12 from 6:00-8:00 pm at the Delco Center, 4601 Pecon Brook Drive Thursday, January 13 from 6:00-8:00 pm at the Burger Activity Center, 3200 Jones Road

I ask that the AISD Facility Master Plan Task Force support the East Austin College Prep Option.

We ask that this Task Force consider another option to assist in managing AISD's budget shortfall. For the last two years, the East Austin College Prep Academy has provided the East Austin community with access to quality education that prepares our children for success in college. This is the kind of education that the children of East Austin deserve and that can strengthen our community.

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Specifically, I believe this option offers East Austin away to transform itself into a thriving community. We want change in our community that allows us to provide for our families, and that includes a quality education for our children. For too long our children, their education and therefore their opportunities to succeed have been ignored. As we look to the future we want partnerships and solutions that offer us with opportunity. The East Austin College Prep option does that.

Community Meetings January 12 and 13, 2011

WRITTEN COMMENTS

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If you would like to provide written comments, please complete clarification of your comments, please clearly PRINT your name, t school(s) with which you most closely identify. Name: Tayla Fru	elephone number or email address, and the
Email Address: layla fry a gmail. Com	
Name: Layla Fry TEmail Address: layla fry or gmail. Com School(s) With Which You Most Closely Identify:	
Please remember that you are also welcome to provide online of Facility Master Plan link found on the AISD homepage:	

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 succeed in college. This has been lacking in our community and our children deserve this.

Specifically, I come here as a concerned parent. I also come here as a community member concerned about our children. There is a reason we have such a high number of at-risk youth in East Austin. We need to provide them with a quality education that they believe in! As students and parents at the EACPA will tell you, when you show children there are alternatives, they become engaged and begin to truly believe in the possibilities for a positive future.



LASA

Community Meetings January 12 and 13, 2011

WRITTEN COMMENTS

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If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify. Name: KEN PECUGER_______ Telephone
Email Address: KMP @ PO Box . com School(s) With Which You Most Closely Identify: _ LA Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org. Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible. Devoc

Community Meetings January 12 and 13, 2011

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McCallum HS

DELCC

Community Meetings January 12 and 13, 2011

WRITTEN COMMENTS
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Name: Mwisa Limon Telephone
Email Address: Marisaylimon Egmail . 120m
Email Address: <u>Mari Saylimon Egmail . Um</u> School(s) With Which You Most Closely Identify: <u>McCallum</u>
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Thank you for your service on the facility master plan I am
confident that you have taken a painstaking approach to
determining your findings. I strongly encourage you to exhaust
all other measures before closing any campuses. This warrants
additional meetings and innovative trinking to conce up with
more solutions like selling the N.G & administrative campers
and compressing the summer schedule.
What pains me the most is that these hudgestary constraints
tout are taking providence, over the argannic, inequities that
plague our district. Academic rigor and high expectations should be standard for all of our students. That happens much more
be standard for all of our students. This happens much more
Often in theory than in practice. Thank you require for your service.
Thank you again for your service.
-mAh



Multiple Schools

Community Meetings January 12 and 13, 2011

WRITTEN COMMENTS

DELCO

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.

Name: heather Bailer	Telephone.
Email Address: Whoiley 2 2 austin, 11, con	
School(s) With Which You Most Closely Identify:	Elev LASA

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possible.

DISTRITO ESCOLAR INDEPENDIENTE DE AUSTIN PLAN MAESTRO DE INSTALACIONES

Juntas Cornunitarias 12 y 13 de enero de 2011

COMENTARIOS ESCRITOS

Si desea hacer sus comentarios por escrito, sea tan amable de completar y entregar esta hoja. Es importante que escriba claramente y en LETRA DE MOLDE su número de teléfono y/o su correo electrónico, y el nombre de la escuela(s) con la(s) que tiene una relación estrecha, en caso de que tengamos alguna pregunta sobre sus comentarios.

Nombre y apellidos: ______ Teléfono: _____

Correo electrónico:
Escuela(s) con la(s) que tiene una relación más estrecha:
No olvide que, hasta el día 17 de enero de 2011, también puede hacernos llegar sus comentarios a través de Internet si visita la página electrónica del Plan Maestro de Instalaciones en <u>www.austinisd.org</u> .
Por favor, escriba sus comentarios en los renglones a continuación. Si necesita más espacio, puede utilizar también la parte posterior de esta hoja. Sus comentarios serán escaneados e incluidos en un informe público, el cual le será entregado al Equipo de Trabajo del Plan Maestro de Instalaciones y publicado en la página electrónica. Escriba de forma clara y legible.
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and will drive the magnet morrow to
failure. Why not use this as a nodel
of what works in noticating students to
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Community Meetings January 12 and 13, 2011

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WRITTEN COMMENTS

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If you would like to provide written comments, please co	mplete and hand in this sheet. In	n case we need
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school(s) with which you most closely identify.		
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Instead a closing exemplery schools:
adday new schools + consider schools that people have left
Reduce of the scheds staff mability to teach students
· Check into expanding schools where tirey
are to off set budget.
· Community Schools - save money - transfer
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* It schools close then so should some
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DISTRITO ESCOLAR INDEPENDIENTE DE AUSTIN PLAN MAESTRO DE INSTALACIONES

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Community Meetings January 12 and 13, 2011

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WRITTEN COMMENTS

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: Charlotte Cotera Telephone: Telephone:
Email Address: Charlotte Coteva Q amail COM
School(s) With Which You Most Closely Identify:
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DO NOT Close ZILKER a I have one child
there how & are who will hopefully attend in a
others there are thriving. I cannot express to
you how devastating this would be to our damily
12, our community. Our child's life would be turned
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The Urban core & constribute to somew. My husband
is a teacher at Joslin Flomentan, another
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Only could our children be uprooted, our Jamily
Could lose its solo cource of Income. a flueso
Schools are closed, will weel that the system
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DISTRITO ESCOLAR INDEPENDIENTE DE AUSTIN PLAN MAESTRO DE INSTALACIONES

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de la escuela(s) con la(s) que tiene una relación estrecha, en caso de que tengamos alguna pregunta sobre
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Community Meetings January 12 and 13, 2011

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WRITTEN COMMENTS

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Name: Parna Kelly Telephone
Email Address: <u>Pam. parma a smail com</u>
School(s) With Which You Most Closely Identify: Zilkez & Burton Hills
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
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After looking at the data available on the AISD
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Used the date available to them. Some of them include
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DISTRITO ESCOLAR INDEPENDIENTE DE AUSTIN PLAN MAESTRO DE INSTALACIONES

Juntas Comunitarias 12 y 13 de enero de 2011

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Nombre y apellidos:	Teléfono:
Correo electrónico:	
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utilizar también la parte posterior de esta hoja.	ones a continuación. Si necesita más espacio, puede Sus comentarios serán escaneados e incluidos en un uipo de Trabajo del Plan Maestro de Instalaciones y ma clara y legible.
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Community Meetings January 12 and 13, 2011

Page 105

WRITTEN COMMENTS

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Telephone:

School(s) With Which You Most Closely Identify: Lamar, Bullett, Kealing
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More schools in S. Austin nontributer to urban sprault.
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mental mosts, passed on to those who live in
Older neighborhoods with schools in poor readition.
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not been shown how much money ram be saved
Ou stopping the flood of transfirs.
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but the transfers are costly i environmentally
destructive.

Community Meetings January 12 and 13, 2011

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WRITTEN COMMENTS

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Name:	Telephone:
Email Address:	
School(s) With Which You Most Closely Identify:	East Side Schools
Please remember that you are also welcome to prov Facility Master Plan link found on the AISD homepage	ride online comments through January 17, 2011, at the www.austinisd.org.
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	Page 106

DELCO

Community Meetings January 12 and 13, 2011

WRITTEN COMMENTS

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Name: LaSharda (Rosby Telephone:
Email Address: Mirage Oa - 3@ 40 hco. com
School(s) With Which You Most Closely Identify: For mostly Schools in east austia
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
Instead of alosing schools how about going to 10 hour
days at the solundary level. This would cut energy
cost and maninful classroom time more accessable. Inhon's
would be open four days out of the week.
The district needs to stop committing to building
schools in new subdivisions as well.
Page 107

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Community Meetings January 12 and 13, 2011

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WRITTEN COMMENTS
If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: bisa Morgan Telephone:
Email Address: 11 59 Odrjay Morgan, com
School(s) With Which You Most Closely Identify: MUTChison MS Verses Larmar
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
I am atending tonight with hopes that our
neighborhood (Ski shores Terrace) can he re-zoned
to murchison middle School From Laman MS.
Murchison is closer and we do not Feel Lamer
ms is a safe environment to send our children.
Lamar continues to hold true that the school
Still need a lot of improvements and horrestly
I do not feel the money is there to make of
Lamar a safer environment
Both of our children are currently enrolled in
Highland Park Stementary which is a fabrilos
School. Our correct is core of them will be
entering middle Extral and we are deeply concorned
For his safety. Therefore we will have to either
transfer or enall him in Private school.
Please help put our reighborhood
in the alosed and better seption murchison ms
That ice for war there and drove bet me

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Community Meetings January 12 and 13, 2011

WRITTEN COMMENTS

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.			
Name: Evily MCKee Telephone:			
Email Address: EVELYNMKEE @ HISTIN RR. COW			
School(s) With Which You Most Closely Identify: ALL Schools			
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .			
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.			
Look at the Distrect as a whole.			
What all aboutation in that			
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Don't / redlect the my stalled			
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Page 109			

Community Meetings January 12 and 13, 2011

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If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.

Name: <u>Jessica Kniaht</u>	Telephone:
Email Address:	<u> </u>
School(s) With Which You Most Closely Identify:	ott Elementary, Lamor MS
Please remember that you are also welcome to provide online Facility Master Plan link found on the AISD homepage: <a district<="" he="" href="https://www.aisa.com/www.</th><th>line comments through January 17, 2011, at the</th></tr><tr><th>Please provide your written comments in the space belo
sheet to continue your comments. These comments will
provided to the Facility Master Plan Task Force, and post
possible.</th><th>Il be scanned and included in a public report,</th></tr><tr><th>When considering " th=""><td>trus" especialli between</td>	trus" especialli between
Morthand & Honery Gullos	thus Brentward, AISP needs
to moon sider its transfer police	icy that alkarts miercroeding
in our Flementary school that	15 only Holacks Ammour
hame!	
We purchased a name in	the Gulet district ou
is malkable distance to assure	eagned alreation for our.
3 hiddien he pay a higher i	morage of higher property
lax to be in this district like a	are concerned that our
helphborheed would be redistripted	(to a lower in come school & less
eet 6	or the many transfer Stadant
cause over menusoling at our school.	
	count ariotety mer those
of m thist live in the immediate	reiakborhood. It's not
FAIR!	
Please understand that I	
our transfer students the	* I
the students we unula non	preniate your considering
a candidathering those transfer 3	students a lieady thing
t their siblings.	
- Thank you, I	Know to hard. Page 110

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If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.			
Name: Claire Milam Telephone			
Email Address: Claire Milam (9 mac. com			
School(s) With Which You Most Closely Identify:			
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .			
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.			
1 Maintain existing school facilities			
(2) Space for school-unde assembles			
<u>at' 4004a tendatan</u>			

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Community Meetings January 12 and 13, 2011

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If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: LORENZO SADUN Telephone
Email Address: LSADUND sbcglobal. net
School(s) With Which You Most Closely Identify: Bryker Woods, Kenling, LASA
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
These cuts will hurt, both by messing up the closing
Schools 2 hay disrupting the schools that would get their
Students. In the short run, these plans will
Spriously underent educationi
But the alternatives may well be worse. I hate to
think about the program cuts that will be necessary if
some repurposing of these schools happens doesn't happen.
And in the long run, the proposed district boundaring
make seuse.
<u>-</u>
Bottom lines school closings are bitter bitter unedicine,
but may well be necessary.

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Community Meetings January 12 and 13, 2011

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If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.

Name:	Robert Blech	Telephone:	_220-5821	_	
Email Add	lress:rblech@grandecom.net		<u>_</u>		
School(s)	With Which You Most Closely Identify:Pease,	Ortegega			
	member that you are also welcome to provide on aster Plan link found on the AISD homepage: www		rough January	17, 2011, at	t the

Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.

I am requesting that the Task Force reconsider its ill conceived recommendation to close Pease Elementary school, the longest operating public elementary school in Texas. Pease is a thriving, diverse, school with strong academics that have resulted in it being honored with an Exemplary rating. Pease is a close-knit and vibrant community that does much with little in way of resources. Although the evaluation criteria for the task force included historical significance of certain schools, none of the notes on the website of the task force indicate that Pease's historical significance was ever discussed nor weighed in making the recommendation to close the school. Nor does it appear that the Task Force ever examined the possibility of trying to apply for historical landmark status for Pease and then defraying repair and maintenance grants through grants for restoration of buildings of historical significance. Easier I suppose to simply quote the FCI rating and recommend closure. As a parent and citizen of Austin, I was disturbed to learn that the evaluation criteria used by the taskforce does not include the academic success of a school and its students. When I have mentioned this to friends and colleagues they first expressed disbelief and then outrage. Few people can believe that AISD has chosen exemplary and well known success stories like Pease, Ortega, and Barton Hills as schools that should be closed. It seems AISD has lost sight of its central mission to foster academic success for Austin students in its narrow obsession on square footage, air conditioning systems, and broad statistical modeling of future population growth. Schools do not achieve academic and community success because of the buildings in which they are housed. Rather, academic excellence comes from principals with high standards and visions, excellent teaching staffs, and parents who are committed to the school and the academic success of their children. Thriving and vibrant, Exemplary schools like Pease, Ortega, and Barton Hills have managed to catch lightning in a bottle. AISD seems quite willing to casually discard these exemplary schools and punish the principals, teachers, parents, and students who have worked so hard over the years to build these schools into the success stories that they are. It is hard to grasp how why Task Force even put successful schools into consideration for closure. Although the committee has touted the Austin public's participation in this process, that participation has been extremely limited and the goals and agenda of the Master Plan task force have been obscured until only recently. I am confident that the public did not advocate for evaluative criteria that excluded academic success. Many of the exemplary school currently on the chopping block wasted valuable months that could have been spent organizing a response to the tasks closure recommendation and working toward alternative solutions with the task force simply because it seemed inconceivable that the Task Force would close successful schools. It is unimportant if a school is large or small, or located in the East, West, or North Side of town; if a school works and is successful, AISD should do all in its power to preserve and continue that success. AISD is being disingenuous or simply deceiving itself if it believes that it has engaged the public and the affected schools in this process. Co-chairman Frazier and Mr. Turner visited a full gymnasium full of concerned Pease parents late this Fall and failed to candidly discuss the possibility of the closure of Pease. Rather, Mr. Frazier told parents they didn't need to worry and didn't need to be alarmed. I think the Pease parents would have preferred a more candid and straight forward account of what was being planned for our school. I am disturbed that important policies impacting transfers are being decided through the Master Facility Plan, rather than through community engagement and spirited community ogiscussion. It

seems that AISD hopes to be able to delegate difficult policy choices to paid consultants. AISD has stated that it supports diversity and academic success. It is difficult to see how AISD is promoting such goals through the closure of a school that has achieved both diversity and academic success. The faux "community engagement" by the task force needs to end, and real engagement and debate with the Austin community begin. Please move the proposed timeline for approval of the master plan back by at least three months to give the citizens of Austin, who are only now becoming aware of the task force's agenda time to engage with the task force and more importantly the AISD Board of Trustees. It is my hope that the AISD Board of Trustees will not lose sight of their mission of promoting academic success for Austin children in the same manner that the Task Force has.
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If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: <u>Jamie Avard-Fernandez</u> Telephone:
Email Address: Javaferna austin 11.com
School(s) With Which You Most Closely Identify: <u>Lamar, McCallum, Gullet</u> f
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
1) 1 believe that attention to neighborhood and 5 mall
schools is important to successful students.
Small schools allow dildren to be noticed and
held accountable so that their learning and behavioral
needs are more likely to be addressed.
2) feel that the quality of our student's education.
the needs improvement. Lamor needs (all middle schools and
high schools) access to water microscopes and additional
Science equipment so that our children can be involved
in their learning instead of learning through worksheets.
3) Underutilized campuses can house the stark
from the Central office.
* Transfering students need to be taken
into consideration when considering the
student population.

Community Meetings January 12 and 13, 2011

WRITTEN COMMENTS

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If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify. Name: Vionne Telephone: School(s) With Which You Most Closely Identify: <u>(74 lett, Lamar, McCallum</u> Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org. Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible. easina em nloyers ose down

Community Meetings January 12 and 13, 2011

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Nama: Ama	nda Braziel	•	Telephone:	
Email Address:_	ALBraziel	egmail.com		
School(s) With V	Vhich You Most Closely	/ Identify: BLACKSHE	AR, MAPLEWOOD, F	PEASE, SANCHEZ
Please rememb	er that you are also w	elcome to provide online ISD homepage: <u>www.au</u>	e comments through Ja	·
sheet to contin	ue your comments.	ents in the space below These comments will be Task Force, and poste	oe scanned and includ	ed in a public report,
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W CUT	SUPERINT	TENDANTS	Casst. sups,	too!)
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AND	CUTT	HE TOP-HE	AVY ADMIN	IISTRATION.
★ (QUES Su	TIONS: DI RVEYS OC	D TASK FOR	CE TAKE S RVEYS INTO	ACCOUNT?
Cou Sch	AFHOW WO NSELORS, LOOLS MER	JULD LIBRAT ADMINISTR. GED? CEX:	RIANS, CUSTO ATORS BE Oak Springs =	SELECTED FOR Blackshear)

Community Meetings January 12 and 13, 2011

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If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: Laven Moore Telephone:
Email Address: KPM OUTE CONT. COM
School(s) With Which You Most Closely Identify: Lanar MS, Ma Callum
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
The #s provided far/in these reports seem
accorded in correct or decerring.
allogophi o both water of the
your utilization numbers are questionable
Jand I do not feel you have left
any room for "free" rooms to be
used for math tutring science help FAKS
pref Counselors - Something necessary for the
education to occur.
How not break
You att to into
You attent to have taken into acct the rating of of the campus.
rating sof of the campus.
I whank the participants of the panel-
but guestin - were city planners
consulted? If not - please I get one or two
I whenk the participants of the panel— but question— were city planners consulted? It not—please get one or two involved.
Thank you, Page 118
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Community Meetings January 12 and 13, 2011

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If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify. ARTIN Telephone: Name: Email Address: MARTIN. BARRERA DME.COM School(s) With Which You Most Closely Identify: ALL Schools Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org. Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible. CLOSING ANY NEIGHBORHOOD DULD BE REJECTED OWARDS School INEGOTIES Bumpides Stours DOUNDARIES SHOULT

Community Meetings January 12 and 13, 2011

THE LONG TERM VISION

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clarification of your comments, please clearly PRINT your name, telephone number or	email address, and the
school(s) with which you most closely identify.	

Name: VEVINICA CANTED OF BALLERA Telephone: Telephone: Telephone:

School(s) With Which You Most Closely Identify: ALL SMALL COMMUNITY SCHOOLS.

Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org.

Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.

SCHOOLS AVE THE CENTER OF COMMUNITY
NONE OF THE SCHOOLS SHOUD PRE CLOSED. ESPECIALLY NOT
THE CHES IN THE HEART OF ONE CITY.
OUR CITY IS GROWING AND IT SHOULD GROW BY FIRST FILLING IN
THE VOIDS. WHERE SCHOOLS ALREADY EXIST. DO NOT BUILD NEW SCHOOLS.
PROJECTIONS OF PROJECTION GROWTH IS SOUTH / STUTHEAST AUSTIN
WILL REDUISE SCHOOLS, HOWEVER WE SHOULD DO FLEXUTHING TO
PREVENT SPRAUL. SPRAWL IS EVVENTIVE SPLAWL
COSTS US ALL. LETS DO THIS RIGHT.
· HAKE SCHOOLS FFFICIENT BY REMOVING ALL PRETABLE
BUILDINGS. THEY ARE ENERGY THIFLES, & THEY DESTROY
THE CAMPUSES. THEY ALF NOT PORTABLE.
O PAISE ALL INNER CITY SCHOOLS MAKE THEM GREAT
AND FAMILUES WILL STHY WITHIN THE CITY UPTITS, CLIST TO
EMPLOYMENT ODDINGTONITIES CLOSE TO OPPORTUNITIES.
· KEEP ALL COMMUNICY SCHOOLS THEINING AND WE WILL
BUILD A HEALTHIE UNITED COMMUNITY.
NICO CUILO LOOK OF THE MOLTER DIAN FOR THE CITY OF GORDSTON

DECISIONS WITHOUT

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Community Meetings January 12 and 13, 2011

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If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.

Name: Sam De Santo	Telephone:
Email Address: magaielesanto Byahos, com	_
School(s) With Which You Most Closely Identify: Brooke	+ Sanchez
Please remember that you are also welcome to provide onlin Facility Master Plan link found on the AISD homepage: www.au.gov.net/	
Please provide your written comments in the space below sheet to continue your comments. These comments will provided to the Facility Master Plan Task Force, and poster possible.	be scanned and included in a public report,
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Recognized for the last two	
School with a sizable bilinguel	•
faculty has been teachi	Lia at Brooke for
16 years on the averag	e which provides
a vetern professional sty	
Eastside Memorial vertical	•
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Also Brooke ic a comm	
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the niedland. If A	·
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then to not close dow	
In that team that we	4
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Schools,	

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Community Meetings January 12 and 13, 2011

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If you would like to provide written comments, please complectarification of your comments, please clearly PRINT your names school(s) with which you most closely identify.	
Name: Coni Butler	Telephone:
Email Address: Conib Caustin irr. com	_
School(s) With Which You Most Closely Identify: H. M.	urchism, Anderson
Please remember that you are also welcome to provide online Facility Master Plan link found on the AISD homepage: www.au	
Please provide your written comments in the space below sheet to continue your comments. These comments will in provided to the Facility Master Plan Task Force, and poster possible.	be scanned and included in a public report,
I question the wisdom of this p	lan in closing newly
renovated according commende	Land exemplary schools.
It appears decisions were made	
short widedesighted. 40 The d.	istrict is always looking
for wans to improve Kids per	Formanie, mademically
And for ways to get PTAs an	d Darents Involved in
improvina schools. If you has	ve schools who are,
performing and have active po	<u>-</u>
should not close these &	
I also question the impact o	m truana that closing
neighborhood schools will h	ave. This is a cost
That will regarthely impact	Hu AISD budget
that you should consider.	j
Į.	
an also frustrated that He address the overcooding a	is plan doesn't
address the overcrowding a	it either Murchison
or Anderson 1	
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Community Meetings January 12 and 13, 2011

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clarification of your comments, please clearly PRINT your nan school(s) with which you most closely identify.	ne, telephone number or email address, and the
Name: At Perez	_ Telephone:
Email Address: algore & , austin texas Chotm	ail com
Email Address: <u>Al-Jerre & , Austro - texas & hotm</u> School(s) With Which You Most Closely Identify: <u>East</u>	Memorial Wigh Heave
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Name: MEHAR GANGISHETTI Telephone: Telephone:
Email Address: Weller gamashothia Uhlor com
School(s) With Which You Most Closely Identify: 21LKER, BARTON HILLS
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
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My family and I strongly may you to reconside
the decision to clipe down our community
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neighton hood schools. This "funancially"
Moderated derivion is short-marked and
Contrary to the Gendamontola ideas est.
Community brilding and mell Pay a
tria price down the road. We need to
find a better way.
Finally this process reals to more
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Wed to be a part of the more

Community Meetings January 12 and 13, 2011

DELCO WRITTEN COMMENTS If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify. Illia Name: Telephone Email Address: School(s) With Which You Most Closely Identify: Murchison MS / Ander Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org. Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible. PUDONOU

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Name: Kelly Carpenter. Telephone Telephone
Email Address! Kelly . Scott. carpenter Damail .com
School(s) With Which You Most Closely Identify:
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Please ensure impact to school performance is
Please ensure inpact to school performance is factored in. When proposing the closing of exemplary school, include plan to minimize impact
exemplary school, include plan to minimize impact
to performance of impacted schools and students?
What are the plans to minimize loss of
highly effective Teachers, administrators, and
parents avous?
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WRITTEN COMMENTS

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If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: MARCELO JAFOYA Email Address: Latac Of Strat 12 C Hts 1600 School(s) With Which You Most Closely Identify: 210 Lb Jahley
Email Address: Latacostvict 12 @ Ato Med
School(s) With Which You Most Closely Identify:
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
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one that will Elwade the Admistrate
Fran Expense of a school -
Jene det à 5 chal To a Chrife School
IN East Aughse
<u> </u>

Community Meetings January 12 and 13, 2011

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If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.

Name: OMCC. Telephone: Email Address: School(s) With Which You Most Closely Identify: Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org. Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.

Community Meetings January 12 and 13, 2011

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Name: Mary Earls	Telephone:
Email Address: New 5819@ yahoo. Co.	
School(s) With Which You Most Closely Identify:	ease. Dak Springs
Please remember that you are also welcome to pro-	ovide online comments through January 17, 2011, at the

Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org.

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Community Meetings January 12 and 13, 2011

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Name: Larry Abraham Telephone:
Email Address: 1. abraham@mail.utexas.edu
School(s) With Which You Most Closely Identify: Blanton, Pearce, Reagan
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
The districts transfer policy probably contributes to many of the excimples of
attendance zove senvollment imbalance. For example, lowerrollment at Pearce MS
is surely in part due to a large outmigration fueled by perceptions of "greener
pastures. Changing school quality will result in changes in enrollment by
smiling students and parents.
several targeted schools are among the few special AISD schools which
function as community centers, sharing space and facilities with other
public resources like libraries and parks. This is a very valuable and
promising arrangement which should be treasured and maintained
it may even allow access to additional financial assistance.
The district must consider carefully the academic surcess of
schools, particularly in low-income and at-risk neighborhoods,
so the elPorts of these students, teachers, and communities are
not disrupted and disadvantaged. These are the most precious
gems in AISD. Perhaps we should be trying to solve these tough
problems by shifting a few more students into these schools.
If there are any ways to capitalize on the commitment of the
citizens here to leverage additional income, I think they will help
Unfortunately, even well-intentioned change is extremely
disruptive to education, and it would be a tragedy if the quality
POLICATION WERE to be mantifully affected unnocossitivities

Community Meetings January 12 and 13, 2011

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school(s) with which you most closely identify.
Name: Telephone:
Email Address:
School(s) With Which You Most Closely Identify: LBT// ASA Lee/ Healt Williams
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
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Page 132

Community Meetings January 12 and 13, 2011

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If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.

Name: Bachel Meyer	Telephone:
Email Address: rachel smeyer @ ama	1.com
School(s) With Which You Most Closely Identify:	
Please remember that you are also welcome to provide Facility Master Plan link found on the AISD homepage: w	
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Other

Community Meetings January 12 and 13, 2011

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ANTITE COMMENTALS
If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: Juan Valadez Telephone: Telephone:
Email Address:
School(s) With Which You Most Closely Identify:
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
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While there is a budget deficit schools should be the
last resort for Closure. Central office is point downtown
location ded their could be leased to other more profital
businesses as a wanter AISI) to keep revenues coming in.
The other is to sell the down central officerand
instead of closing a current school to in order to hours
Level of breelet.

Community Meetings January 12 and 13, 2011

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this along should	save millions.
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their mens were a	ppreciated, but
AISD needs to cut	- cust, 50 10
schools are closed	<i></i>
	Page 136

Community Meetings January 12 and 13, 2011

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If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.

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Community Meetings January 12 and 13, 2011

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If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.	
Name: LUIS Cuellar Telephone: Email Address: dr. luis - cuellar amail.com School(s) With Which You Most Closely Identify: Austral Comm. College	;
Email Address: dr. luis - cuellaro amail.com	
School(s) With Which You Most Closely Identify: Australia Comm. College	
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .	
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Community Meetings January 12 and 13, 2011

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If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: Scion 3032A Telephone:
Email Address: Dydelarto hotmand. Com
School(s) With Which You Most Closely Identify:
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
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Page 139



Delco Comentarios en Español



Blackshear ES

Nombre y apellidos: Alicia Silvan Cardenas

Juntas Comunitarias 12 y 13 de enero de 2011

COMENTARIOS ESCRITOS

DEL'CO

Si desea hacer sus comentarios por escrito, sea tan amable de completar y entregar esta hoja. Es importante que escriba claramente y en LETRA DE MOLDE su número de teléfono y/o su correo electrónico, y el nombre de la escuela(s) con la(s) que tiene una relación estrecha, en caso de que tengamos alguna pregunta sobre sus comentarios.

Corred electroffica.
Escuela(s) con la(s) que tiene una relación más estrecha: Edward Bluckcheev Elementary
No olvide que, hasta el día 17 de enero de 2011, también puede hacernos llegar sus comentarios a través de Internet si visita la página electrónica del Plan Maestro de Instalaciones en www.austinisd.org .
Por favor, escriba sus comentarios en los renglones a continuación. Si necesita más espacio, puede utilizar también la parte posterior de esta hoja. Sus comentarios serán escaneados e incluidos en un informe público, el cual le será entregado al Equipo de Trabajo del Plan Maestro de Instalaciones y publicado en la página electrónica. Escriba de forma clara y legible.
A quien Corresponda :
Me dirijo a usted conel debido respeto que se merce
para pedirle que por favor no cièrren la escuela.
La educación es el Cotoro de nuestros hijos a
-ellos Seran las generaciones nuevas y si ustades
fieron buenos hay que procurar que los nuestros
sean mejotes



Jordon ES

Juntas Comunitarias 12 y 13 de enero de 2011

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COMENTARIOS ESCRITOS

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Nombre y apellidos: Fortunato Flores Teléfond	
Correo electrónico:	
Escuela(s) con la(s) que tiene una relación más estrecha: BAYbara Jorden	
No olvide que, hasta el día 17 de enero de 2011, también puede hacernos llegar sus comentarios a través de Internet si visita la página electrónica del Plan Maestro de Instalaciones en www.austinisd.org .	
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Juntas Comunitarias 12 y 13 de enero de 2011

COMENTARIOS ESCRITOS

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sus contentanos.
Nombre y apellidos: Martia Diaz Marin Teléfon
Correo electrónico:
Escuela(s) con la(s) que tiene una relación más estrecha:
No olvide que, hasta el día 17 de enero de 2011, también puede hacernos llegar sus comentarios a través de Internet si visita la página electrónica del Plan Maestro de Instalaciones en <u>www.austinisd.org</u> .
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Juntas Comunitarias 12 y 13 de enero de 2011

COMENTARIOS ESCRITOS

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Nombre y apellidos: ESPERANISA GARCIA MORALES Teléfono:

Correo electrónico: Elementry
Escuela(s) con la(s) que tiene una relación más estrecha: ORTEGA EEMT.
No olvide que, hasta el día 17 de enero de 2011, también puede hacernos llegar sus comentarios a través de Internet si visita la página electrónica del Plan Maestro de Instalaciones en www.austinisd.org .
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Juntas Comunitarias 12 y 13 de enero de 2011

COMENTARIOS ESCRITOS

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Nombre y apellidos: Leticia Mont	iel	Telé	fono	
Correo electrónico:				_
Escuela(s) con la(s) que tiene una relación más	s estrecha:	Sanchez		

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publicado en la pagina electronica. Escriba de forma clara y legible.
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sonches no se esta callendo / pode) 169

Juntas Comunitarias 12 y 13 de enero de 2011

COMENTARIOS ESCRITOS

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Nombre y apellidos: _____ Teléfono: _____ Teléfono:

Correo electrónico:
Escuela(s) con la(s) que tiene una relación más estrecha:
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Community Meetings January 12 and 13, 2011

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WRITTEN COMMENTS

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If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify. Name: Email Address: YM CLYCO School(s) With Which You Most Closely Identify: Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org. Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report. provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.

Escuela(s) con la(s) que tiene una relación más estrecha:

Juntas Comunitarias 12 y 13 de enero de 2011

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COMENTARIOS ESCRITOS

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Juntas Comunitarias 12 y 13 de enero de 2011

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Si desea hacer sus comentarios por escrito, sea tan amable de completar y entregar esta hoja. Es importante que escriba claramente y en LETRA DE MOLDE su número de teléfono y/o su correo electrónico, y el nombre de la escuela(s) con la(s) que tiene una relación estrecha, en caso de que tengamos alguna pregunta sobre sus comentarios.
Nombre y apellidos: Maria Son chez Teléfono:
Correo electrónico: Margpeto 19 @ Hot mail, com
Escuela(s) con la(s) que tiene una relación más estrecha: SAWCHEZ ELEMENTARY
No olvide que, hasta el día 17 de enero de 2011, también puede hacernos llegar sus comentarios a través de Internet si visita la página electrónica del Plan Maestro de Instalaciones en <u>www.austinisd.org</u> .
Por favor, escriba sus comentarios en los renglones a continuación. Si necesita más espacio, puede utilizar también la parte posterior de esta hoja. Sus comentarios serán escaneados e incluidos en un informe público, el cual le será entregado al Equipo de Trabajo del Plan Maestro de Instalaciones y publicado en la página electrónica. Escriba de forma clara y legible.
Sanchez Elembary School tiene muy buenos moestros
buenos programas, no quiero que se cierre, pues
po deser que se mueur a mi hijo, a una
Clase donde se produin machos alumnos, y no se podrán pen entender, pues todos las escuelas que
recibin a estos alumnos, seran llems, por sobre su
Capacidad y es mejor, tener aulas pequeñas y
aprendizare mejor como lo es abora Sanchez Elementar

Juntas Comunitarias 12 y 13 de enero de 2011

COMENTARIOS ESCRITOS

DELC

Si desea hacer sus comentarios por escrito, sea tan amable de completar y entregar esta hoja. Es importante que escriba claramente y en LETRA DE MOLDE su número de teléfono y/o su correo electrónico, y el nombre de la escuela(s) con la(s) que tiene una relación estrecha, en caso de que tengamos alguna pregunta sobre sus comentarios.

. 1			
Nombre y apellidos: LPHCIC	MOLHIGI	Teléfono:	
Correo electrónico:			Napi
Escuela(s) con la(s) que tiene una rela	ción más estrecha:		
No olvide que, hasta el día 17 de ener Internet si visita la página electrónica d			
Por favor, escriba sus comentarios utilizar también la parte posterior de informe público, el cual le será ent publicado en la página electrónica.	e esta hoja. Sus coment regado al Equipo de Tra	tarios serán escaneado abajo del Plan Maestro	s e incluidos en un
Leticia Montiel,	Mose mygl	R guleven	Serms
Sanchez sola	mente at	Man ab	(1)
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Salievon Usto	des va h	las, eron	estudicido.
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	or sanche		
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educación todo e	so insted	ALL MAN	Gage 154C JOH Peans



Juntas Comunitarias 12 y 13 de enero de 2011

COMENTARIOS ESCRITOS

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DELCA

Si desea hacer sus comentarios por escrito, sea tan amable de completar y entregar esta hoja. Es importante que escriba claramente y en LETRA DE MOLDE su número de teléfono y/o su correo electrónico, y el nombre de la escuela(s) con la(s) que tiene una relación estrecha, en caso de que tengamos alguna pregunta sobre sus comentarios

de la escuela(s) con la(s) que tiene una relación estrecha, en caso sus comentarios.	de que tengamos alguna pregunta sobre
Nombre y apellidos: <u>DSCar Flores</u>	Teléfono:
Correo electrónico:	
Escuela(s) con la(s) que tiene una relación más estrecha:	High School
No olvide que, hasta el día 17 de enero de 2011, también puede ha Internet si visita la página electrónica del Plan Maestro de Instalacion	
Por favor, escriba sus comentarios en los renglones a continu utilizar también la parte posterior de esta hoja. Sus comentario informe público, el cual le será entregado al Equipo de Traba publicado en la página electrónica. Escriba de forma clara y legi	os serán escaneados e incluidos en un jo del Plan Maestro de Instalaciones y
Sou un estudiante en LBJ Hig	h school v quiers
sedirles que portavor hagan	alar sobre el
1150 de dispos entre el Cuerdo es	
afecta bastante el aprendisarie	de todos los estudiantes
incomo estudiante autero que esto	pare!! Pongan mas
Policios , mas seguridad. Tambie	in quisiera alle
Mylas Ford was dilate Dava Due	la escuela Lenacia

Para

la pena coma es el caso de Victoria Longoria que por recortes pierden su empleo que por mucha tieman lo

han puesto su Fiempo , esfuerzo para ayudar a los

estudiantes de LBJ High School.

Juntas Comunitarias 12 y 13 de enero de 2011

COMENTARIOS ESCRITOS

DELCO

Si desea hacer sus comentarios por escrito, sea tan amable de completar y entregar esta hoja. Es importante que escriba claramente y en LETRA DE MOLDE su número de teléfono y/o su correo electrónico, y el nombre de la escuela(s) con la(s) que tiene una relación estrecha, en caso de que tengamos alguna pregunta sobre sus comentarios.

Nombre y apellidos: Adriana Kuiz	Teléfor	10:
Correo electrónico:		
Escuela(s) con la(s) que tiene una relación más estrecha:	Brooke	

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In creo que la solución no es cerrar escuelas
Sino prestar atención en los recursos asignados a
cada plantel, mejorar la dedicación del moestro. No
ocupar sustitutos. Otro punto, yo observo mucho
movimiento de autobuses porque los estudiantes no estan
en su home school- your sé si ya revisaron la
póliza de transferencias aqui en Austin es muy pácil
realizar un transfer si colonico se reestructuran los
L'inites de cada escuela y cada niño se un a su
home school no habila escuelas sobrepoblochs y otras
con monos estudiantes. También yo no se si ya
pousaron en la reestructuración del personal del
distrito (Oficinas) y de todas las escuelas (Staff)
Los entrenamientos para maestros sean en el verano.
Aumentar el nivel académico de las escuelas para
glasi los viños se queden en su home school-

Juntas Comunitarias 12 y 13 de enero de 2011

COMENTARIOS ESCRITOS

Si desea hacer sus comentarios por escrito, sea tan amable de completar y entregar esta hoja. Es importante que escriba claramente y en LETRA DE MOLDE su número de teléfono y/o su correo electrónico, y el nombre de la escuela(s) con la(s) que tiene una relación estrecha, en caso de que tengamos alguna pregunta sobre sus comentarios.

Nombre y apellidos: Yachtota Yachtota I eletono: Teletono:	_
Correo electrónico: Indiquen 83 @ austin . Tr. Com	
Escuela(s) con la(s) que tiene una relación más estrecha:	_
No olvide que, hasta el día 17 de enero de 2011, también puede hacernos llegar sus comentarios a través Internet si visita la página electrónica del Plan Maestro de Instalaciones en www.austinisd.org .	de
Por favor, escriba sus comentarios en los renglones a continuación. Si necesita más espacio, pue utilizar también la parte posterior de esta hoja. Sus comentarios serán escaneados e incluidos en informe público, el cual le será entregado al Equipo de Trabajo del Plan Maestro de Instalaciones	un
publicado en la página electrónica. Escriba de forma clara y legible. Como madre de familia ne antrictece que ester por sar es	
en cerrar nuestra escuela sanchez mi hilo empezo	,
Lecke pick ati Press nos dare a reportunidad de partirire.	
or activitates con nucestre his. You come muse Levigo	
no mont ritad to our portur educar a mithigo exstre	١.
ac angue un la mine institute de les ar la la regar co	· 97 · T
1 h jude nacer 12.	
Per way No mere la exista Santrez.	
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Burger Comments



Baldwin ES

Community Meetings January 12 and 13, 2011

	nents, please complete and hand in this sheet. In case we need only PRINT your name, telephone number or email address, and the cify.
Name: <u>Matthew Devlin</u>	Telephone:
Email Address: Mattdevlin 12 @	yahoo.com
School(s) With Which You Most Closely Ide	entify: Baldwin ES
Please remember that you are also welco Facility Master Plan link found on the AISD	ome to provide online comments through January 17, 2011, at the homepage: www.austinisd.org .
sheet to continue your comments. The provided to the Facility Master Plan Tas possible.	in the space below. If needed, you may use the back of this ese comments will be scanned and included in a public report, sk Force, and posted on the website. Please write as legibly as
South/Southwest Austin	needs a new highschool. Please
Keep Option 0.18	in the Master Plan, with a timber
recommendation to la	ocate The school where The growth
is. Also consider me	aking it a magnet HS, like LADA.
lia additu. Da MON	though an all distincted
IN addition, the nex	i wond proposal should include
Carl tree Decree	t bond proposal should include be new high school building and mey for the land has been approved - to be built as soon as possible.
De cal I waste to	mey our me june was seen approved
The school needs to	o ge guill as soon as possible.
Thank you for you	r hard work on These Challenging
issues, and your co	in hard work on These Challenging insideration of our input.
· · · · · · · · · · · · · · · · · · ·	
	Page 161

Community Meetings January 12 and 13, 2011

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WRITTEN COMMENTS
If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: Kelsey Friedman Telephone Telephone
Email Address: CNGZFriedman@sbcalubal.net
School(s) With Which You Most Closely Identify: Baldwin E5
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
In the 2008 bond, money for land for a
South Aughn high school was passed
bu voters. I wrae that this land
be burchased in west or Southwest
Austin Bowie and Austin High Schools
have historically been over capacity
and dosed to transfers for wears.
Opening a high school in Southeast
will not alleviate the overcrowding
issues at either of these campuses.
with the addition of several
elementary schools and one middle
school in Southwest Austin, it is more
important than ever to locate a
high school in the growing area
of town.



Becker ES

Community Meetings January 12 and 13, 2011

If you would like to provide written comments, please complete and hand in this sheet. In case we neclarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.	
Name: <u>Jennifer Thomas</u> Telephone Telephone Telephone Telephone	_
Email Address: jthomas e ginai - com	
School(s) With Which You Most Closely Identify: <u>Becker</u>	
Please remember that you are also welcome to provide online comments through January 17, 2011, at t Facility Master Plan link found on the AISD homepage: www.austinisd.org .	he
Please provide your written comments in the space below. If needed, you may use the back of the sheet to continue your comments. These comments will be scanned and included in a public reposited to the Facility Master Plan Task Force, and posted on the website. Please write as legibly possible.	ort, as
direction to 30, Austin will need to have plenty of inner intran core schools to accomplate students in this increasing population	
repools to accomplate students in this increasing population	_
<i>y</i> '	
ÿ _≱ ,	_
	_
	—
	_
Page 164	

Community Meetings January 12 and 13, 2011

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: Roberto J Carclenas Telephone:
Email Address: beardenes 78703@gmail.com
School(s) With Which You Most Closely Identify: Becker Elementery
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
I would like AISD to consider reducing boundary
I would like AISD to consider releasing boundary line wing 1435. We the district needs to stop spoing 14-35 as an impenetrable founday: Moreing lines and westured acron 1435 would help the overcrowded part ride school.
as an impenetrable founday. Moreing lines and westured acron
1435 would help the overrowded east rike schools
_
<u> </u>



Barton Hills ES

Community Meetings January 12 and 13, 2011

- Page_167

AAKII I EM COMMINEM 12
If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: Clay Boulware Telephone:
Email Address: Cly eyahoo.com
School(s) With Which You Most Closely Identify: BARDON HIM
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible. As The Parent of Two Young Girls At Barton Hills, I was
SURPRISED AT FTF OPTIONS THAT SINGLE OUT SMALL HIGH PENFORMANCE
SCHOOLS FOR CLOSURE & CONSOLIAATION, IT SEEMS THE SCHOOLS
THAT HAVE WORKED BEST TO OVERCOME THE DISTRICT'S FINANCIAL
DIFFICULTIES OF THE PAST FEW YERAS ARE NOW THREETED FOR
CLOSLINE,
IT IS A MISTAKE TO DISCOUNT THE TRANSFER POPULATION
AT BARTON HILLS FROM CHERATIONS OF SCHOOL POPULATION.
ESPECIALLY WITH THE EXPLOSIVE GROWTH OF INFAMTS & SCHOOL
AGE KIDS IN THE IDNE SCHOOL AREA THE AVAILABILITY OF
SMALLER SCHOOLS DRIVES YOUNG FAMILIES TO BARYON HILLS.
DRIVES PROPERTY VALUES UP, DRIVES THE SENSE OF
SMM whity.
DELAN ALL INFASTALCTURE NOT ENENTAL, INCREASE
TAY RATES, CONSIDER LOSS OF TAX BASE IN HIGH VALUE
AREAS DUE TO CLOSING SCIBOLS, AND CONSIDER ACADEMIC
ACHIEVEMENT. DO NOT PUNISH SCHOOLS FOR
GETTING IT RIGHT.

AUSTIN INDEPENDENT SCHOOL DISTRICT

Community Meetings January 12 and 13, 2011

lf you	would	like	to p	orovide	written	comme	nts,	please	complete	and	hand	in thi	s sh	eet.	ln	case	we	need
clarific	cation o	f you	r cc	mment	ts, pleas	e clearly	PR	INT you	ır name, f	telept	ione n	umbe	r or e	mail	ac	ldress	, an	d the
schoo	I(s) with	n whic	ch y	ou mos	st closely	, identify	۲,											

Name: PARTARO FORTER	Telephone:
Email Address: bobyoster, ostrolom 1. Net	<u>, </u>
School(s) With Which You Most Closely Identify:	the Chins thick
Please remember that you are also welcome to provide Facility Master Plan link found on the AISD homepage: wy	
Please provide your written comments in the space sheet to continue your comments. These comments provided to the Facility Master Plan Task Force, and p possible.	will be scanned and included in a public report,
LEASE OUT tO EASYSINE CHEDE	HERATORY the Old Tornator High
Mosine Sepons Cuts out Might	Him to Mogney Schools
TAX RELETUR WILL BE TECHNED	· 1
Meioboarkonds where schools h	ONE DEEN CLOSED.
USF 2010 CIENTUS NOT 2009 40	deterning papulation-figures
Why does NETUNG Righter's report	
the charges -	· · · · · · · · · · · · · · · · · · ·
REdure CArstaphan's bonuses	s + salary =
Reighborhand Schools = Active Pa	arents with late.
Pryschools = Pry Trans	
Our trust in AISA has bETTHEOR	NOTO MISE N.
Closing Neighburghood schools of	Er we have littly + helped has
monds for school improvement i	5 wasteful.
	Page 168

Community Meetings January 12 and 13, 2011

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: Telephone:
Email Address: <u>Powerhowe 1 a great com</u> School(s) With Which You Most Closely Identify: <u>Borton Hals</u>
School(s) With Which You Most Closely Identify:
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
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Neighborhood schools are the heart of a community.
Please do not break communities. Allow variety diverso
Neighborhood schools are the heart of a community. Please do not break communities. Allow variety of diversion and distinction in Culture in Communities.
What Elliot Naishfat Said.
Basic Child Solety - Walkable Schools-
<u> </u>
Page 169

Community Meetings January 12 and 13, 2011

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: Glenn Chase Telephone: Email Address: Spanky a Mac. Lom School(s) With Which You Most Closely Identify: Barton Hills
Email Address: Spunky @ MRC. Lom
School(s) With Which You Most Closely Identify: Barton Hills
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
See attached
Page 170

Thank you for your dedication, your commitment your source or behalf of the students + parents

This Task Force paints a picture of schools that are in poor condition and half of empty and that is far from reality.

Our campus has a 154% utilization and Zilker has a 114% utilization. There are waiting lists to go to those achoels.

are no empty seats. There are waiting lists to go to these schools.

Here's why you should reject the proposal to close Barton Hills Elementary:

1 - Data is fundamentally flawed

a. enrollment projections are too low - more families with young children in the neighborhood now than in decades.

b. Facility condition index is unrealistic

- 1. based on features and conditions of ideal learning environment with dream amenities
- a. BHE does not need millions of \$ of renovations or repairs. \$2.8M in renovations finished just 2 years ago.
- b. The money DeJong Richter says it will be saving is not real because it would not be spent anyway

2 - This plan does not save money

- a. Closing BHE and Zilker will cost AISD at least \$2M per year in tax revenues due to reduced property values.
- b. The cost of transporting children and improving the school they end up in is missing.

3 - you will devastate our community

- a you will ignite an exodus from the inner city to private schools and the suburbs.
- b. Closing Barton Hills would cause AISD to lose all credibility and respect from this community, the state of Texas, and the nation.
- c. Every employer considering expanding in Austin or relocating to Austin will reconsider. Any school district that closes over a quarter of its top performing schools is one that can't be trusted to act responsibly.

4 - We do our part and we're willing to do more

We pay exorbitant taxes to live in Barton Hills so that our kids can benefit from a small, close-knit, and supportive school. We contribute hundreds of hours of volunteer time and tens of thousands of dollars in contributions to fill in the gaps that AISD can't afford to. And we embrace dozens of transfer students and their families who contribute mightily to our success. Barton Hills is successful, efficient, and we deserve to be here for our neighborhood children.

Give us a chance to work with you to find a solution that's best for all involved. Closing Barton Hills would be a tragic mistake our neighborhood cannot recover from.

Community Meetings January 12 and 13, 2011

clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: Mike Girolani Telephone:
Email Address: Magausting @yahoo.com
School(s) With Which You Most Closely Identify: BARDON HMLS EDEMENTARY
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as
possible. (T) lease out to East side College Presp. the Johnston
(2) SELL ATSD HENDQUARTERS AND MOVE OFFICES to Highland Min
3) Sell Advertising on BUSET, Buildings, Etc. Page
(4) Septet corporate partners as sponsors.
(5) Submit NEW bord of FERINGS to voters.
(6) Solicit tound Arans for funds.
(T) Budget from the bottom up stroting with
Elementray schools & work up.
(8) Don't boild New schools that will SAVE Big movey
2) Increase to Mectrons on property taxes.
(10) Re-abulate Using 2010 census.
(II) Property values & traces will decrease by closing small neighborh
V .

Community Meetings January 12 and 13, 2011

WRITTEN COMMENTS

If you would like to provide written comments, please complete and hand in this sheet. In case we need

Juntas Comunitarias 12 y 13 de enero de 2011

COMENTARIOS ESCRITOS

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Nombre y apellidos:	eletono:	. *
Correo electrónico:		:
Escuela(s) con la(s) que tiene una relación más estrecha:		
No olvide que, hasta el día 17 de enero de 2011, también puede hace Internet si visita la página electrónica del Plan Maestro de Instalacione		os a través de
Por favor, escriba sus comentarios en los renglones a continua utilizar también la parte posterior de esta hoja. Sus comentarios informe público, el cual le será entregado al Equipo de Trabajo publicado en la página electrónica. Escriba de forma clara y legib	s serán escaneados e inc o del Plan Maestro de In	cluidos en un
	f	SWHOL
In home School. I personally	know that	
Barton Hills and Zilker are is	the Heason o	Dhy
families are moving to these me	all borrhoods o	ary,
thou will more out or switch	- to alternation	10 i
oducation		
3		
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Community Meetings January 12 and 13, 2011

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the
school(s) with which you most closely identify.
Name: Valerie ope? Ster Telephone:
Email Address: Valerie, Lopez Stein & cymail. Com
School(s) With Which You Most Closely Identify:
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
The task force claims to have the
best interest of all HIDD students
at heart. Vet in option 44B (to
close Barton Hills and Zilker
You fail to recognize that the
transfer students and their
families will be affected by
The top
students will be affected (not 513).
Ule are here
Please do not dismiss our importance.
Dur low income lamily will be
regatively affected when air
daughter loses her position community
at Bardon Hills.
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Community Meetings January 12 and 13, 2011

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: Stacie Otten M.D. Telephone:
Email Address: Soften @ austin.rr. com
School(s) With Which You Most Closely Identify: Button Hills
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
- Closing Barton Hills AND Zilker Elementary would be a HUGE mistake
that does not make any sense.
- Current projections are totally incorrect and there are a large
number of kids under 5 40 that have been unaccounted
for. If Tilker & BHE close, Becker & Dawson will be
completely overloaded in the next few years, then you will
be spending more money to figure out what to do next. Why
not try to solve. the problem instead of defer it to
Someone else to solve later?
- I have looked at all of the numbers and statistics and
they be NOT CORRELATE with reality. You cANNOT make
decisions about children & completely upnot people's lives by
looking at a spread sheet. It is ridiculous.
- that The campus singe of Becker is very small. There is
no born to grow Mich will be required if you shuttle
Tilker of Barton Hills to Bedear. It doesn't make sense!

Community Meetings January 12 and 13, 2011

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: DARCY Goff Telephone
Email Address: darcy, goffngmail.com
School(s) With Which You Most Closely Identify: Barton Hills Elementary
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
To raise money instead of closing
· · · · · · · · · · · · · · · · · · ·
any schools, please consider:
1. Allow: advertising on school buses
2. Tax a percentage of the
procoods from : ALL
Formula 1
3. More Central Officer of AISD
to ANYWHERE Cheaper - rely Dr.
FACEBOOK-type notworking
solutions if you have to more
to separate campuses
4. Reduce 5taff in Central
offices - and reduce the
salaried omployers.
Salaried employeds,

Community Meetings January 12 and 13, 2011

WRITTEN COMMENTS

clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: Stacy Reed Telephone
Email Address: Statenkeed & Broncos fan . org
School(s) With Which You Most Closely Identify:
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
a common theme from all the tolks who are talking:
a common theme from all the tolks who are talking:
DANT CLOSE OUR SCHOOLS.
It seems that there are more creature, wrays
to make up the defect that AISD is facing.
Closing our mughborhood school will cause
Our preperty values to decrease because no one will
unt to move in to Barton Hels. That in tun
will cause less top money.
Boston Itill is very popular as a community
and most stolk pay extremely cheap prices
on homes sist so they you live in our
Community & go to our schools

If you would like to provide written comments, please complete and hand in this sheet. In case we need

Community Meetings January 12 and 13, 2011

If you would like to provide written comments, plea	ease complete and hand in this sheet. In case we nee
clarification of your comments, please clearly PRINT	T your name, telephone number or email address, and th
school(s) with which you most closely identify.	

Name: JOHN PULLE	Telephone:
Email Address: johnpuhv@hotmail.com	
School(s) With Which You Most Closely Identify: BARTO H	HILLS ELEM.
Please remember that you are also welcome to provide online Facility Master Plan link found on the AISD homepage:	

SHANNON NOBLE, J.D.

2808 Rock Terrace Dr. Austin, TX 78704 S1noble@aol.com



To: Austin Independent School District

Facilities Task Force

Date: January 13, 2011

Re: Barton Hills Elementary School

To Whom It May Concern:

My children and I moved to the Barton Hills neighborhood in the summer of 1999, when my oldest daughter was 5, so that she could attend Barton Hills Elementary School (BHE). At the time, B HE was a "Blue Ribbon School," and was one of three districts I told my realtor to look in for our new home.

That daughter is now a Junior at the Liberal Arts and Science Academy, and a member of the National Honor Society. As a 7th grader at the Kealing Magnet Program, she took the SAT and scored higher than the average entering college freshman the year before, with **6** years of BHE and 1 ½ years at Kealing.

My second daughter is an almost straight-A freshman at the Ann Richards School, and my youngest is a straight-A 3rd grader at BHE. We have been a part of the BHE community and family for 12 years and have every intention of continuing our participation with BHE until she moves on to middle school. Three of the 4 teachers she has had at BHE taught one or both of her older sisters.

Other Reasons to Oppose Closing Barton Hills Elementary

- Barton Hills has been rated an exemplary school by the state for each of the past two years, and has never been rated low performing. In fact, 8 of the 10 elementary school campuses being considered for closure, including Barton Hills, were rated exemplary by the state last year, representing over 27% of all exemplary elementary school campuses in AISD.
- A school is a critical part of the fabric of any community. Our school attracts homebuyers to
 central Austin, helping the city meet its goals of promoting population density and limiting sprawl.
 Leaving our neighborhood without a school will negatively affect the quality of life, property values,
 and neighborhood desirability for homeowners and businesses.
- Smaller neighborhood schools are more successful because they enable parent and community involvement. The Barton Hills PTA and the entire community have invested a lot of our own resources in things like teacher development, library improvements, and extracurricular activities. Barton Hills also has a widely renowned choir program that has performed at the Austin City Limits Music Festival and other venues. Barton Hills' unique location allows easy student

- access to one of the greatest treasures of Austin—the Greenbelt, which is regularly used by the science classes, 6th grade classes, and after-school programs.
- Barton Hills should be renovated rather than closed. Even AISD's own consultant, DeJong Richter, does not recommend closure as a solution for BHE. Instead, its report recommended studying why so many students migrate into BHE. It's also important to note that \$2.8 million in Austin taxpayer-approved bond funds have already been used in the last few years to make improvements at both BHE and Zilker. It is wasteful and deceptive to close those schools after asking taxpayers to improve them. Austin city ordinances and impervious cover restrictions DO NOT prohibit further development of the BHE campus infrastructure.
- Barton Hills is not operating under capacity as the Task Force suggests. The Task Force states that total affected BHE students at 184; in fact, BHE's K-5 population is 347, and there is also a 6th grade class. This means that Barton Hills is well on the way to achieving AISD's "optimum" population utilization efficiency of 85-105% and is already in the "optimum" population range of 300-500 students.
 - The Task Force's population projections are not consistent with recent growth patterns. The Barton Hills neighborhood is changing rapidly as aging homeowners make way for young families with children. It is not clear how the Task Force or its consultants arrived at the projected rate of growth (from a current student population of 74%, growing to 79% in 2014—only 10 new students). That estimate seems low given the dynamics of Barton Hills in recent years. In fact, we added more students at Barton Hills in the last four months. The federal government will release new U.S. Census data for Texas by April of this year. Those numbers will provide a much better picture of the population currently served by Barton Hills Elementary, and will possibly show that the neighborhood is exceeding the projections provided by the AISD consultants.

The cost savings documented by the Task Force are questionable, and yet appear to be the ONLY advantage of closing Barton Hills Elementary. The Task Force does not appear to be considering ALL of the costs necessary to renovate Becker to accommodate an influx of Barton Hills students or bus them to Becker. It also does not appear to consider the added cost of transfer students currently attending Barton Hills. Given the potential for a major negative impact to property values in South-Central Austin, the Task Force should calculate estimates of property value impact and include those revenue losses in the final calculation of costs and savings.

- The impact on transfer students is largely unaddressed by the Task Force. It is unclear how the district can predict where the hundreds of transfer students currently enrolled at BHE and other schools will go and how that will affect the population, capacity, costs, and savings within AISD. A larger review of the AISD transfer policy may be warranted now or in the future, but it is unfair to abruptly remove those transfer students whose parents chose BHE sometimes after camping out in line in front of AISD offices overnight to file transfer papers. It amounts to a breach of contract by the district.
- We know that AISD must find ways to cut the budget. But closing neighborhood schools is not the way to go. This is not just about the 10 schools on the chopping block today. It's about every small neighborhood school in Austin. To close any of these schools because of short-term budget issues seems incredibly short-sighted. It would be much more reasonable to invest in capital infrastructure improvements at exemplary schools like BHE.
 - Temporary measures that can be undone with minimal cost and disruption are preferable to
 permanent ones. The Facility Master Plan recommendations at this stage are completely
 detached from AISD's larger budget picture. In other words, there is no comparison or
 prioritization of the savings of school closures versus teacher layoffs versus administrative cuts
 versus other options.

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If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: Mal Mar Stills Telephone:
Email Address: mal mal song @ gina, /. com
School(s) With Which You Most Closely Identify: But to 14115
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
Closing juner city successful school like Barton Hill would would destroy The Whole
Burton Hill would assured destroy The While
Community, not just our kids! It would harm
community, not just our kids! It would harm
Concertions Couse the kids will now have to drive
to other far away schools), please reconsider!
•
<u> </u>

Topse teacher among

MATTER YOU FOR YOUR time.

My name is Joanne Foote, a native Austinite, and I am here representing Barton Hills Elementary as well as all other neighborhood schools. My children go to a school where, to take a phrase from a TV show: "Everybody knows your name." You have already heard how great all these schools are, so I am going to cut to the chase.

In the document posted on the Facilities Task Force web page, under Supporting Documents Link, is a document entitled "School Closures Overview: Lessons Learned from Urban School Districts"

Under Lessons Learned: 5 lessons

1. Make a clear and compelling case for closure. (How will students be better off?)

AISD has not made a compelling case nor given an explanation of how these students would be better off.

3. Use objective, consistent criteria that start with student performance: Academics/performance must be first priority

AISD Task Force has chosen to ignore this golden rule. Folks should be on studied as here were - Isha - that Examples cited: Seattle-performance included in criteria Milwaukee: Academic performance included

Pittsburgh: Used School Performance

Looking at the details from the task force meetings - all of Barton Hills would go to Becker, while Zilker would be split between Becker and Dawson.

Why BH and Zilker - it seems to come down primarily to building capacity and the state of the building. However, AISD is ignoring transfer students in their calculations. I am only including your enrollment figures (not neighborhood population) including transfers, because they exist.

Becker 194 students, 37% Becker capacity: 524 Becker FCI: 37.1%

Dawson 335 students, 66% Dawson capacity: 505 Dawson FCI: 27.0%

Barton Hills 347 students, 138% (does not include 6th grade). Barton Hills capacity: 251 (w/o portables) Barton Hills FCI: 33.5%

Zilker 524 students, 114% Zilker capacity: 460 (w/o portables) Zilker FCl: 55.0%

Playing the numbers game - Becker and Dawson are big and under utilized. Barton Hills is small. Zilker is in the worst physical condition. Note: there is no money budgeted for improving Dawson or Becker to handle the merger. Adding together the total enrollment

of Barton Hills (347 - without 6th grade) and Becker (194) I get 541.

If I add in 1/3 of Zilker's 524 students (or 175) I get a total of 715 students in Becker. The planning estimate for Becker only shows 467. Again, I am including transfers because they exist and it is AISD policy.

Transfer Students must be included in these totals. The district has the policy for the last 20+ years, like it or not, so we should be counted. Our kids are real students, which take up real space and need real desks. Other than total enrollment, where are you counting these seemingly invisible students. It seems that the district and this task force have no concrete idea of how to fit us into this plan and it is simply unfair not to include us. That's fuzzy math. You can't change horses in the middle of a race.

I can only make a suggestion for my area, which will likely contribute to someone's unhappiness, is to revisit the idea of combining Becker and Dawson. They are both truly under-capacity, are in the same neighborhoods. They both have the same vertical tracking. This plan would be completely disrupting vertical tracking for Barton Hills and Zilker, going against your criteria.

Becker has inadequate outside play space for all these kids, no track, bad traffic flow.

You have left 4 schools open in this area: St. Elmo, Galindo, Dawson, Becker and Travis Heights. But have proposed closing 3 schools (Joslin, Barton Hills and Zilker) in a similar north/south swath parallel to the other 4, essentially leaving a vacant hole in vibrant, family-oriented community.

Additionally, I am concerned about a comment I heard Board member Annette La Voi at this past Monday's board meeting during the Task Forces presentation, which was: "Is there a direct correlation between the number of schools closing and new programs Dr. Cruz wants to implement? I just wanted to be sure if there is a 1:1 correlation."

Are these exemplary schools, students and teachers being thrown under the bus for something that doesn't yet exist and for which there is no money to implement?

Put on the brakes, slow down and look again. Don't sacrifice these communities. Your recommendations will affect property values, which affects your bottom line, cost to the value of the neighborhood by mothballing 2 schools, goes in direct contrast to city millions on them for recent improvements? Before you close 5 chools, look deeper at everything - closing selling administration, non-cal staffing layers, top heavy swares

ifoto1 & dishnir.

Community Meetings January 12 and 13, 2011

-Thank you!

WRITTEN COMMENTS
If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: Kristy Anderson-Ewing Telephone:
Email Address: <u>kjander@amail.com</u>
School(s) With Which You Most Closely Identify: BECKER
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
My daughter is a Kindergartener in the Divid Language program at
Becker Elementary. I've been engaged in this process since the
beginning of the school year, and again have the same message:
do not close schools By your own projections, the District will need
every seat it has by 2014. Closing urban schools to save money
only to spend four more to build new schools alsowhere is misquided
and counter to the City of Austin's strategic plan for dense.
growth. Please look again at boundary or programmatic changes to
get students into available sents
Beden Elementary is a Success Story. With an overwhelming % of
economically disadvantaged & LEP students, Becker has an Exemplany
rating. Our Dual Language program is dramatically increasing
enrollment, a win for the District as well as our school. At this
minorty-majority school, Beden students are prepared for a 21st
century world, able to bridge language and cultural barriers.
Finally I think it is destructive to ask any of us to justify our
school over a neighbor's. It's not "us us then", it's all of us together.
Any school closed in any part of town is a loss of the heart of
that comments with real effects as the kids & familial Place 1870, that

Community Meetings January 12 and 13, 2011

f you would like to provide written comments, please complet clarification of your comments, please clearly PRINT your name, school(s) with which you most closely identify.	
Name: LARRY FINING	Telephone:
Email Address: Lewing & gmail. com	,
School(s) With Which You Most Closely Identify:	
Please remember that you are also welcome to provide online Facility Master Plan link found on the AISD homepage: www.aus	
Please provide your written comments in the space below sheet to continue your comments. These comments will be provided to the Facility Master Plan Task Force, and posted possible.	e scanned and included in a public report,
My daughter is in the Dural Language	e program at Bedger
Elementary Bedeen is a strong, threis	ving school with an
Exemplary ration. Becker has an histor	ic campus - a beautiful
facility with room for growth. An	I in fact, we are
growing. The Diral Language program	has preated such a
demand that we are poised to be	at capacity by 2014.
Dural Language costs very little and	chamatically improves
outcomes for native Spanish speakers	as well as students across
the tourd, closing achievement gops. Bec	lear has and continues to
achieve great things, with a diverse studie	ent body and a stronge
Sense of community.	
Backer has a strong past - it was the	e first elementary school
in South Austin, and it has a a t	exight tuture chead at it
My family has Four generations of i	avolvement at Bedger, a
School that locks like the broader di	strict, and we are your
continued support for our school.	

Community Meetings January 12 and 13, 2011

f you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: Anna Bryan Borja Telephone:
Email Address: bryan borja@5bccjlobal.net School(s) With Which You Most Closely Identify: Barton Hills Elementary
School(s) With Which You Most Closely Identify: Barton Hills Elementary
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
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Sell the downtown administrative complex and use low-capacity facilities for administrative
and use low-capacity facilities for administrative
offices.
AISD Trustees and Superintendent, you will
permanently lose credibility if you close
administrative complex intact.
administrative complex intact.
· Page 189

Community Meetings January 12 and 13, 2011

WRITTEN COMMENTS

clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: ANGELA MANARCO Telephone: Telephone:
Email Address: ANGEENWARRO @GMAIL. COM
School(s) With Which You Most Closely Identify: Barton Hus BUMENTARY
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
- Please count wansfer students in the numbers. Richter
Minnopporsuggested Barton Hills i Zilkor be studied to determine
why it (they) is so successful.
- Please consider loss of property taxes if neighborhood
schools are closed. Studies show that with the absence of a
school, property takes will decline 10% resulting in less manay
- Without augmoning the validity of the data, why has Barton Hills
and Zilker been proposed for structured closure, when
the current data being used does NOT support the recommendation.
- Barton Hills could use the LEAST potential capital improvement (49 m
of those on the chopping block i Has already spent millions
IN BOND MONEY SINCE 2007.
- Working draft of savinar costs dated Jan & 2011 shows a
"Savings" of 11 million dollars if ALL 9 schools are closed.
Below the savings is a proposed budget of \$242 MILLION
for pen construction. Can we not tighten belts and reduce
the new construction budget by a mere 5% to allow
Dui Shools to Stay open? Page 190

If you would like to provide written comments, please complete and hand in this sheet. In case we need

AUSTIN INDEPENDENT SCHOOL DISTRICT

Community Meetings January 12 and 13, 2011

WRITTEN COMMENTS
If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: ANTOINCHE Perez Telephone: Voltable State Telephone:
Email Address: Phthousy @ Amail.com
School(s) With Which You Most Closely Identify: Barton Hils Elementary
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
After obsessing over monortains of reports, updates, research
high lights, Press releases official statements, and wer
comments, I realized this morning how a recommendation
To close Austin schools could even be on the table: the
costs of this plan are too difficult to quantify (those
pesky "Intangables") - and, most importantly, those costs
are externalized to lots of people maside the immediate
Consideration of AISD: community members, heigh box hood
atizens, the am of Austin Individual families, and
our children.
VIII ON THE COURT
It's unacceptable to ignore real costs because they won't directly affect AISD. It makes every projection of cost
Surna by dosing schools completely inaccurate.
I understand you would we for no to offer solutions. You
have heard many. The major question now is how you
will melude US - the pavents, teachers, Staff - in this
fund amentally flawed process moving forward. What's
been missing that must be added to this profession is a
1 1 2 3 47 1 2 3 7 1

DISTRITO ESCOLAR INDEPENDIENTE DE AUSTIN PLAN MAESTRO DE INSTALACIONES

Juntas Comunitarias 12 y 13 de enero de 2011

COMENTARIOS ESCRITOS

Si desea hacer sus comentarios por escrito, sea tan amable de completar y entregar esta hoja. Es importante que escriba claramente y en LETRA DE MOLDE su número de teléfono y/o su correo electrónico, y el nombre de la escuela(s) con la(s) que tiene una relación estrecha, en caso de que tengamos alguna pregunta sobre sus comentarios.

DISTRITO ESCOLAR INDEPENDIENTE DE AUSTIN PLAN MAESTRO DE INSTALACIONES

Juntas Comunitarias 12 y 13 de enero de 2011

COMENTARIOS ESCRITOS

Si desea hacer sus comentarios por escrito, sea tan amable de completar y entregar esta hoja. Es importante que escriba claramente y en LETRA DE MOLDE su número de teléfono y/o su correo electrónico, y el nombre de la escuela(s) con la(s) que tiene una relación estrecha, en caso de que tengamos alguna pregunta sobre sus comentarios.

Nombre y apellidos: _____ Teléfono: _____

Correo electrónico:

Escuela(s) con la(s) que tiene una relación más estrecha:
No olvide que, hasta el día 17 de enero de 2011, también puede hacernos llegar sus comentarios a través de Internet si visita la página electrónica del Plan Maestro de Instalaciones en www.austinisd.org .
Por favor, escriba sus comentarios en los renglones a continuación. Si necesita más espacio, puede utilizar también la parte posterior de esta hoja. Sus comentarios serán escaneados e incluidos en un informe público, el cual le será entregado al Equipo de Trabajo del Plan Maestro de Instalaciones y publicado en la página electrónica. Escriba de forma clara y legible.
Also
6. DO NOT DISCOUNT the loss of tax dollars that will, without
tail, be lost due to decreased property value in
Barton Hills that will happen if BHE closes.
7. Families will flee the inner city - counter to the City
of Austin's long term plan. The mayor has even pointed
this put as it flips in the face of city's efforts
to encourage infill, reduce traffic, and reduce
suburban sprawl. Small, inner citize schools fix this
and not som
8. Barton Hills is the heart of the RH neighborhood. We
need it now, and we need it to remain there
for all of the young kids coming into our
school in the coming years.

DISTRITO ESCOLAR INDEPENDIENTE DE AUSTIN PLAN MAESTRO DE INSTALACIONES

Juntas Comunitarias 12 y 13 de enero de 2011

COMENTARIOS ESCRITOS

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Nombre y apellidos: _____ Teléfono: _____

Community Meetings January 12 and 13, 2011

WRITTEN COMMENTS

school(s) with which you most closely identify.
Name: LUCY Attinson Telephone:
Email Address: lucyatkinson @ excite. com
School(s) With Which You Most Closely Identify: Barton Hill S
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible. Deave Tiker + Barton Hils as they are.
Merne Dawson & BENCE HIEV'RE on the
Same side of Lamar & close to each other). Sell AISD admin building downtown and move admin to
other). Sell AISD admin building
downtown and move admin to
Dawson.
2) Share the \$50 Million Shortfall across
all the campuses.
,

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the

Community Meetings January 12 and 13, 2011

lf you	would	like to	o provi	de writ	ten	commen	ıts,	please	complete	e and	hand	in thi	s s	heet.	١n	case	we	need
clarific	cation o	f your	comme	ents, pl	ease	e clearly	PR	INT you	ır name,	teleph	ione n	umbe	r or	emai	lac	Idress	, an	id the
schoo	l(s) with	ı whicl	h you m	ost clo	sely	identify.												

Name: Almanda Meckel	Telephone:
Email Address: <u>aeyreniar da yahoo con</u>	
School(s) With Which You Most Closely Identify: Bartor	1. Cills Elementary.
Please remember that you are also welcome to provide online Facility Master Plan link found on the AISD homepage: www.au	
Please provide your written comments in the space below sheet to continue your comments. These comments will be provided to the Facility Master Plan Task Force, and poster possible.	be scanned and included in a public report, d on the website. Please write as legibly as
I am concerned that the formation of our proposition our proposition of our proposition of our proposition of our proposition our p	llowing tacture have not
sidued the devaluation of ow prop	erty Values
will translate directly to a	loss of revenue
AISD.	
A 1	
Academic performance should	be a tactor in
Mrs. Me a Stoins.	,
	s 1 1 100 12 500
Current census data for son Barton Utills does not reflect conclusion is 2000 data.	CHI COM DOOR WES YES
couch some and letter	YNL Salmelines
DOMENTA & 1000 CO COMM.	
Any options which would ver	sult in overconcidios
by 2015 should be elimin	6
	neinhborhood buishosses.
An expronuic assessment Amust	
any decision is made.	
the danger posed by lamar	a children trying to
mss. (And a railroad track.)	
·	Page 196

Community Meetings January 12 and 13, 2011

WRITTEN COMMENTS

clarification of your comments, please clearly PRINT your name school(s) with which you most closely identify.	e, telephone number or email address, and the
Name: Jamie Royer	Telephone:
Email Address: <u>yamin royer@ Qmail.com</u> School(s) With Which You Most Closely Identify: <u>Bart</u>	on Hulls
Please remember that you are also welcome to provide online Facility Master Plan link found on the AISD homepage: www.au	
Please provide your written comments in the space below sheet to continue your comments. These comments will I provided to the Facility Master Plan Task Force, and poste possible.	be scanned and included in a public report,
Please explain whil transfer stud	lents more not included
in calculations of student populati	
numbers for either the school the	
school they transferred from. Transf	I and the second
overcrowding in nutlying schools and	
rosts The district should by lonting to	replicate
The decline of property tax reven	nue will only moneose
exponentially when you remove sch	innis from high revenue
arous Central Austin auchhorhood &	nomes are highly desirable
to families because of lising these:	<u> የ<i>ch≬</i>ዕ/</u>
	

If you would like to provide written comments, please complete and hand in this sheet. In case we need

Community Meetings January 12 and 13, 2011

f you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the
school(s) with which you most closely identify.
Name: Telephone: Telephone:
Email Address: WWblack 40 att. net
School(s) With Which You Most Closely Identify: Wanton Hills
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
I am a concerned parent of BHE. It is a
Mistake to close a small, urban, Exemplany
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DISTRITO ESCOLAR INDEPENDIENTE DE AUSTIN PLAN MAESTRO DE INSTALACIONES

Juntas Comunitarias 12 y 13 de enero de 2011

COMENTARIOS ESCRITOS

Si desea hacer sus comentarios por escrito, sea tan amable de completar y entregar esta hoja. Es importante que escriba claramente y en LETRA DE MOLDE su número de teléfono y/o su correo electrónico, y el nombre de la escuela(s) con la(s) que tiene una relación estrecha, en caso de que tengamos alguna pregunta sobre sus comentarios.

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No olvide que, hasta el día 17 de exero de 2011, también puede hacernos llegar sus comentarios a través de Internet si visita la página electrónica del Plan Maestro de Instalaciones en www.austinisd.org .
Por favor, escriba sus comentarios en los renglones a continuación. Si necesita más espacio, puede utilizar también la parte posterior de esta hoja. Sus comentarios serán escaneados e incluidos en un informe público, el cual le será entregado al Equipo de Trabajo del Plan Maestro de Instalaciones y publicado en la página electrónica. Escriba de forma clara y legible.
· small schools are safer because
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January 13, 2011

Address to Austin Independent School Board And

Members of the AISD Facilities Task Force

Re: Opposition to Current AISD Facilities Task Force Options/Proposals to Close Barton Hills Elementary and Zilker Elementary.

Good evening and thank you for taking my comments.

My name is Byron Ellington and I live in the Barton Hills Neighborhood and I am the father of a First Grader at Barton Hills Elementary. I am opposed to the closing of Barton Hills or Zilker Elementary.

You have and will hear many salient points regarding the flaws of the data, assumptions, disconnects, and lack of transparency with the public that led to this ill advised, short-sighted set of proposals.

My point to add to this discussion is this:

- I feel that AISD used the task force to provide <u>political cover</u> for the budgetary decisions that arisen. As a state employee for 24 years I have been on my share of multi-interest projects and I have never seen this approach work successfully when such high-stakes circumstances are involved.

While addressing the budget gap will be difficult, I am sure that the board, AISD, its senior management, and the community stakeholders will gladly come together and participate to develop imaginative solutions that don't have such far reaching and counter productive ramifications as closing these two strategic, exemplary, and prestigious inner city schools.

I'd be happy to answer any questions.

Byron Ellington

24040 Wildgrove Drive

Austin, TX 78704 512-771-0863

by ronelling tone hot mail. com

Community Meetings January 12 and 13, 2011

WRITTEN COMMENTS

clarification of your comments, please clearly PRINT your name, telephone number or email address, a school(s) with which you most closely identify.	ind the
Name: Touquin Del Canto Telephone: Telephone:	
Email Address: Josquin Roganall.com	
School(s) With Which You Most Closely Identify: Barton Hills	
Please remember that you are also welcome to provide online comments through January 17, 2011, Facility Master Plan link found on the AISD homepage: www.austinisd.org .	at the
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my home, and also the home of my brother who now attends Ba	irton
Hills Flementary. I have looked forward to watching him grow up in	
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game teacher that I did eighteen years prior. If our school is a	_
our home will be shattered and we will have very little reason to ren	
in our reighborhood or even this school district. Plans to close o	
school are extremely short-sided, misinformed, and uneffective.	
· 	_
Page 201	

If you would like to provide written comments, please complete and hand in this sheet. In case we need

Community Meetings January 12 and 13, 2011

WRITTEN COMMENTS

Name: ADAM INDONCESS

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Email Address: adame Starhillranch.com
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Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
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ADMINISTRY & BLAGS, ETC.
- CLOSE SCHOOLS THAT ARTHUR PERFORMING Page 202
· TRANSFER IN TO SCHOOLS THAT ARE PORTORING.

DISTRITO ESCOLAR INDEPENDIENTE DE AUSTIN PLAN MAESTRO DE INSTALACIONES

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Community Meetings January 12 and 13, 2011

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Name: Laura Minnigerode Telephone:
Email Address: laura, minhi gero de g nasles po
School(s) With Which You Most Closely Identify: Barton Holls Elementary
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
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Closing Baton Holls and moving students From the
neighborhood into Becker Flein dors not seem to
be a logical solution. Buton Hills is a successful.
exemplary thriving community school afthe heart of
He Barton Hills neighborhond. This is a short term
problem but closing the school would be a permanant
Solution with a very guestionable returns mancially
There are some very likely unintended consequences which
would result from this delibion - tor example many
Barton Hills community members would said the
Children to private schools, Many others would also
transfer their students to Eanes ISD. Other
families would more to districts such as Round Rockor
Leander, negatively impacting our city and
envronment.
Pleax do not close our school and
negatively impact the neighbor + district as a
whole:
Page 204
East Austin LPA

Community Meetings January 12 and 13, 2011

Page 205

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
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Community Meetings January 12 and 13, 2011

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Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
The of the first things, we are taught in school
is to raise our hand for help. Has AlsD raised
their hand for help with this financial Crisis?
Who have you tried to collaborate with to
solve this issue? I agree w/the
gentleman who suggested working with the
City of Austin, with Travis County etc.
Let's Collaborate, as you see we are doing
toniquit to come up w/ solutions other
Than closing our schools. Give us there
the more time than 200ks to come up words furtions

To: Austin Independent School District Facilities Task Force 13 January 2011

From: Dr. Kemble White 2705 Rae Dell Ave. Austin, TX 78704

Re: Recommendation to close Barton Hills Elementary

Eight years ago when it was time for us to start a family my wife and I became homeowners in Barton Hills having moved from a rental in Clarksville. Unlike many of our peers we chose to stay within the central core City of Austin. It was important to us that our children receive a good **public** education. We chose Barton Hills specifically on the reputation of Barton Hills Elementary and much to our delight the experience has surpassed our expectations. Closing one of the best schools in the district cannot be the answer. Please consider the following arguments against that recommendation:

- Closing high-performing, centrally located schools is diametrically opposed to the broader smart growth plan for the city. A large proportion of the students at BHE walk to and from school avoiding traffic congestion, air pollution and the like. Moving these students east would require hundreds of vehicle trips per day to be added to the already congested and dangerous east-west arterials such as Oltorf.
- Closing both Zilker and BHE would leave no elementary school between Mo-Pac and South Lamar causing a downward spiral in property values reducing income to the AISD and other taxing entities. We estimate this loss of funding would be roughly of \$2,000,000.00. The current plan does not incorporate loss of revenue for AISD and as such does not fully anticipate the financial impact of its implementation.
- As a resident of Barton Hills I can tell you that the Task Force's population projections drastically underestimate the influx of children into the feeder area for BHE. The population of current and future elementary school kids within one block of my house has increased from about 6 to more than 15 in the last two years alone. All of the other parents I've spoken with report similar growth. Retirees are moving out and young professional families are moving in...and they are going to public schools. Preliminary 2010 census data show that the percentage of families sending their kids to private school is functionally 0% in the Barton Hills area versus 47% in Westlake. This trend is likely to pick up as downtown urbanites tire of their high-rise terrariums, have kids, but want to stay close to the city center.
- Barton Hills Elementary is an exemplary model of how public education should be done, not grist for the mill. In fact, the Dejong-Richter report does not recommend closure as a solution for BHE. Instead, its report recommended studying why so many students migrate into BHE. Replicating this model is the key to keeping the middle class in public schools and in the tax base. I am living proof of that, but I saw the opposite happen in the Dallas ISD which I attended in the 1980's.

- Do not waste good money recently spent. AISD has just spent millions of dollars in Austin taxpayer-approved bond funds in the last few years for improvements at both BHE and Zilker. Further, Austin city ordinances and impervious cover restrictions DO NOT prohibit further development of the BHE campus infrastructure.
- Barton Hills Elementary offers a unique opportunity for science students due to its adjacency to a trail head in the Barton Creek greenbelt. As an environmental scientist I am thrilled to know that my eager young science students have regular access to a living laboratory where they get hands-on instruction in the natural sciences.

I commend the task force members for coming to Barton Hills Elementary earlier this week to meet with the parents and I realize that nobody involved wants to close good schools. We respectfully disagree with this recommendation which is not supported by the Delong-Richter report.

Thank you for your attention.

Kemble White Ph.D.

kemblewhiteiv@gmail.com 5126630156

Community Meetings January 12 and 13, 2011

Community Meetings January 12 and 13, 2011

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If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: Telephone: Telephone: Telephone:
Email Address: tdohlendorf@yahoo.com
School(s) With Which You Most Closely Identify: Barton Hills Elementary
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
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Over the last 5 years, Barton Hills has seen significant turn-over
in homes as older families more out of the neighborhood and
young families more in seeking a neighborhood, community,
and school to build familier around. My husband and I
moved to Barton Hills three years ago specifically to raise
a family close to downtown Austin with an excellent
elementary School within walking distance of our home.
We have one child now, he's almost 2, and we hope to grow
our family and box forward to joining the BITE community.
If other were to close, families like mine will move to find the
neighborhood school we thought we were finding in BITE.
Our property values will drop and in turn the property tax
Our property values will drop and in turn, the property tax revenue available to AISD from & our neighborhood will
plummet
Please consider the importance of maintaining our neighborhood
Please consider the importance of maintaining our neighborhood. Schools and our family friendly community in Austin's core.

Christopher D. Smith Michelle M. Smith 2204 Farnswood Circle Austin, Texas 78704

January 13, 2011

Mr. Richard Frazier
Ms. Janet Mitchell
c/o Mr. Paul Turner
Carruth Administration Center (CAC)
1111 W. Sixth Street, B-320
(512) 414-3050

Re: Opposition to the Closure of Barton Hills Elementary

Dear Mr. Frazier and Ms. Mitchell:

This letter is submitted on behalf of Chris and Michelle Smith, parents of a three-year old and one-year that will enter kindergarten in the Fall of 2014 and 2015, respectively. While addressed to the co-chair of the AISD Task Force, this letter is intended to be provided as comments to all Task Force members. We oppose the Task Force's recommendation to close Barton Hills Elementary ("BHE") for the following reasons:

- It is nonsensical to ignore academic performance in deciding whether to close a school. Eight of the ten elementary campuses bring considered for closure (including BHE) were rated "exemplary" by the state last year. These schools represent over 27% of all exemplary elementary campuses in AISD. In the past, AISD has closed schools because of poor academic performance. Why then would excellent academic performance not be considered in deciding whether to keep a school open? A recommendation to close schools that ignores the most important role of schools (to educate students) is indefensible. It also ignores the lessons learned by other districts that have implemented school closure plans. The case study of those efforts, which is posted on the Task Force's website, states that academic performance must be the "first priority." Unless the Task Force takes academic performance into account, it will be repeating the known mistakes of other districts. That outcome is simply unacceptable.
- 2. There is no basis for excluding transfer students from the Task Force's analysis. Perhaps the very best measure of school quality is the demand by parents to have their children educated at that school. The fact that a large number of students have transferred into BHE indicates that BHE is providing something that other schools do not. Instead of seeking to close in-demand schools such as BHE, AISD should figure out what makes schools like BHE special, and then attempt to replicate those characteristics across the district. Excellence in education, not mediocrity, should be the goal.

Mr. Richard Frazier Ms. Janet Mitchell

- 3. The Task Force's myopic focus on campus huilding costs ignores the other costs of educating students. The recommendation to close BHE and other schools reads as if AISD was some sort of company whose primary purpose was to manage property. It ignores per student education costs, which for BHE are significantly lower than schools not recommended for closure. There does not appear to have been any effort to link campus building costs within the overall picture of the AISD budget. Nor does it appear that all of the costs of the recommended closures have been considered. For instance, the recommendation does not account for the capital costs necessary to renovate Becker elementary to accommodate an influx of BHE and Zilker students. An analysis that does not fully consider all costs and benefits of a proposed action cannot be a basis for policy decisions.
- 4. Closing inner city neighborhood schools will be a long-term disaster for AISD and Austin. Encouraging educated families to live in inner city neighborhoods is a goal of the City of Austin, vital to attracting and retaining high-value businesses to the area, and key to the long-term success of AISD. There are many examples in Texas and nationwide of what happens when affluent, educated, and mobile families leave big-city school districts for the suburbs or private schools. AISD, so far, has avoided the fate of other big-city districts largely due to its vibrant inner city campuses. Closing those campuses will have an immediate negative effect on tax revenues, as property values in affected neighborhoods fall. Over the longer term, families with children may chose to move out (or not move in), thereby reducing support among taxpayers for future AISD initiatives. The Task Force's recommendations wholly fail to address these issues and potential costs, even in passing. Costs associated with the loss of educated families could end up dwarfing the size of current budget problems and the alleged cost savings of the Task Force's plans.
- 5. The process used by the Task Force to develop the recommendations is Until last week, most BHE parents, teachers, and taxpayers (and stakeholders at other schools recommended for closure), had not even heard of the Task Force or its plan to close schools. Then we found out that the Task Force consisted of 72 "representative" individuals from around the district. It turns out that, based on the information posted on the Task Force website, not one of the Task Force members "represented" any of the schools recommended for closure. Basic questions such as "how were the Task Force members selected?" and "why does it make sense to have a 72-person organization make decisions about the future of AISD?" and "what is the source of the data in the recommendation?" are still unanswered. There is no information regarding what options were considered other than the recommended closures or how the Task Force made its decisions. For instance, when asked at a public meeting, Task Force representatives could not provide a direct answer to parent asking why, after the Task Force's consultant recommended that BHE and Zilker not be closed, the Task Force recommend closure. In short, there has been virtually no transparency in the process. This is the primary reason why communities all over the City feel stunned and angered by the Task Force's recommendation.

in closing, we are baffled how a major city school district could have mishandled this process as badly as AISD has. It is not the fault of the Task Force members that they were put in an untenable position by AISD. At this point, it is not clear why there even is a Task Force, as it would seem that the elected AISD Board members would want to be thoroughly involved in one of the most important decisions that they will have to make as public servants. Perhaps the most disappointing aspect of this whole process is that AISD is unnecessarily repeating the mistakes of other districts. The "lessons learned" document posted on the Task Force website lists the following five rules for developing a school closure plan:

- 1. Make a clear and compelling case for closure. (How will students be better off?)
- 2. Define the parameters of community involvement in a fast, rigorous, and transparent process.
- 3. Use objective, consistent criteria that start with student performance.
- 4. Make the decision and keep it made. Assert unified leadership throughout the process.
- 5. Be clear in the plan for those impacted.

Every Task Force and AISD Board member should ask themselves: "Have we developed a process that is consistent with these lessons?" We are confident that, upon reflection, the members will conclude that the answer is "no." Therefore, the correct action is to back up, and restart the evaluation process, and ensure that the public is involved in the process of finding long-term solutions to AISD's fiscal problems.

Sincerely,

Christopher D. Smith

Michelle M/Smith

Cc: The Honorable Mayor Lee Leffingwell and City Council City of Austin Planning Commissioners

City of Austin Platting and Zoning Commissioners

Jilian Ralls, Project Manager

Dejang-Richter 4945 Bradenton Ave. Dublin, OH 43017

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DISTRITO ESCOLAR INDEPENDIENTE DE AUSTIN PLAN MAESTRO DE INSTALACIONES

Juntas Comunitarias 12 y 13 de enero de 2011

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Nombre y apellidos:	Teléfono:
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Community Meetings January 12 and 13, 2011

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: <u>Cristi Peterson</u> Telephone:
Email Address: 7 Cristig74@ Yaloo. Com
School(s) With Which You Most Closely Identify: BARTON HILLS ELEMENTARY
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
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I an quite distressed and confined that transfer students
user not included or considered in the utilization numbers
for the schools. In Considering the closure of Boxton Hills and
Dilier Elementary please Know that closing those compuses
will affect all 900+ students at those schools, not just
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unschisfactory solution. Traffic on South Lamaris
extremely heavy at 7:30 am and having those
Children cross South Lamper at any time of day
Is dangerous. If you need to word schools.
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asking schools to give up a portion of their hydrest
to holp fill the app? With \$ 86,000 students, if overer
Campus gave up \$10 por student it would return
\$ 800,000 to the deficit. Some campu's might offer
Page 216

Community Meetings January 12 and 13, 2011

WRITTEN COMMENTS

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.

Name: PEGGY Ashworth	_ Telephone: _	_
Email Address: pashworth Plaustin. CV. com		
School(s) With Which You Most Closely Identify:		

Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org.

Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.

I am a parent of a 5th grader at Barton Hills
Elementary. I transferred my daughter to Barton Hill
byears ago as a Undergartner. Yes I stood in the
Gold in a long line in the mille of the night to
make she on dangaker got in as a transfer southert
I will tell you who I wanted to transformy discover
to Briton Fills. All over Austin, I heard man stories
about this small neighborhood schooling South Austin
It's grat Principal and teacher the longerite of somen
teachers the RTA and involved purents and programs
offined at B4E and with all that the added bonus of
having a 60 grade And after 6 years, the educational
and community experience my daughter has had for
exceeded my expertations. I dillat consider the
expanse of the grounds that the children get to use
outside the school with a group bett across the street
used by covered classes, writing classes + field terps
and her after school program.
T. Eidet know at the time that my daughter would
be part of the Barton. Hill Chair singing solos in fant
of large andiences and performing allover Areagerin
0 24/

DISTRITO ESCOLAR INDEPENDIENTE DE AUSTIN PLAN MAESTRO DE INSTALACIONES

Juntas Comunitarias 12 y 13 de enero de 2011

COMENTARIOS ESCRITOS

Si desea hacer sus comentarios por escrito, sea tan amable de completar y entregar esta hoja. Es importante que escriba claramente y en LETRA DE MOLDE su número de teléfono y/o su correo electrónico, y el nombre de la escuela(s) con la(s) que tiene una relación estrecha, en caso de que tengamos alguna pregunta sobre sus comentarios.

Nombre y apellidos: _____ Teléfono: _____

Correo electrónico:
Escuela(s) con la(s) que tiene una relación más estrecha:
No olvide que, hasta el día 17 de enero de 2011, también puede hacernos llegar sus comentarios a través de Internet si visita la página electrónica del Plan Maestro de Instalaciones en www.austinisd.org .
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We man not live in the neighborhood but we
are very much a part of this schools community
I don't know if you will find another school in
Another that has such a collection of dedicated
Hickers and Darents.
My question is why didn't the turk force
include the transless in the number of students
at BHE? Ind who hasn't the took force holded
into wha Buton Hell traves so man transfers
as compared to other schools? And who is the
tash Lovie looking at dosing a school that
has been rated Exemplany 2 years in a row
and is at full capacital

Community Meetings January 12 and 13, 2011

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: Amy Bluntzer Telephone:
Email Address: amy bluntzer agmail. com
School(s) With Which You Most Closely Identify:Boxton Hills
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
I have reviewed some of the Task Force inlan and find the method of ignoving academic success, transfers
portable build use, airrent population (versus 2000 data)
very short sited. It cannot be about brick buildings.
Barton Hills is a successful community that has a lot of
transfers because of that success. I've (78736) were
alteach reastricted so that my elementary school is no
where near my neighborhood so a "community school"
is impossible + thus Barton Hills is our commentar.
the claim is that this will save money, but I do not
see how closing a school that relds few repairs + use a
school (Bedger) that needs more repairs. This will
GREATLY decrease property values in 78704 which we
== actually cause a loss of tax revenue
As a adiatic dietition. I have seen the impact of
lack of exercise has on our children. At BHE we muse
a successful wellness smarry of walk to school is an
integral part of this ionickage. By destoying neighborhood
schools + forcine povents to drive, we use this venu
Valuable part of the school day, Barton Hills is not the
building- it is the teachers, finities + the neighbordoes Thai
would be list

Community Meetings January 12 and 13, 2011

Community Meetings January 12 and 13, 2011

clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: Cherylann Campbell Telephone:
Email Address: tramphel 190 austinicr. com
School(s) With Which You Most Closely Identify:
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
Do the math, PLEASE!
How will we fit into Becker?
Richard Frazier told BHE parents that
transfer students would go to Becker along
with the general/local population
50
399 total Courrent BHE Students
300 ? estimated Zilker students
+ 200 pstimated Dawson current
(899) vs. 524 capacity?
what about?
f train tracks 3+/day
· traffic patterns/parking
· Dlay Space
* Antra our neighbor hand has grown since ?
· etc
This has been so emotional
See attached Check thour Math polostast

OPTION 4.4 B:

Close Barton Hills and Zilker ES and reassign student population into Becker and Dowson ES.

Background

- Total population for Barton Hills, Zilker, Becker and Dawson attendance zones is 1,006 students.
- Total copacity of four schools is 1,739 elementary students, leaving on excess of 733 seats.
- Current boundaries result in a projected percent of population for the 2014-15 school year, of:
 - o (77%) Barton Hills ES Way Off, Check 2010 Census o (79%) Zilker ES data 44% - Becker ES
 - 52% Dawson ES

Rationale

- Barton Hills ES has a permanent capacity of 251 students, the lowest of the four schools. It is not cost effective to operate. Zilker ES has a permanent capacity of 460 students.
- Barton Hills ES has a Facility Condition Index (FCI) of 33.5%, similer to Becker and Dawson. Zilker ES has an FCI af 55.0%, the third highest in the District. nigher than

Impact

#511 + bond spent since 2004 1000 (transfers we affected)

An estimated 5/3 students would be affected by this proposal.

- An estimated annual sovings of \$2,266,637 and an estimated capital cost avaidance of \$17,543,935 could be reolized.
- The proposed option would result in a prajected percent of population for the 2014-15 school year af:

Chenglann Campbell 517-7589

- check you math. 107% - Becker ES
- 98% Dawson ES

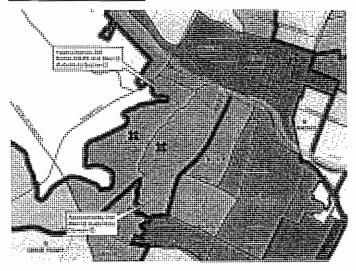
Existing Boundaries



Advantages

- Improves percent af capacity for Becker and Dawson
- Not cost effective to operate Barton Hills ES
- Zilker ES has high FCI
- High in-migration at both schools, area population does not support either schools

Proposed Boundaries



<u>Disadvantages</u>

Students from Bartan Hills and Zilker will need to cross Lomar Blvd. to ottend Becker or Dawson.

where is from the problem those problem to see problem

WRITTEN COMMENTS

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Meredith bewman Name: Telephone ewman@amail.com

School(s) With Which You Most Closely Identify: haton

Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org.

Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report,

provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible. MUDIVEM DANEAN anythme

DISTRITO ESCOLAR INDEPENDIENTE DE AUSTIN PLAN MAESTRO DE INSTALACIONES

Juntas Comunitarias 12 y 13 de enero de 2011

Teléfono:

COMENTARIOS ESCRITOS

Nombre y apellidos:

Si desea hacer sus comentarios por escrito, sea tan amable de completar y entregar esta hoja. Es importante que escriba claramente y en LETRA DE MOLDE su número de teléfono y/o su correo electrónico, y el nombre de la escuela(s) con la(s) que tiene una relación estrecha, en caso de que tengamos alguna pregunta sobre sus comentarios.

Correo electrónico:
Escuela(s) con la(s) que tiene una relación más estrecha:
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anyantus attend Barton Hills. They are getting the,
Byst educational experience in Austra there. I
an not understand how you can't see that you
are thinking about closing a set exemplary
schools in JONE neighborhand. Makes Zero sense
Wedte Oppration
We are operating at 100% (Not un Denutilize
Our building doks not need spalor improvements
aw envolment is composed it less + less
Transfers every wear
The voting population of bouton Hills & Zilker
alementary are not going to stand for this.
The recommendation to close batton Hills is extremely
Shirt-sighted - what are we doing to do when the
problems are worse in 5 chars?
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Community Meetings January 12 and 13, 2011

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: Angela Peace Telephone: Telephone:
Email Address: +shirtswimwear@amail.com
School(s) With Which You Most Closely Identify: BARTON HILLS
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
I echo what many others have said. The proposed
school closures are both short-sighted and lacking
in important data. Our community is complex
and can't be boiled down to a simple math equation.
The financial savings you are anticipating is
not as straightforward as you are trying to make
it. There are somany areas that would be
affected by the closure including: Small businesses
property values and the long term attect of the
soul of der city, what we embody as a community
that draw so much economic gain to us from
other cities and commercial industries, yours
also not the recogninging the importance of
a persons identity being shaped by where their
consider their community and spend their
time. Why son is NOT a to be a
product of a big box school. "It is TOO LMPORTANT!
BLESS,
Angel 40
Page 225

Community Meetings January 12 and 13, 2011

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: Alexander Schoenburn Telephone:
Email Address: aschoenbaom @GWailicom
School(s) With Which You Most Closely Identify:
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
The closing of reighborhood schools does more
than save a liny postern of the AISD dodget. It
destroys rommonities. Pits neighborhood against
neighborhood and drives parents to send their Children
to AGIVARE Solvals, It shreds property Value (9.9%
according to a Case Western Reserve Only: + PWC Study).
Data manipolation and Wilfol, bending of statistics, ignorance of reighborhood travels and a lact of transparency makes this process a sharm.
<u> </u>
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Community Meetings January 12 and 13, 2011

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: Hwanda Lopez Telephone Telephone
Email Address: I heart blaze a gmail com
School(s) With Which You Most Closely Identify: Button Hills Elementary
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
Twould definitely like to Start by saying that
will have on all of our children that attend these schools makes evident that these decisions
are being made without any reasoned to
Education or community. The criteria presented
on the schools chosen for closure are
extremely vague. Why are some of the
Mighest strated schools being targeted:
There are ways to solve the school districts
Parents teachers and the communities
Surrounding our Schools have bellows.
dedicated to our lads and the avality of
their education. Sopeaking to Children Who
have allendeded Barton Hills are all very
glad to have had such a good toundation
for their upper grade level Courses. They gre
that hank to tor their eveniplary tates
educations. This must be thorior it for
into other schools will negatively imparct

DISTRITO ESCOLAR INDEPENDIENTE DE AUSTIN PLAN MAESTRO DE INSTALACIONES

Juntas Comunitarias 12 y 13 de enero de 2011

COMENTARIOS ESCRITOS

Si desea hacer sus comentarios por escrito, sea tan amable de cor	
que escriba/claramente y en LETRA DE MOLDE su número de telé de la escuela(s) con la(s) que tiene una relación estrecha, en case	
sus comentarios.	State Property of
Nombre y apellidos:	Teléfono:
Correo electrónico:	- -
Escuela(s) con la(s) que tiene una relación más estrecha:	
No olvide que, hasta el día 17 de enero de 2011, también puede h Internet si visita la página electrónica del Plan Maestro de Instalacio	
Por favor, escriba sus comentarios en los renglones a continutilizar también la parte posterior de esta hoja. Sus comentar	
informe público, el cual le será entregado al Equipo de Trab publicado en la página electrónica. Escriba de forma clara y les	ajo del Plan Maestro de Instalaciones y
Our Children's education.	We will fight as
a community to keep wh	at 15 outs!
What we have created i	out of love and
respect for education and	our Community
Our dollars Dur Schools, O	w Choice
you are considering taking	y away somethine
Hom Our Community that.	the have also
helped to build. Has it eve	er occurred to
any one on the spard to	o start cuffing
the Salanes of People	who are not
arectly involved with	igas: leachers
arch't bright paid and	they we there
on the trout lines withe Via	S. Mey doit out
of love for amaren and	Laucation.
SAVEBARTON	HILLSHI
1)0 It top the Ch	1) dren,

WRITTEN COMMENTS
If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: <u>Honnie Markel</u> Telephone Telephone
Email Address: <u>bonnie Markel WMAC, COM</u>
School(s) With Which You Most Closely Identify: BARTON HILLS ELEMENTARY
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
DO NOT TAKE Barton Hello Ellernentation!!!
DAMAGE to the reighborhood, property,
Consminter and student education will
be creatly romanomised.
long term effects will be devastating
The schools have amotion at important to our
Children Lamilies of sommunity - you can't
measure that in your STATS
MAKS-asound it.
Sell AISD Downsown Compus.
Add a small 1. to City Sales tax
You can't close BHE + Zilker, 1000 students
would be moved out IT a very parent involved
Community supported neighborhood
Mexhippanda I spent 10 months looking for a house
in harton tolla, I've liver in Austin for 14 wis
a lived in a dellerant neichborhands, BH was
The one we doll in love with immediately. We
wanted to paice a family in this poistable to possesse +

We sawa future you down tich at BHE. We now.

DISTRITO ESCOLAR INDEPENDIENTE DE AUSTIN PLAN MAESTRO DE INSTALACIONES

Juntas Comunitarias 12 y 13 de enero de 2011

COMENTARIOS ESCRITOS

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Nombre y apellidos:	Teléfono:
Correo electrónico:	
Escuela(s) con la(s) que tiene una relación más estrecha:	
No olvide que, hasta el día 17 de enero de 2011, también pu Internet si visita la página electrónica del Plan Maestro de Ins	
Por favor, escriba sus comentarios en los renglones a utilizar también la parte posterior de esta hoja. Sus cor informe público, el cual le será entregado al Equipo de publicado en la página electrónica. Escriba de forma clar	nentarios serán escaneados e incluidos en un e Trabajo del Plan Maestro de Instalaciones y
Lave a landed + 3 yr & Don't take my	ld.
Doh't take my	school away
·	

Community Meetings January 12 and 13, 2011

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: Telephone:
Email Address: dave da ve Mead 10m
School(s) With Which You Most Closely Identify: BARTON HILLS
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
The closure of, any A15D elementary school
Baton Hels is one of Horse threated
solvers By is a last Derform, charl
in a deep neighborhood with a nich
Motor and net traditation. First established
in the 60s the reichbuliard is seoni
a decline in the number of minute
homeowners and an uncrease in the raife
- Un now, home tomber. The number,
on children in an the unchie and there's
lagenunch / takelin morn in because.
n RATE PURTOE TOUT
Page 231

Community Meetings January 12 and 13, 2011

Page 232

W	RITTEN COMMENTS
cl	you would like to provide written comments, please complete and hand in this sheet. In case we need anfication of your comments, please clearly PRINT your name, telephone number or email address, and the chool(s) with which you most closely identify.
N	ame: Hlary Whitheld Telephone
E	mail Address: http://opec.com
S	chool(s) With Which You Most Closely Identify: Baron Hills Elen
	lease remember that you are also welcome to provide online comments through January 17, 2011, at the acility Master Plan link found on the AISD homepage: www.austinisd.org .
si p	lease provide your written comments in the space below. If needed, you may use the back of this heet to continue your comments. These comments will be scanned and included in a public report, rovided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as ossible.
	(D We - all of us hereton, the - will take a fair
	Shire of the financial briden to ensure out schools in
_	No not close. Tell us what that is and we will well
_	Work with you. Higher, Propring texes; City Incone Taxes; Bond intichves with.
_	a Sell-that downtown AISO HQ bilding! You've been
_	"Considering the options" for that for OULECT It
	is wester and the unaccoptable to be p. Send AtSD staff to work
0 <u>H</u>	Of Reacan HS as unive been talking about since 2000.
_	LIE WILL NOT accept the closure of and of our schools
	While AISO administrators on I work our of their Sulding
_	(3) Get creative - Sell advertising on School bases, on
	school building in School building an school property - Whetever
_	Htzkes, Rent at Delco & Burnir Centers for events.
	We (ML husband o I) have a lot of advitising sales experience
_	and will be hope to have, Such initiations - as volunteers - for
	our school. We can share ideas across schools and work hand-in-hand
	Lith our fellow small reich books schools.
	PLEASE DO NOT CLOSE SCHOOLS UNTIL
_	YOU HAVE EXHAUSTED ALL POSSIBLE FUNDRAISING
_	AND REJENUE - GENERATING OPTIONS !!!



Cowan ES

Community Meetings January 12 and 13, 2011

	If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
	Name: Paul Parcell Telephone:
	Email Address: Cowwy pj @ ymail. com
	School(s) With Which You Most Closely Identify: Coway ES
	Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
	Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
	Ylease Keep 395A in the Cowan ES boundary. One solution to help allighthe
	+ mcking in Sw Austin is to Track Cowan to Bailey Ms. All of Bailey tracketo Boure
	HS. Currently 3954 and other Cowan areas truck to Cowayton MS. From these Cownyton tracks
	to Bowie and Crockett. The Soundere neighborhood was and is con attracting young families to
	movedue to its proximity to Comun + Bonie.
	· · · · · · · · · · · · · · · · · · ·
	It seems enory your our neighborhood is brought up in discussions to be moved to Brone ES
∌હ્ય	It seems enougy your our neighborhood is brought up in discussions to be moved to Brone Es four itseems like lue need to gother t most to bund together to fight these recomendations. It would my
	seccomendation that Sondera + 345A be Kept pormantly tracking to Cowan. Please consider
	allighing Cour with Buley to complete the Bowe tracking. Thank You.
	Page 234

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Page 235

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: Telephone: Telephone:
Email Address: Pat Othetexasgreenes.com
School(s) With Which You Most Closely Identify: Cowan E5
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
In the meeting notes from Nov 18 \$30 25 well as Dec 14
(meetings 12,13 =15) possible changes moving students
from Cowan to Boone were offered. My child is
2 Student at Cowan and I tot want him to stay
there, The school has an Exemplary rating and I
feel it is warranted. This despite being at 111%
capacity. Bone on the other hand is below 70%
Capacity and has a rating of Recognized
Additional proposals, also not present at this time,
would shuffle 4 schools leaving Cowan at a
projected 118% Capacity by 2014, contradicting the
first proposal & causing many household headacher
for what appears to be a "small" financial gain;
2nd nothing more
I am in favor of my child and the current
I am in favor of my child and the current enrollment of Enwan Staying where they are.
() Paren

Community Meetings January 12 and 13, 2011

Page 236

If you would like to provide written comments, please complectorification of your comments, please clearly PRINT your name, school(s) with which you most closely identify.	
	Telephone:
Email Address: Monika Stone Le att. net	
School(s) With Which You Most Closely Identify:	gn
Please remember that you are also welcome to provide online Facility Master Plan link found on the AISD homepage:	

Community Meetings January 12 and 13, 2011

Page 237

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: PHILLIF BAYES Telephone:
Email Address: P_BATES @ HOTMAIL. COM
School(s) With Which You Most Closely Identify: COUAN ES
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
I AM A PROUS RESIDENT, TAX PATER, METGLIROR, AND
FUTURE PARENT OF 395A, AND I OPPOSE OPTION 2.2.B.
AND SUPPORT THE DECISION TO REMOVE OPTION 2.1. THUS
KEEPING STUDENTS IN 395 A RIGHT WHERE THEY ARE:
AT AN EXEMPLARY SCHOOL IN A STRONG NEIGHBORHOOD
WITH DEEP AND MEANINGFUL COMMUNITY THES
I SUPPORT 2.2C AS A PROSULTIVE METANS TO RE-
ASSIGN RESOURCES IN THE FACE OF ECONOMIC PRESSURES
BEYOND YOUR CONTROL WITH MINIMAL NEGATIVE IMPACT TO
DUR. CHILDREY AND COMMUNITIES
_
·

Community Meetings January 12 and 13, 2011

Page 238

If you would like to provide written comments, please comple clarification of your comments, please clearly PRINT your name school(s) with which you most closely identify.	
Name: SARA LORD	Telephone
Email Address: LORD_SARA(Olu-I moul. Com	
School(s) With Which You Most Closely Identify:()	ES
Please remember that you are also welcome to provide online Facility Master Plan link found on the AISD homepage:	

Community Meetings January 12 and 13, 2011

Page 239

WRITTEN COMMENTS
If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: PSSira Goulding Telephone: Telephone:
Email Address: 1859oulding Oyahoo.com
School(s) With Which You Most Closely Identify:
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
As a resident and parent 4 3954, I support
the Facility Task Fore's decision to remove Option 2.1
and the shifting of students from 395A from
Minsiderahm. The districts data shows that 2.20
and spicifically the accision to have 395A students
at Cowan Es. is a wise oriteria-based more
that increases utilization & facilities and
decuases district operating 10sts, without
shifting suderits unnecessaries to to so.
mank you!

Community Meetings January 12 and 13, 2011

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Page 241

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: <u>Jennifer Stiner</u> Telephone: Telephone:
Email Address: Mea 180 yanoo.com
School(s) With Which You Most Closely Identify:
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
As a resident and parent of 395A, I support
the Facility Task Force's decision to remove Option 2.1
and the shifting of students from 395A from consideration.
The District's data shows that 2.20 and specifically
the decision to leave 395A students at Cowan Es. i's
a wise criteria-based move that increases utilization of
facilities and decreases district operating costs, without
Shitting wheressary students whereessarily to do so.
Thank You!
<u> </u>

Community Meetings January 12 and 13, 2011

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: Wasim Quddus Telephone:
Email Address: wasim-go hot mail. com
School(s) With Which You Most Closely Identify:Cowan
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
proposed
I am against (strongly) the zoning change that
more my doughter from Cowan to Boon elementary
We live at 4305 Hoffman Dr. & we bought
our house at this specific address so that new
daughter rould could go to an examplary school like
cowen. Now if this is charged I am afraid rong
daughter would not get the quality Education sene
enjoy. The is and a high achiever of Townshipe
deserve the best education & sprey my fex dollar
If redistrictions happens, we will have to relacate
to a place which provides the examplary education
Please, consider the friendships relationship wes
my daughter built & She would have to se - agrients
will loose the entillasame eduderasion.
PUSDo not morredistrict own address to an inferior
Page 242
- Wasim

Community Meetings January 12 and 13, 2011

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name:Sharmin Zunarv Telephone:
Email Address: Sharmin 2 @ hotmail. com
School(s) With Which You Most Closely Identify:
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
Was sent a flyor from born, school that students between
Brodie an Mopac on Muis have would be moved from Corwan Es
to Booms FS. We are against such a morre. Cowan Is is
my didn't takes the bus home from school So if transffered
Its would not be able to get hisservine from Corvan which
would be extremely inconserveent to us.
<u> </u>
<u> </u>



Dawson ES

Community Meetings January 12 and 13, 2011

WRITTEN COMMENTS
If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: Margie Posula Telephone: Telephone:
Email Address:
School(s) With Which You Most Closely Identify:
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
My doubted has special model and she
will him hard time to get the charge
most of all to frust the looking all ower
maain. Drage this whit her mode
For a new school she would have to
get oil those needs From the Latton.
the teachers know what she needs
are me working with her to meet
the needle
The need.
130 1300/L

Community Meetings January 12 and 13, 2011

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: James Martinez Telephone:
Email Address:
School(s) With Which You Most Closely Identify:
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
My father more went to this school and I
followed in his footstops and Impoping my
neices and nephews follow in mine. Danison morde
me who I am today Without this school I would
not be as successful as I am. I'm extremely proud
that during this time of economic depression I have
a great occupation with a car and house to show
For it, at only 20 years of age. Dawson and it's
educators showed me that I was gifted and
talented, whether it be true or not. It was the
confidence that knowing I could do anything, that
gave me the motivation. Education is what our
ecomony foundation is built on and should be
the last thing sacrificed during a time like this
I hope that These schools do not close and this
just passes over just like this economic depression with
Please please please don't let education suffer
omymore. Thank You
- Law Manti
5

Community Meetings January 12 and 13, 2011

WRITTEN COMMENTS

If you would like to provide written comments, please compl clarification of your comments, please clearly PRINT your name	
school(s) with which you most closely identify.	
Name: July Woods	Telephone:

Email Address: JWOODS 78704 EGM21 . COM

School(s) With Which You Most Closely Identify: Dawson

Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org.

Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.

enrew Page 247



Govalle ES

Community Meetings January 12 and 13, 2011

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: Michelle Frazier Telephone:
Email Address: Mfraz 03@ yahoo. com
School(s) With Which You Most Closely Identify:
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible. Thully Support full-day prekindergates.
Our 4 year old students benefit greatly from
7 hove lightruction. Our most heiderst
students / bilingual , require at hour day to
learn à languages.
By closing nearby Schools & consolidating them
to Consile, our went students will
be areally affected by the 1655 of Services
and one to one group instruction.
Our Classrooms are already filled to
expacity. By adding more students, our
trackers will be invadated by students.
·
Page 249



State of the state

Joslin ES

Community Meetings January 12 and 13, 2011

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If you would like to provide written comments, please complet clarification of your comments, please clearly PRINT your name, school(s) with which you most closely identify.	
Name: Michael Adame	Telephon
Email Address: <u>Gradane Q gnail</u> . con	
School(s) With Which You Most Closely Identify: 4 Sha	
Please remember that you are also welcome to provide online Facility Master Plan link found on the AISD homepage:	

WRITTEN COMMENTS

If you would like to provide written comments, p	please complete and hand in this sheet. In case we nee	d
clarification of your comments, please clearly PRIN	RINT your name, telephone number or email address, and th	е
school(s) with which you most closely identify.		

Name: Greq Murky	Telephone Telephone
Email Address: a MUTIVA austin. Fr.	COM
School(s) With Which You Most Closely Identify:	slis Es

Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org.

Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as nossible.

provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
Joslin ES is an excellent learning center
because of the Educations Team that is
in place there. There I refugees France
Central Asia living with me and 40Fthe
5 children were admitted to Joslin Es.
in April OF 2009. NONE OF them spoke english
the Joslin ES principal never blinked when she
Told us to bring the children To Joslin ES.
the children came From a war zone and
didn't speak chalish. Their Teachers ambraced them
and have continued to do so The children
love: Their school and their teachers
TF you close Joslin you will destroy the Team
that has been developed there. Team building
ica difficult task that requires leaders
with character and experience, Doslin has
Such leaders, Teachers Take time to develope.
and good leaders know and do that. The
Doslins ES has excellent leaders and teachers
Please don't close Toulin ES
Inecommend That you query the seale in the lost Roge 252 The
and see i= They would be willing to perform some of the

Community Meetings January 12 and 13, 2011

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify. Name:
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as
Joslin Elementary is an important community
institution and can't be allowed to become
another Hagedy in an already sad
economic situation. Another way to
save money must be found. IN
losing Joslin Elem we lose too much &
· · · · · · · · · · · · · · · · · · ·

Community Meetings January 12 and 13, 2011

you would like to provide written comments, please complete and hand in this sheet. In case we need larification of your comments, please clearly PRINT your name, telephone number or email address, and the chool(s) with which you most closely identify.
Jame: Sarah Bryant Telephone:
Email Address: Sarah bryant 30 agmall.com
School(s) With Which You Most Closely Identify: 50774 508110 0.
Please remember that you are also welcome to provide online comments through January 17, 2011, at the facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
Jo whom it may concern: 1.13-2011
My daughter has been attending Joslin
Since she was in Kindergarden The is now in the
Accomal grade. Our experience with Justin has
been so wonderful all of my daughters teachers
have been so Kind, loving and earing. She has
built a family here at Joslin and so have I
My daughter ellipsys her education and gets the
appoints best care: I know my daughter en not
alone for there are the rest of the student body,
faculty and staff who are a part of this learning
Annot enouncy tamily. This period is an exemplandy
in all subjects I strongly Reef that clasing
this school would magatively effect the test scores
and attendence in a negative sharker on order to
Continue the success at Soslin for my daughter and
the rest of the fostin family we as a community
need to do the right thing which is beeping Joslin Gren
Thank you good your tiple and careful consideration.
Sincerely,
Claran Gruant

Community Meetings January 12 and 13, 2011

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone purchase and the
school(s) with which you most closely identify.
Name: Monigre VIES Telephone
Email Address: Monique Viens @gmail. com School(s) With Which You Most Closely Identify: DSIN Elementary
School(s) With Which You Most Closely Identify:
Please remember that you are also welcome to provide online comments through January 17, 2017, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
Both of my children have attended
Justin Hementary School, I tale
pride in the fact that Jasin
nas been Exempland for the
hat The years who kecoanized
Har Clarker Land State Wool
The Children have worked very
nard to male the school
a cost init community award with
Whole de hit alle prichtilles
Colors to that are distributed to the transfer of the transfer
Schools that are thriving, I know
There report to he budger (ut) Full
Carredo there has to be another solution
other than closing "neighborhood schools.
It would be a tragedy and a great
loss for many it dost closes.
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Community Meetings January 12 and 13, 2011

WRITTEN COMMENTS
If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: Maria Ramirez Telephon Telephon
Email Address: Maramirez & Seton . Drg
School(s) With Which You Most Closely Identify: <u>Joslin Elementary School</u>
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
To whom it may concern:
1 wot wanted to let you know that Joslin Elem. School
has been a great school for my Children. My Daughter
trika who is now in 8th grade was a student
there and she learned so much always bringing
home a perfect report card. My Son Chiris also was
a student there he now is in both grade and my
Youngest, Samantha Who is in 4th grade bringing
home swaight A's. My children are very smart
and have learned so much and that is thanks to
the education they received at both Elem.
THE STAFF AT JOSILA FLEM are great and the thoughton
Soull school but that what makes aller Chidant
1001 april Octille and Know that the leachers are
There in holo than will progration or anothing
Under And Thomas Hout orang students and
Davents will experience the avent Education that
Joslin Elementary gives for many many years
to come.
Thank Inu,
Maria Vintero Page 256
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Community Meetings January 12 and 13, 2011

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the
school(s) with which you most closely identify.
Name: Telephone Telephone Telephone
Email Address: Vrodrigue auxtinocedo OR profreyna enotmail.com
School(s) With Which You Most Closely Identify:
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
Dear Task Force:
Tam a concerned attoon of mother Mudainher is
Comentario Uth avada at costin Slamentary & has been
Nt Joslin since istarode, 2007. There has never been
A Amminitiality begin that Time been able to find.
The teachers, start & principal have a deep commitment
Tale of respect for their stidents coslin is more than
just a school like are a family. So many students have
Juttended Loolin since Lindorganten of their ferces as well
Of their parents are vincing of coults a steam of losting
Complete Till Olice that actually all of the color of the color
Tamily: 10 Close this sand would 4 10 contra close a
school voted "Exemplary" but it moved dinde a family.
JOSHV IS A SCHOOL FROM SHOULD BE MOCKED CAPTER, 1107
Closed. The alguation of the faculty + state towards
the sticlents of their families is unbelieveable of insupassed
TO MAN TO SEE TO
I TO NUNT HISTING A. I.S.D TO MUNE MAN THE SCORES,
life-learners, toldicated students their schools like Joslin
must be the rule & not the exception. To close a school that.
provides amozina facultust staffer is one of the few elementanes
'Soah of Ben Tihite with an "exemplary" rating counters
POLIMIT.

DISTRITO ESCOLAR INDEPENDIENTE DE AUSTIN PLAN MAESTRO DE INSTALACIONES

Juntas Comunitarias 12 y 13 de enero de 2011

Teléfono:

COMENTARIOS ESCRITOS

Nombre v apellidos:

Si desea hacer sus comentarios por escrito, sea tan amable de completar y entregar esta hoja. Es importante que escriba claramente y en LETRA DE MOLDE su número de teléfono y/o su correo electrónico, y el nombre de la escuela(s) con la(s) que tiene una relación estrecha, en caso de que tengamos alguna pregunta sobre sus comentarios.

Correo electrónico:
Escuela(s) con la(s) que tiene una relación más estrecha:
No olvide que, hasta el día 17 de enero de 2011, también puede hacernos llegar sus comentarios a través de Internet si visita la página electrónica del Plan Maestro de Instalaciones en www.austinisd.org.
Por favor, escriba sus comentarios en los renglones a continuación. Si necesita más espacio, puede utilizar también la parte posterior de esta hoja. Sus comentarios serán escaneados e incluidos en un informe público, el cual le será entregado al Equipo de Trabajo del Plan Maestro de Instalaciones y publicado en la página electrónica. Escriba de forma clara y legible.
The the Trick to the train of the training of the second o
Lost HOLD CONTINUE mosiding studented Danilies Visites
on 1/Gremoland Learning emorganis & Heminagna Is
On imputant time in a Puma Student clife of it Poslin
is closed so many runa students will be neartively
affected, as Joslin is their home & family?
Mar Allino War and Market
MANY Y TEUSE "SOME JOSIUM"
DMMICO DAM
TO OTHER VICTOR

Community Meetings January 12 and 13, 2011

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: Elizabeth R. Ciranston Telephone:
Email Address: lirabeth & hand austin.org
School(s) With Which You Most Closely Identify:
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
Justin is exemplary. With some of the highest
scores and a long list of teachers, whom are contified wit
Islin's gradenic sugarses and community Shinding
Islin should not be even, considered for closure.
I migelf was a student at Joslin glementary
and new my 7 y old daughter is a student at Joseph
I have made sure I stay towated in the area 50 that
my daughter can specifically be eligible to attend this
Dehad. Ibstin from my upperience as a student and
parent, has been nothing but excellent, charine wonderful
will educated compassionate stuff (educators) is
place. Many bachers are still deaching from
The years I attended your 15 yrsap the community
hes iskeed grown up " around yoshing its stuffel
elducaters forge ever former studients
- I leave think it would be a share to
the dien o worderful sahal closed. We reed to
doll at all options yoslin is the of the sounds
derng well academically, Deres frant to unount
To something I believe et shows The dedication
and success of the laucators and their methods
See this be affected, schools doing will should be

DISTRITO ESCOLAR INDEPENDIENTE DE AUSTIN PLAN MAESTRO DE INSTALACIONES

Juntas Comunitarias 12 y 13 de enero de 2011

COMENTARIOS ESCRITOS

Si desea hacer sus comentarios por escrito, sea tan amable de completar y entregar esta hoja. Es importante que escriba claramente y en LETRA DE MOLDE su número de teléfono y/o su correo electrónico, y el nombre de la escuela(s) con la(s) que tiene una relación estrecha, en caso de que tengamos alguna pregunta sobre sus comentarios.

Nombre y apellidos:	Teléfono:
Correo electrónico:	
Escuela(s) con la(s) que tiene una relación más estrec	ha:
No olvide que, hasta el día 17 de enero de 2011, tam Internet si visita la página electrónica del Plan Maestro	bién puede hacernos llegar sus comentarios a través de o de Instalaciones en www.austinisd.org.
utilizar también la parte posterior de esta hoja. S	
Juay For Committee Tax	
	The state of the s



Mils ES

Community Meetings January 12 and 13, 2011

WRITTEN COMMENTS

clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.	
Name: <u>Nenise Weitzel</u> Telephone:	
Email Address: dweitzel 10 austin. M. com	
School(s) With Which You Most Closely Identify: Mils Elem	
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .	
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.	
Please bring magnet schools to SW Austin.	
Covination would make an excellent location	
for Ja mannet in SW Austin. Maube another	
Ann Richards PM GivIs School ? It is incredibly popula	V
There are many children in my neighborhood.	
Who travel to Kealing, LASA & McCatlum	
to art the lot narams their desire.	
Crockett and Travis would also be	
and campuses to be magnets, My	
Understanding is the Crockett has an	
Automotive Hoaram and Travis has a	7
culmary program. Why not a Mathematics	ſ
Science or the Arts program that would	
Attract more students?	
	6.
What about a fre-K Program at Boone?	
or a Dsyletia or a life 5kills-Program?	
Thank you for taking time to read my	
comments,	
- Musc Weitel	
Page 262 ——	

If you would like to provide written comments, please complete and hand in this sheet. In case we need



 $\lesssim \frac{\pi}{4} + \frac{\pi}{2} \left(\frac{1}{2} + \frac{1}{2} + \frac{1}{2} + \frac{1}{2} + \frac{1}{2} + \frac{1}{2} \right)$

Oak Hill ES

Community Meetings January 12 and 13, 2011

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: Geeta Suggs Telephone: Telephone:
Email Address: webmaster@ohepta.org
School(s) With Which You Most Closely Identify: Oak Hill Elemen tary
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
Thank you for serving on this task force. You should be
commended on the job you are doing. Thank you
for working hard and looking at so many options.
As a resident of SW Austin, I have been part of
the boundary process for the past two years (middle
School and elementary school boundaries) and aim
very thankful that our part of Austin is currently
remaining with & der Status quo. The past 2 years
have been hard on my neighborhood and hard on
Oak Hill Clementary - we are thankful to stay the
way we are.
Thank you again for your very important service!

A488874.
Page 264



Oak Springs ES

Juntas Comunitarias 12 y 13 de enero de 2011

COMENTARIOS ESCRITOS

Si desea hacer sus comentarios por escrito, sea tan amable de completar y entregar esta hoja. Es importante que escriba claramente y en LETRA DE MOLDE su número de teléfono y/o su correo electrónico, y el nombre de la escuela(s) con la(s) que tiene una relación estrecha, en caso de que tengamos alguna pregunta sobre sus comentarios.

Nombre y apellidos: MARINA C. AQUITAR Teléfond

Correo electrónico:
Escuela(s) con la(s) que tiene una relación más estrecha: OAK SPrings
No olvide que, hasta el día 17 de enero de 2011, también puede hacernos llegar sus comentarios a través de Internet si visita la página electrónica del Plan Maestro de Instalaciones en www.austinisd.org .
Por favor, escriba sus comentarios en los renglones a continuación. Si necesita más espacio, puede utilizar también la parte posterior de esta hoja. Sus comentarios serán escaneados e incluidos en un informe público, el cual le será entregado al Equipo de Trabajo del Plan Maestro de Instalaciones y publicado en la página electrónica. Escriba de forma clara y legible.
NO Creo que Sea Tristo Porque eso Afectaria-
No Creo que Sea Tusto Porque eso Afectaria - No Solo a Los Estudiantes Sino También a los
Empleadas Deve Si Asi deciden Ni modo No Podemo
Resurva de una manera Sabia. Att. Maria aquilo
U U
All Control of the Co
Page 266

Community Meetings January 12 and 13, 2011

If you would like to provide written comments, please complete clarification of your comments, please clearly PRINT your name school(s) with which you most closely identify.	
Name: Ruby M Roe	Telephone Telephone
Email Address:	•
School(s) With Which You Most Closely Identify:	Springs
Please remember that you are also welcome to provide online Facility Master Plan link found on the AISD homepage:	

Community Meetings January 12 and 13, 2011

will not cause anymore stress toward our families! The main one I'm really worrie
Email Address: School(s) With Which You Most Closely Identify: Daksprings #125 Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org. Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible. To whom it may concern: I'm just praying that what ever decisions are made concerning these school's closures, will not cause anymore stress toward our families. The main one Tim really worvie
Email Address: School(s) With Which You Most Closely Identify: Daksprings #125 Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org. Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible. To whom it may concern: I'm just praying that what ever decisions are made concerning these school's closures, will not cause anymore stress toward our families. The main one Tim really worvie
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will not cause anymore stress toward our families! The main one I'm really worvie
will not cause anymore stress toward our families! The main one I'm really worrie
will not cause anymore stress toward our families! The main one I'm really worvie
Our tamilies: The main one I'm really worvie
Our tamilies: The main one I'm really worvie
about is transferring our kids around because
they need to STAY AST STABLE AS
they need to STAY AST STABLE AS Possible!
PIEAS KEEP Oak Spring Open
FOR OUR CHILDREN!
life is already hard Don't make it
any HARDER!
WITY AAROURI.

Community Meetings January 12 and 13, 2011

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: <u>Selinda Sac (Sor)</u> Telephone
Email Address:
School(s) With Which You Most Closely Identify: <u>Oak Springs</u>
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
This is a good school and convience
for and min kids. I stay right across the street
from the school. I don't think that it's fair
for this school to alose because it's in a black
neighbothood. This school has been open for
years and has compression survived the worsth
of things. Top BANN of one can fill this school
up. Why would you want to put this single
mothers and fether and grandparents tood that
are taking care @ of theirs utids alone put them
in a bod situation to where we can't get to
our kids in a hurry if we need too!!! They kids
are important to my and Oak Springs is too!!! Please don't close the school. It want be good thing.
don't close the school. It want be good thing.

Juntas Comunitarias 12 y 13 de enero de 2011

COMENTARIOS ESCRITOS

Si desea hacer sus comentarios por escrito, sea tan amable de completar y entregar esta hoja. Es importante que escriba claramente y en LETRA DE MOLDE su número de teléfono y/o su correo electrónico, y el nombre de la escuela(s) con la(s) que tiene una relación estrecha, en caso de que tengamos alguna pregunta sobre sus comentarios.

Jombre y apellidos: Voro Huy Strickland Teléfono Teléfono
Correo electrónico: dstrickland @ Phcaustin, org
Escuela(s) con la(s) que tiene una relación más estrecha:
lo olvide que, hasta el día 17 de enero de 2011, también puede hacernos llegar sus comentarios a través de nternet si visita la página electrónica del Plan Maestro de Instalaciones en <u>www.austinisd.org</u> .
Por favor, escriba sus comentarios en los renglones a continuación. Si necesita más espacio, puede stilizar también la parte posterior de esta hoja. Sus comentarios serán escaneados e incluidos en un
nforme público, el cual le será entregado al Equipo de Trabajo del Plan Maestro de Instalaciones y publicado en la página electrónica. Escriba de forma clara y legible.
Oak Springs achieved and Exemplay rating last
Spring in the face of many challenges: 77% below
poverty level, 98% on free lunch program, Most are
5 mde parent homes, 60% don't have computers in their
homes limiting their voice and access to information.
and an estimated 80% do not own a car and
do not have money for hus fare. The proposed option
to cond Oak Springs children to Blackshear means they
will have to walk 1.5 miles to and from school, across
the Light Rail tracks, and through the areas that
APD has identified as high gangadivity and the
and Anglealine adprostitution. Older children will have.
to supervise Vonne children on this walks If ALSD
desides for safety reasons that the 0.5. Children will
ride in buses. Hen He added cost to AISD of buses to
the 300+ children every marning and afternoon should be
Considered in this decision.
Buses only solve the problem of getting the children
Buses only solve the problem of getting the children to and from school each day. The parents and children
1/2 - H

Will have the added challenge of transportation when they try to participate M after school programs and turtoring, Evening programs family Saturday School and Saturday events. A transportation challenge will prohibit parents from volunteering during the day.

Parent Whinteering and participation are the highest Ihave seen in the past 8 years. The wility of the parents and the children to walk to school safely and frequently has a direct relationship on the Exemploy rating the school achieved last spring,

When you make your decision about O.S. please take into consideration the very practical transportation hardship 80% of this community faces. Please make a decision for the entire O.S. family

that will enable them to continue to succeed in the way they have already proventley can! Page 271

Will 272 Nurt

down

WRITTEN COMMENTS
If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: <u>MS KuiZ</u> Telephore
Email Address: joys ruiz a amail com
School(s) With Which You Most Closely Identify: Oak Springs
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
I moved in to Booker T. Washintion about 4 years
ago I have 3 kids and all of then go to
ONK Springs. I have this school. This is the
best school that my kids have gone to.
We the parants of all the kids that go
to book Soring do not want this School to
closed thought be a tready if it does
close down. My kid love their teachers. This
school provide alot of help and assignts to
parents. They have allot of programs for
our Kids to help them learn the bost they can. I will not be able to attend the Community
can. I will not be able to attend the Community
Meetings because the times @ conflict with my
Meetings because the times & conflict with my work schedule but I am very aware of the
bad things that would come with the closing of
Oak Springs. I Bo feel very strongly about
this and I know that all the parents including
muself will do every thing in our power to
pryself will do every thing in our power to e make sure that Dax Springs Remains open.
I want to see my kid areduate from

Juntas Comunitarias 12 y 13 de enero de 2011

COMENTARIOS ESCRITOS

Si desea hacer sus comentarios por escrito, sea tan amable de comque escriba claramente y en LETRA DE MOLDE su número de teléfo de la escuela(s) con la(s) que tiene una relación estrecha, en caso sus comentarios:	ono y/o su correo electrónico, y el nombre
Nombre y apellidos:	Teléfono:
Correo electrónico:	
Escuela(s) con la(s) que tiene una relación más estrecha:	
No olvide que, hasta el día 17 de enero de 2011, también puede had Internet si visita la página electrónica del Plan Maestro de Instalacion	
Por favor, escriba sus comentarios en los renglones a continu utilizar también la parte posterior de esta hoja. Sus comentario informe público, el cual le será entregado al Equipo de Trabaj publicado en la página electrónica. Escriba de forma clara y legi	os serán escaneados e incluidos en un jo del Plan Maestro de Instalaciones y
	r futuro. Havive to
take the bus to school every	
time they would have to be i	
and a very big change for I	wm.
	100
	- — — — — — — — — — — — — — — — — — — —
	Page 273

ball

Community Meetings January 12 and 13, 2011

WRITTEN COMMENTS
If you would like to provide written comments, please complete and hand in this sheet. In case we nee clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: Denise Bell Telephone Telephone
Email Address:
School(s) With Which You Most Closely Identify:
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly a possible.
I believe Moseing this 30 hood would be a
HUGE MISTERS MII Children Jonathan Beil(5)
Branna Lempl(2) Knue grown and made
arent relationships with the teachers and
Staff at this School. They reine from
another school (Peran Sorims) and they didn't
have as good grades as they do mo. Their
Social skills and development skills have
increased and my Children are more
Confindent in themselves. The teachers
and staff there really care about the
development of there students. Not only
that but my children feel safe enough
to worlk to school everyday ivith
Griends because it's right you who street.
This is not used a school but a school
That ortrolly cours. TSht that what
you want? I TSh-1 It about the Kids
and how the school effects the Kids

new

Juntas Comunitarias 12 y 13 de enero de 2011

COMENTARIOS ESCRITOS

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Nombre y apellidos:	Teletono:
Correo electrónico:	
Escuela(s) con la(s) que tiene una relación más estrecha:	
No olvide que, hasta el día 17 de enero de 2011, también pue Internet si visita la página electrónica del Plan Maestro de Insta	
Por favor, escriba sus comentarios en los renglones a co utilizar también la parte posterior de esta hoja. Sus come informe público, el cual le será entregado al Equipo de i publicado en la página electrónica. Escriba de forma clara	ntarios serán escaneados e incluidos en un Trabajo del Plan Maestro de Instalaciones y
new teacher and a new	enviornment. Sime
OF Those Kids are nust	how coming out
of Heir Shells thanks	to the teachers
at Oak Sovings. Do 100	really want to
mare them start over?	ma children have
grown and expended s	s promings this
Leanderful School. Please	Keep it going.
Thanks for white.	
	Succession
	1000 mg Bell
	,

to forceta o

AUSTIN INDEPENDENT SCHOOL DISTRICT FACILITY MASTER PLAN

Community Meetings January 12 and 13, 2011

Page 276

WRITTEN COMMENTS	
If you would like to provide written comments, please comple clarification of your comments, please clearly PRINT your name school(s) with which you most closely identify.	
Name: Michele Hodrade	Telephone
Email Address:	
School(s) With Which You Most Closely Identify:	springs Elm.
Please remember that you are also welcome to provide online Facility Master Plan link found on the AISD homepage:	

Juntas Comunitarias 12 y 13 de enero de 2011

Page 277

COMENTARIOS ESCRITOS

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Nombre y apellidos:			Teléfono:
Correo electrónico:			
Escuela(s) con la(s) que tie	ene una relación más estr	recha:	
No olvide que, hasta el día Internet si visita la página e	i 17 de enero de 2011, ta electrónica del Plan Maes	ambién puede hacernos II stro de Instalaciones en <u>w</u>	egar sus comentarios a través de ww.austinisd.org.
utilizar también la parte	posterior de esta hoja. le será entregado al E	Sus comentarios serár quipo de Trabajo del P	Si necesita más espacio, puede n escaneados e incluidos en un lan Maestro de Instalaciones y
COMMUNI	Fil sch	out in	uc distance.
COD CO	Sprin	195 15	home its
OUE Ch	uldrens	Slace	ct confict.
Daloce	(XX)	Eban u	min pull
De WAY	MSSen	(to	'M'
Coun	unity.	1+ wil	1 0010
DUAY OU	<u>c comm</u>	sunity 1	
Situation		na la	Will Chi
XIDS C	of tax	schol.	with no
BUSES	1Decaus	e we	ave undal
tle 20	mle conc	16.	
0/46	access T	3 DOSO U	ndorstand the
ar sto	to The	Tal SDOD	CE CIND
- () le (19 V/ id:	DNY P' C	P termily
and c	S CX PC1	Comm	unity. Clisina
MY DOW	11 KK 20.	id effe	at all of -
US,	JOS ()	ne.	Λ



Pease ES

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: Olga Ae La Rosa Telephone:
Email Address: op-delarosa@hotmail.com
School(s) With Which You Most Closely Identify:
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
There should be as much focus on education,
academics as too' there is on the cost
effectiveness of Keeping & School open.
- I first became involved with Pease as a
grandparent when my grandson began as
a Kindergantener. He enjoyed his time
There as well as excelled in school. As
a 9th grader he has returned on several
occasions in new that there are stell
Hachers that taught him. I strongly
believe that the smaller student-teacher
ration has allowed these students to
excel despite not having the improvement of the district points out as being
of the district points out as being
necessary to promae a better school
for students to achieve their potential o
Keep, Plase Open, I would like
my 5/500 that is a current student to
be have the opportunity to expenerce the
alternation and receive the education that
I strongly believe Pease can appear him

Community Meetings January 12 and 13, 2011

WRITTEN COMMENTS

clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: Ron De La Rosa Telephone
Email Address: ran delavosa 26 Hotuar, con
School(s) With Which You Most Closely Identify: Pease
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
I do not agree with the clasure of any of
these schools I was born and raised in Austin
and am at a lost as to how the idea of
clasing throse schools would even come about
who FIMU count up with this proposal should
by timed and their salary go towards the
deticit. (Just ridding). I know there are so
many other ways to cut the detroit And
The plans mill noted to be sourtices made
but the are group that should not hours to
make any sacrifice are the Students.
Isopand that who come up with the 101ea
that because at the detect we should close
to look strais hat person really meds
TO VA TWEET.
Page 280

If you would like to provide written comments, please complete and hand in this sheet. In case we need

Community Meetings January 12 and 13, 2011

.Page 281

clarification of your comments, please clearly PRINT your name, telephone number or email address, and the
School(s) with which you most closely identify. Name: Telephone Telephone
Email Address: Pipermontemayor @ yahoo. Com
School(s) With Which You Most Closely Identify: Vease
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
rease has been going since 1876 and
it is the oldest elementary school in
Austin- It has the pest teachers that
will help the students if they need hall-
The start withe Davents are all envolved.
There is so many memories that a lot
of realle have had lat Bease. And that
they have been ruthing anot and mony in the
John Color Color
SAVE PEASE! AND APE THE SCHOOLS
Mays - 10 years old

WRITTEN COMMENTS
If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: Telephone: Telephone:
Email Address: pipor mondemonjor @ yahoo. Com
School(s) With Which You Most Closely Identify:
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
I an a single parent that lives on south
austeri and work down town. I stood in line
- overniget to transfer my to two sheldren to
Pease.
Pease offers a location where I can actuely
participale in the solveation by going to
lunch, assessing the trackers and ottending
Lield tups.
My children are in an successful legiplan,
My skelden are in ar successful legiplan, diverse environneit. Prease is a success in
a school and for my famle Pease is a community
Mig son was diagnosed with dyspaphia. In
the Pease encounsel with exampleur educators +
stoll we are helpen he with this leaves
A school and for my fourly Pensico a community Mig son was diagnosed with dysgraphia. In the Penso environment with examplein educators is stoff we are helping he with this leaving Nesability, providing a community of support.
Peace is the carect model in educating students,
Peace is the carect model in educating students,
and the second s

Community Meetings January 12 and 13, 2011

-Page 283

WRITTEN COMMENTS
If you would like to provide written comments, please complete and hand in this sheet. In case we need clanfication of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: Dieso Montervilly or Telephone:
Name: Dieso Monternayor Telephone: Email Address: piper monternayor@ 1000.com
School(s) With Which You Most Closely Identify: Pease
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
rease has My friends, the
are like ramaly. I don't
want to let them Down.
friends will go apart
PD YOU Want that to
La Pren? Pease 15 those
Stupents homes. Pease has
Been Standing for Sense
1876. People 10 ve that Shooli
and so do I. Pease is
a loveing and cateing Shoool
you please close
another steeded Shool But
hot mine all I some
am saying is Please
a both close are shoop

Pease is an <u>academically exemplary school</u> and the oldest continuously operating public school in Texas.

Pease was one of two Austin schools awarded the highest rating in this year's <u>Texas</u> <u>Comptroller FAST Report</u> and epitomizes the ideals of <u>AISD's 2010-2015 Strategic Plan</u>.

An exemplary rating proves Pease students rank in Austin's highest percentiles of academic proficiency across all subjects, and in 2010 the school received five Gold Star Performance Awards from TEA.

Diversity:

44.75% Hispanic/Latino, 28.40% Caucasian, 21.79% Black or African-American, 4.28% two or more races, and .78% Asian, with a student body representing 27 zip codes from across Austin. Pease is racially, geographically, and economically diverse. Approximately 30% of the student body is economically disadvantaged..

Historic Significance:

Founded in 1876, Pease is the <u>longest continuously operating public school in the state</u> of Texas.

Community Significance:

As more population moves farther away from the heart of downtown, Pease attracts parents who work downtown by allowing them to participate in their child's education.

Pease is one of the smallest schools in town but one of the most successful. Rather than dismantling Pease, AISD should laud its success and use it as a model for the district.

Community Meetings January 12 and 13, 2011

If you would like to provide written comments, please complete and hand in this sheet. In case we need
clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: Telephone:
Email Address: ingman & Austinisch-Org
School(s) With Which You Most Closely Identify: Lease 2
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
Ur. Carstasphen-
Please do not consider closing
or altering lease Elementary School. I kn
Sure that you will receive a number of
Similar sequests related to any of the school
recommended for closure; however I vige
YOU to take Carety consideration in regard
to rease. This school provides a singular
OFFOSTUNITY to 5 my unique son to gain the
Knowledge contidence and diversity necessary to
Succeed in the "adult" world, unlike anywhere
ese in Austin. As an educator, I am
astounded by the wonderful life-lessons that
Occur (e) Peace ES on a daily basis, I ubuldn't
Austin. It is a school that tolly excels @
them that all of that knowledge confidence, and distersity
was a waste.
was a waster

Community Meetings January 12 and 13, 2011

If you would like to provide written comments, please complete and hand in this sheet. I clarification of your comments, please clearly PRINT your name, telephone number or email school(s) with which you most closely identify.	
Name: ANTROST Telephone:	
Email Address: any strost@gmail. (om	
School(s) With Which You Most Closely Identify: Pease	
Please remember that you are also welcome to provide online comments through January Facility Master Plan link found on the AISD homepage: www.austinisd.org .	17, 2011, at the
Please provide your written comments in the space below. If needed, you may use sheet to continue your comments. These comments will be scanned and included in provided to the Facility Master Plan Task Force, and posted on the website. Please with possible.	a public report,
Please don't close Pease - its &	exemplary
diverse, & historia. Closing high	performine
but small, schools just to build	are -
schools we bond money seems a	short -
sighted & drestic approach w/	_
unnecessarily devastating effects on	
reighborhands.	· · · · · · · · · · · · · · · · · · ·
	· ************************************
	_
	Page 286

Community Meetings January 12 and 13, 2011

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If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: Margaret Schlankey Telephone: Telephone:
Email Address: pugsleys 1999 @ att. net
School(s) With Which You Most Closely Identify: Pease
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
I want to thank you for The open tunity to give
you feedback and for the overwhelming choices you
had to make in terms of your recommunication. I don't
andy the position you were in when making these
recommendations. My son attends Pense Elementary
In February 2009, I was the first in line to grend
the night under the AISD Admin parking garage. This
was is testimony to how important it was for me to
have my son transfer to Pease. This is not about
dollars, but it is about what a successful mograme
that Pease maintains not to mention the amazing
Community of administrators, teachers, students havents
Community of administrators, teachers, students Pravents and support staff. Please don't Close Pease
Elementary 1

WRITTEN COMMENTS

If you would like to provide written comments, please complete and har	nd in this sheet. In case we need
clarification of your comments, please clearly PRINT your name, telephone	number or email address, and the
school(s) with which you most closely identify.	

Name: Melanie White		Telephone:	_
Email Address: MELROSS 19@9	mail.w	m	
School(s) With Which You Most Closely Identify: _	Pease	Elem.	

Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org.

Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.

ambeen a involved educator associa

Juntas Comunitarias 12 y 13 de enero de 2011

COMENTARIOS ESCRITOS

Si desea hacer sus comentarios por escrito, sea tan amable de completar y entregar esta hoja. Es importante que escriba claramente y en LETRA DE MOLDE su número de teléfono y/o su correo electrónico, y el nombre de la escuela(s) con la(s) que tiene una relación estrecha, en caso de que tengamos alguna pregunta sobre sus comentarios.

Nombre y apellidos:	Teléfono:	
Correo electrónico:		
Escuela(s) con la(s) que tiene una relación más estrecha:		
No olvide que, hasta el día 17 de enero de 2011, también pue Internet si visita la página electrónica del Plan Maestro de Insta	-	rios a través de
Por favor, escriba sus comentarios en los renglones a coutilizar también la parte posterior de esta hoja. Sus como informe público, el cual le será entregado al Equipo de publicado en la página electrónica. Escriba de forma clara	entarios serán escaneados e in Trabajo del Plan Maestro de II	ncluidos en un
involvement, and a strong These are all characteris for sure But any go tell you "you know a	ics of Peane ?	clementary will
7	ut door! There	<u> </u>
	re hoppy, ar	
day operations. Again, has all of these qualiti	Pease Eleme	
the only all-transfer to a person choose to	school para school para send no - be	as being
their children to our to continue to provide	school We at	L want
Leep our wonderful school	our students.	Please 289
Look of Marine Low school	VUP	

WRITTEN COMMENTS
If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: Tanisa Jeffers Berhard Telephone:
Email Address: +anisa & whotmail.com
School(s) With Which You Most Closely Identify: Pease
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
Pease is a historic School, the oldest continously operating elementary school since 1876! Dur huilding is QLD, but we deal with it and actually contrace the historic meances present
sperating elementary school sives 1876 ! Dur
building is QLD, but we deal with it and
actually combrace the historic meances present
the december to will discuss
Moreover Pease is EXEMPLARY, Why on earth
would you close a school that has an Extemplacy
design Wation. To my that about the makes no sense.
Furtherprise, Pease is DIVERSE, WE Rie
421- Hispanic 25% Caurasian and 29%. African
Arresican, We have our own little Rainbow walter
here at Pease and one kills are better for i!
To have a bottom de a Brot anader and a
5th avader of Pease, and just last night my
1st grader what home with a Jewish Family Br
a plan A ato, and, sourt the centre evening once
piches up by me planning when she could go back
Lastly Pearo. has been considered an est cellent
choice since on niew and restew attendes the
School 14 un 12 and ! Then praises the School and

Juntas Comunitarias 12 y 13 de enero de 2011

COMENTARIOS ESCRITOS

Si desea hacer sus comentarios por escrito, sea tan amable de completar y entregar esta hoja. Es importante que escriba claramente y en LETRA DE MOLDE su número de teléfono y/o su correo electrónico, y el nombre de la escuela(s) con la(s) que tiene una relación estrecha, en caso de que tengamos alguna pregunta sobre sus comentarios.

Nombre y apellidos:	Teléfono:
Correo electrónico:	
Escuela(s) con la(s) que tiene una relación más estrecha:	
No olvide que, hasta el día 17 de enero de 2011, también por Internet si visita la página electrónica del Plan Maestro de Ins	
Por favor, escriba sus comentarios en los renglones a utilizar también la parte posterior de esta hoja. Sus coi informe público, el cual le será entregado al Equipo de publicado en la página electrónica. Escriba de forma cla	mentarios serán escaneados e incluidos en un e Trabajo del Plan Maestro de Instalaciones y
foundation Pease gove ment	viere and harshar has
toundation lease gove, my to	academics scholarship
at both the Womand Un.V.	ersity and the
University on Houston request	rively.
Again I Veiterate . The	1 Idiocau of closing
EXEMPLARY schools	Wice Perse Joslin
Barton Hills and Zilker 1	in yours of more bornton
high-rice conclus! Please	1/
	who prepare for it.
Our children of Avstin	A
Schools.	
, <u>, , , , , , , , , , , , , , , , , , </u>	Thanking,
	Thanks, Tanisa Jeffers Benand



Sanchez ES

Community Meetings January 12 and 13, 2011

Page 293

AAVILLEIA COIMIMEIALO
If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: Imelda Sanchez Telephone:
Email Address:
School(s) With Which You Most Closely Identify: 500000
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
I come to you as an advocate of
bilingual education. I speak on behalf
of Sanchez, Our school is named
after George 1. Eunethez who among
roone things him neer could the
there to be discours industry He
was a protessor of the whit of lex.
rious the education building bears its
name, the helped shape the Bilinaual
Education Actitle was at 1 point the
motional pres, of LULAC, a civil rights
iadvocate + 1 of the most important.
Mex. Am. intellectuals of ites timo
Today Sanchez lives his legacy
proton a the new enal Langt Prog.
implemed by the carstalphant
Chairia the of mont would result
in a - lose of Dual Lang, gours
a achieverrents.

Juntas Comunitarias 12 y 13 de enero de 2011

COMENTARIOS ESCRITOS

Si desea hacer sus comentarios por escrito, sea tan amable de completar y entregar esta hoja. Es importante que escriba claramente y en LETRA DE MOLDE su número de teléfono y/o su correo electrónico, y el nombre de la escuela(s) con la(s) que tiene una relación estrecha, en caso de que tengamos alguna pregunta sobre sus comentarios.

Nombre y apellidos: <u>COUTA IMONOVAGA</u>	Teléfono:
Correo electrónico: Editho madizamo Payaha.	C. Oren
Escuela(s) con la(s) que tiene una relación más estrecha: 💍 🗥 🕻	Welso
	\mathcal{G}
No olvide que, hasta el día 17 de enero de 2011, también puede had Internet si visita la página electrónica del Plan Maestro de Instalacion	
Por favor, escriba sus comentarios en los renglones a continua utilizar también la parte posterior de esta hoja. Sus comentario informe público, el cual le será entregado al Equipo de Trabajo publicado en la página electrónica. Escriba de forma clara y legil	os serán escaneados e incluidos en un o del Plan Maestro de Instalaciones y ole.
- the communities con volunt	ces to lacked within
Martenane & Sanchez	
-Trachers can reductee. Inthe.	
oducation to the state of obstan	A Bardada. Curlinde
their time to programs).	
- Can ask maintenance (A/C.	Electrical eta
	Aries in a
lower bee I charae for the So	chod district.
	·

Community Meetings January 12 and 13, 2011

WRITTEN COMMENTS

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.

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W)
And Andrew
L. L.
1
20
<u></u>
4
o/C
10
fu/
Carlos Carlos

Community Meetings January 12 and 13, 2011

.Page 296

WRITTEN COMMENTS
If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: Telephone Telephone
Email Address: KOSe - Columna Q yahoo-Com
School(s) With Which You Most Closely Identify:
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
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Why close schools when known that
Schools are over crowded. As well replace
Students who are use to there homoschio
Its not that easy for a child to adjust
to such change. List not least whi
huilt hour schools If that's just a big
Whist OF MUN tax monou. When it could
just he thrads neressaries that we need
Minre. 50 Mease clout Close any schools.
just do lan adjustment of Massaria

Sanchez Elementary

Disproportionate moact on the Tsoated to that Resides in the East Side

Potential Hisp. Pop Affected by Proposa

AISD Hisp. Pop

% 6 Ly

Sanchez Flementary

East Side is Overly Exposed SOCOLOSSA SINCE SOCOLOSSA SINCE SINC

Sanchez ES

Oaks Springs ES

Ortega ES

Brooke ES

Pearce MS

835 students of

East Side Community

S

3,548 total students in proposal

25%

Page 299

Sanchez Elementary

Kenain Open for the Following Sanchez sa Viable Option to Reasons

Sanchez is More Cost Effective to Operate and Maintain while Efficiently Serving a Larger Population

Sanchez FCI

\$ \$ \$ \$

> Sanchez Utilization (Optimal Utilization Range = 85-105)

Sanchez Population

Sanchez Elementary

Voca a are releaforational moach

Pilot Dual Language Program Housing UT Bijngual Cohort East Side Story... Extend A Care PALS Program SCORES Unit Prine Tine

Sanchez Elementary

GEORGE SANOHEZ

Sanchez ES is a Leader and Innovator in Biingual Education in Austin

Sanchez Represents the Cultural Values and Educational Practices nitiated by George Sanchez

S

Every penny must IMPACT children every day. Keep each penny close to the kids.

RESOURCES ANAGEMENT

Management of Human and Financial Investment

For years, our tax-payers and stakeholders have invested in:

Tax: money

Partners in Education investment

Mentors and volunteers

Academic: teachers' training and experience gained

Partnerships with Universities and other Agencies

Will all these resources be for naught?

Management of Human and Financial Investment

- Long term investment in all these community schools has yielded a successful return on tax-payers' money
- Have you considered how long it would take to replicate these results at the new schools?
- Have you considered the long term effects of displacing students from their school?

RESOURCES ANDERENT

Management of Human and Financial Investment Every penny must IMPACT children every day. Keep each penny close to the kids.

Options to consider:

Are these pennies close to every student every day?

estimate Very conservative \$12,500,000 Central Offices Mkt. Value = \$29,000,000 Alternative Learning Center Baker Center =

Selling these 3 buildings will help close the deficit gap. This will not directly affect children.

RESOCROFIS FAMERA FAMER

Management of Human and Financial Investment

Small Schools nurture better students!

The Austin community has called for community schools.

- 2010 AISD Family Master Plan Educational Framework
- The community wants:
- to maintain and protect community schools
- -Elementary school size 300-500

-Since 1996, Austin elementary schools have been planned for 720 – 800 students. Why is the school system deviating from the desire of the community?

Vanagement of Human and Financial Investment

Small Schools nurture better students!

What's best for children?

- mega-schools where that important sense of community Is it in the best interests of our young children to build is very difficult to accomplish?
- community, scholarship, and committed faculties and staff. These schools slated for closure have achieved



Travis Heights

TRAVIS HEIGHTS ELEMENTARY SCHOOL

2010 ALAMEDA • AUSTIN, TX 78704 • (512) 414-4495 • FAX (512) 442-9537



AUSTIN INDEPENDENT SCHOOL DISTRICT FACILITY MASTER PLAN

Community Meetings January 12 and 13, 2011

Page 312

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: HRI (ASTRO Telephone:
Email Address: (2+KoheRNNVdez09@ Yalis. Conc
School(s) With Which You Most Closely Identify: Tenvis Heights Elements; TRAVIS HIGH SCHOOL.
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
I was told they are choosing schools to slose down, because
of financial problems, this territied me because it don't want
ing Children School of TravisHeights Elementry to close down Not
hocause of the distance of the school from my apartment
it shocause of the good touchings of the teachers the promotions
07 the Sta77 and the love and defication of Fravisheights
principal. This school in a pundle is a great school
all that my children nud is right there here all in a
packago. My children love this school, my son loves.
This school please don't close down trave Heights Elementy F don't wanna change who my children Really are
Thunderbirds!
Thenk you

Community Meetings January 12 and 13, 2011

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the
school(s) with which you most closely identify.
Name: Michael Yovu/6- Telephone: Telephone:
Email Address: Myounda austin . Itas . 2dl
School(s) With Which You Most Closely Identify: Travis Arights Elementary
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
Close no schools:
The Idea that students teachers and administrators
non be moved around with the narm
15 Wrong herded.
Usu cannot dismantle these rearning environments
These schools and neighborhoods are organically
intertwined. Else a school and you risk
re neighborhood. Close free eight schals
and you risk central existin.
Duit do this. Look abendare for the money.

Community Meetings January 12 and 13, 2011

•	e written comments, please com ts, please clearly PRINT your na st closely identify.	•	
Name: Shanon Si	•	Telephone:	
	onsims @ HALDOLGAN	**************************************	
	lost Closely Identify:		
Please remember that you	are also welcome to provide on and on the AISD homepage: www.	line comments through Janua	ry 17, 2011, at the
sheet to continue your co	en comments in the space be mments. These comments wi aster Plan Task Force, and pos	ll be scanned and included	in a public report,
Do not	close schools! Le	arn to manage	
Funding	and facilities me	ore efficiently.	
1. Roban	se risults of budge	colorini /toul	
	erved survey in	/ I %	~, 3
	rand dictrict lines	-	1 de la companya della companya della companya de la companya della companya dell
	pulation. Use fa	· .	<u> </u>
3, 0191		min on under-	utilized
	mover. Close 11		
- 70	rce Athletic funde		_
for	competitions. Plas	ners raw art to	GAMBE OF
	ir sua.		V.
	nore bonuses!		
	`		
			Page 314

TRAVIS HEIGHTS ELEMENTARY SCHOOL

2010 ALAMEDA • AUSTIN, TX 78704 • (512) 414-4495 • FAX (512) 442-9537



AUSTIN INDEPENDENT SCHOOL DISTRICT FACILITY MASTER PLAN

Community Meetings January 12 and 13, 2011

WRITTEN COMMENTS

school(s) with which you most closely identify.	
Name: Lorraine Munoz	Telephone
Email Address:	,
School(s) With Which You Most Closely Identify: TraviS	Helands Elementry.
Please remember that you are also welcome to provide online Facility Master Plan link found on the AISD homepage: <u>www.au</u>	
Please provide your written comments in the space below sheet to continue your comments. These comments will be provided to the Facility Master Plan Task Force, and posted possible.	e scanned and included in a public report,
I think Travis Heights	Should not
be closed because it is	s one of the
only schools that ha	S (sped) for
ahildren with special nee	ds. Not even
School has or gives thi	5 Opportunity
to parents for their of	nildren to learn.
This mampus is a We	anderful learning
Dlace and muchildren	love it here. J
I understand Some So	chools must be
clased but not this	one. Than Ks
and blease take this	5 into
consideration.	

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the

Community Meetings January 12 and 13, 2011

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: Ramona, Granaclo Telephone.
Email Address: Guerra, - mona a Jahoo, Com
School(s) With Which You Most Closely Identify: Thavis Heights Elementary
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
I as a parent believe that
TRAVIS Heights should Bemain open.
because its so convenient for us parents
who are in the inner rity and
need the opportunity to have the
School close and Remote to over
every day lives . there are lots
of harrents and students who
are of walking distance and
a short priving distance. and
Our School is at capacity
therefore I feel that trains
heights Elementry Should hemain
Jopen for our students, Davents
and over all Community that
our school Is a proig part of.
Thanh you
Ramona Granado
- I WINGIGH GOMAG

Community Meetings January 12 and 13, 2011

WRITTEN COMMENTS

school(s) with which you most closely identify.
Name: Eleph Murphy Telephone:
Email Address: <u>Ellernseatte Dhotmatl.com</u>
School(s) With Which You Most Closely Identify: Iravis Heights Elem
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
biah
Closing beloved and and performing inner city
schools is a bad idea. This results in flight
to suburbs, lets keep central austra foll of
dynamic and creative folks by keeping their schools
open, Open Schools ATTRACT families to downtown
and keeps the city vibrant.
Closing Schools is not the answer! It is a
shortsighted solution that will have long term
reputeussions
Page 317

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the

Community Meetings January 12 and 13, 2011

If you would like to provide written comments, please complete and hand in this sheet. In clarification of your comments, please clearly PRINT your name, telephone number or email a school(s) with which you most closely identify.	
Name: Betty Weed Telephone: Email Address: bweed@austin.rr.com	
Email Address: bweed@austin.rr.com	
School(s) With Which You Most Closely Identify: Travis Heights E.S.	
Please remember that you are also welcome to provide online comments through January Facility Master Plan link found on the AISD homepage: www.austinisd.org .	17, 2011, at the
Please provide your written comments in the space below. If needed, you may use the sheet to continue your comments. These comments will be scanned and included in provided to the Facility Master Plan Task Force, and posted on the website. Please write possible. If you carry out this plan will see an exp	a public report, te as legibly as
If you carry out this plan, you will see an exo families out of public schools, out of the central city.	<u> </u>
TAMATICES OF STATE SENGOTS, OF STATE	
Rather than spending money on studies of	
economic efficiency, study how to keep families	in
the central city with great schools.	_
	,
	"Fig.
	Page 318



Zilker ES

Community Meetings January 12 and 13, 2011

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: Kim Muknight Telephone
Email Address: texas kmcL@amail.com
School(s) With Which You Most Closely Identify: Z1 Lec
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
- It flies in the face of reason to Close an exemplary
50hoo at 11496 capacity of more than 4090 population of
students of color and rearly a third of the students from economically
disadvantaged households & 15% special reeds children
- Reformmending closure of Zilker means we can no longer
Safely walk to a chool. It is inveasonable to expect young
miden to cross a busy 5-lare road and and a highly
active rul read track to get to school.
- Dur school is also The site of our neighborhood park
Which is largely supported by the school immunity, a relationship
that goes which loo years. The partie is an extension as a vital
School Community. Upor recommendation has a devastating import
on own path.

Community Meetings January 12 and 13, 2011

WRITTEN COMMENTS
If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: Barbara Kutledge Telephone (Carolla Santa)
Email Address: barb_rut @) yahoo. com
School(s) With Which You Most Closely Identify:
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
I spent 32 years as a teacher and
administrator in the public school
system. Swenty of those years were
in Clear Creek I. S. (Nasa & Intueston)
Our progress served ten school
districts. Most of Show schools housed
1,200 students and more
A.I.S.D. is making a there error I The
Auture of Austin is in Austins Classrooms
I Propekty values have deinded, and
parents went the best for their
children, helder Ellementary is
extractively. He staff is dedicated
to student excellence. Our children
deserve to achieve their potentials.
We kee them the Dest Chestin
has to offer. Zither is one of
the BEST, So is D'Henry and
Muster Gran. How will tracking
he assisted? are we to accent

WRITTEN COMMENTS

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.

Name: CHRISTINE TREVINO Telephone: Telephone: Email Address: CHRISTINE TREVINO PAUSTIN. RR. Com

School(s) With Which You Most Closely Identify: ZIKER ELEM

Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org.

Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.

Stodents of communities "

WRITTEN COMMENTS	
If you would like to provide written comments, please complete a clarification of your comments, please clearly PRINT your name, teleschool(s) with which you most closely identify.	
	ephone:
Email Address: 15a@globallistic.com	•
School(s) With Which You Most Closely Identify:	
Please remember that you are also welcome to provide online con Facility Master Plan link found on the AISD homepage: <a committee<="" data"="" href="https://www.austinis.com/www.aus</th><th></th></tr><tr><th>Please provide your written comments in the space below. If sheet to continue your comments. These comments will be so provided to the Facility Master Plan Task Force, and posted on possible.</th><th>canned and included in a public report, the website. Please write as legibly as</th></tr><tr><td>I oppose the closing of Apry high</td><td>petoruing neighborhood</td></tr><tr><td>School, but an here specifically to exp</td><td>paress deep concevil</td></tr><tr><td>about the " td="" that="" the=""><td>ge is being physided</td>	ge is being physided
to take de asions car	
O The I of stude s affected " to	tak are brief ovifically
decreased by the recoins a middle	student. All students!
Court! Let us not formed about traves	firs have choosen
there schools landy Becomes their	school is involvenuate.
@ Estimated " capital accordance." 15	egaggerated to "
reflect " wish liste" for improveriers ,	earlier I han collect realistical
would be exit.	
@ the sommerres of Shadwarts	ars adventores.
for each senoul is while tor	eq. disadvantages
such as "affecting a lune the	f students", "lickyre,
Drive in involvement incredifficultill.	
"lovar travel time." The islarement	about tenn over
cosaction 3 yras Therphoadle	alked from the
45ad recomments of closing Zilker	4 Barton Miles lests.
there has been a lot of	
the destrict finding solutions that	

Community Meetings January 12 and 13, 2011

WRITTEN COMMENTS

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.

Name: BEN KWELLER Telephone:
Email Address: (Local Musician DAD)
School(s) With Which You Most Closely Identify:
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
My Wife and I moved to Mistin from
New York City. We close the ZILKER Neighborhord
RECAUSE . 4 ZILKGR ELEMENTARY SCHOOL
ine have 2 children who will Attend ZILKER
Over the next few years. There Are D!
FUTUR ZILKER KIDS ON OUT STIER That you
don't even know about!
PLEASE RISTHINK YOUR
INCLUSION OF ZICKER IN This
Drages
TO CONTRACTOR
MA (in the Aller)
- CASH SCASH
Page 324

Community Meetings January 12 and 13, 2011

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: Nobie M. White Telephone: Telephone:
Email Address: Crroach @ Sbcglobal, net
School(s) With Which You Most Closely Identify: Zilker
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
Please don't break up our FAMILY!
I Love to Wark to School.
Children with autism will be traumatized If moved.
Losing good schools in the urbancore usould plainly make many of our goods as a city dramatically more difficult
to realize. ~ SAYS Lee Leftingwell
<u> </u>
Page 325

Community Meetings January 12 and 13, 2011

WRITTEN COMMENTS

clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: <u>Javah Venkatesh</u> Telephone:
Email Address: SVenKatesh @ austintrinity, org
School(s) With Which You Most Closely Identify: Z "IKer
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
I moved to the Zilker neighborhood
in the summer of 2010, from the east coass
I have a 31/2 year old and I+ year
old. We producted be a Zilker ES family
in 2012. We have dozens of friends
with pre-k age children who recently
moved to town as well. We are all slanning
to Send our children to Zilker Have
you accounted for population growth in
Austin When you dedaggagger blance
ole fore cast the occupied seats
for specifically Zilko? Please
Show how you've researched this
data and Now the numbers may
100k different in as little as 2 yours
once the influx of the young families
envoll their kindergesteners.

If you would like to provide written comments, please complete and hand in this sheet. In case we need

Community Meetings January 12 and 13, 2011

WRITTEN COMMENTS

clarification of your comments, please clearly PRINT your name, telephone number or email address school(s) with which you most closely identify.	, and the
Name: Telephone:	
Email Address: Marugracic aspeglobal net	
School(s) With Which You Most Closely Identify:	
Please remember that you are also welcome to provide online comments through January 17, 201 Facility Master Plan link found on the AISD homepage: www.austinisd.org .	1, at the
Please provide your written comments in the space below. If needed, you may use the bac sheet to continue your comments. These comments will be scanned and included in a publi provided to the Facility Master Plan Task Force, and posted on the website. Please write as leading possible.	c report,
	· <
Bulling don't street diller to make Kest recommending	-
I don't arrest the process that has allowed you	1/1/
read these ronchisions and you need to do a	better
<u> </u>	
There is a false reconoung to closing our in come	inity
Shoots.	
	_
Page 33	07

If you would like to provide written comments, please complete and hand in this sheet. In case we need

Community Meetings January 12 and 13, 2011

If you would like to provide written comments, please comple clarification of your comments, please clearly PRINT your name school(s) with which you most closely identify.	
	Telephone:
Email Address: eildun Gaim, com	
School(s) With Which You Most Closely Identify:	
Please remember that you are also welcome to provide online Facility Master Plan link found on the AISD homepage:	

Community Meetings January 12 and 13, 2011

Page 329

if you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: Saw Pavis Telephone:
Email Address: Sam 1138@4amos. Com
School(s) With Which You Most Closely Identify:
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
My name is Sam Lewis and my
son ages to zilker Elementary. We mared
to the area and made a life
HIDRE SOPPRIFICAMU SO HART OUR SON
canda as to zilker. 1911 be the
First Its admit that I'm not mery
towever in
the 3 days in which I've boen reading
up on this live learned what For
one lactoire that we had to beep
the majority of our papellation in
the city renter, to what will happon.
when vall of those schools closely
the families that moved to these comm-
unities by of these schools will
leave Their will go to North or.
South Anstin - arban sovan will continu
and our unique city will become
nothing more than a smaller version
6+ V Harston

Community Meetings January 12 and 13, 2011

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: RICK PIER Telephone: Telephone:
Email Address: rick pieric pamail com
School(s) With Which You Most Closely Identify:
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
We moved to Austin from Cambrige MA. where we
witnessed huge discriptions and failures due to
school closings and consolidations there
Hundreds of Kids transferred to private Schools
and moved to the suburbs.
book of the presidents in other communities
and don't make these mistakes again!
·
Page 330

Community Meetings January 12 and 13, 2011

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: EVANGaline NIChOLAS Telephone:
Email Address:
School(s) With Which You Most Closely Identify: ZILKER
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
1) Where is your environmental Study
2) Where is your traffic model?
(3) Fortroduce legislation to decrease The amount of money or 70 Sent to The proporer school district

Community Meetings January 12 and 13, 2011

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: Meirida Dewel Telephone Telephone
Email Address: Malinda. dewey bevs. state. tx. us
School(s) With Which You Most Closely Identify: Ziller Elementary
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
I'm a single mother who has been blessed with
I'm a single mother who has been blessed with a great job with the great state of Texas. I've also
been blessed by the AISD aronting my children
a transfer to Zilker Cilker has been a blessing
to me & my kids. The school is close to downtown
without the feeling of downtown. It's close to my heart,
Please keep Tilker open.
Solar panels, selling the property on 5th street,
There are other things that nam be done!
Reep Tiller Open!
Thouk you!
Page 332

Community Meetings January 12 and 13, 2011

Page 333

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: Josh Awarson Telephone:
Email Address: Josh n 1655 78704@ATT. net School(s) With Which You Most Closely Identify: ZIKEY
School(s) With Which You Most Closely Identify: ZIKEV
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
I think that it is miss guided to say the least that you put
Think that it is missouided to say the least that you put out childrens education into cost effectiveness for your missimanaged
41 1 Aut Til a fill [1]

I think that it is missguided to say the least that you put
our childrens education into cost effectiveness for your missmanaged
budget. Austin Te is one of the fastest growing and rishest
cities in America. I was born in the Zilker neighborhood
and my family has lived there for 38 years, and annually
pay out an exorbitant amount on taxes. If it is all about
the money then were did it go? You would be very lucky to
even-find a place to live for less then half a million in the
Tilker and Barton Hills reighborhoods. In a school distract.
that can barely if even stay about the possing levels for pour
test scores whip would you shot down two of your only shipping
Stars? My father went to Zilker, I went to Zilker, and my
children go to Eilker so I could go on about how important
it is to me the these schools stay open but, not enough time
for that the would be a tratisty to bull doze these schools
to build more condos. of Walgreens. And you should ask pour
Ohldown If they would like to ride there bikes to there 4 star
school or aboutch a bus to there overchowded, underactiving,
for from home, new school.

Community Meetings January 12 and 13, 2011

WRITTEN COMMENTS

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.

Name: MARY SILVERSTEIN Telephone: Telephone: Email Address: Mary Jamotte Chotmail.com

School(s) With Which You Most Closely Identify: ZILKER

Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org.

Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.

I am ferrently opposed to the dosure of any schools.
M One year ago to my family noved into the Zilker neighborhood
in order to send our kids to Zilker. We are port of a
significant wave of new families into the area,
most of whom have come specifically in order
to send their children to Zilkar. This is a thriving
community - diverse, engaged, committed to education - BOCAUSE
.f the presence of this gobool. If you look at nothing
but chairs & facilities, you can come up with a plan that
adds up on paper but has hugely negative, oven porverse, impacts
in reality. The plan proposed by the took force has will have
an unforthomobly was destructive effect on this community on
these kids & on this city. I rige you to do
absolutely everything possible, to think outside every possible
box to get crestive to get tough, to try whotever
you can OTHER THAN closing small, exemplary
schools like these that crester such healthy environments
for our Kids.
Page 334

WRITTEN COMMENTS

If you	would	like	to	provide	written	comments	, please	complete	and	hand	in 1	this	sheet.	ln	case	we	need
clarific	cation o	f you	r cc	omment	s, pleas	e clearly P	RINT yo	ur name, t	eleph	none n	umb	oer c	or emai	lac	ddress	, an	d the
schoo	l(s) with	n whic	ch y	ou mos	t closely	y identify.											

Name:	Richard	Martin		Telephone:		<u></u>
Email A	ddress: rm783	tofesbealoba	1.net			
School(s) With Which You	Most Closely Identify:	ZILKE	RELE	MENTAR	-4

Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org.

Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.

montary School Page 335

Community Meetings January 12 and 13, 2011

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: TRent Shepherd Telephone: Telephone:
Email Address: trent-thing. 5@ gmail.com
School(s) With Which You Most Closely Identify: ZILKER
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
As a notice Austinite, my wife and I knew that after marriage
and upon starting a family, we would want to be in Zilker.
As a notice Austinite, my wife and I know that after marriage and upon starting a family, we would want to be in Zilker. We beingt a house here 4 years a go in 27 lker, and back
our first child due in March 2011. It is our dream For
our children to attend a neighborhood school they can
walk to that exemplary, close to downtown to maintain,
increase deasity & masnitum the community & very borhood
Shat attracted us.
Consider the educational value of these schools vather than
The facility condition. Consider the fact that we pay
hope taxes for our home now to be in the school district
hope taxes for our home now to be in the school district we chose, which could be taken away. If so, we would
Consider watering to a new district where we could choose
our schools based on quality of education & community.
Tither is an exemplary school that works to is in demand
There is an exemplary school that works to is in demand There are hundreds of families like more that went to See this quality school continue + succeed.
See this guality school continue + succeed.
Page 336

Community Meetings January 12 and 13, 2011

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: Deborah Tate Telephone Email Address: Kndtate @ Yahoo. Com School(s) With Which You Most Closely Identify: Zilliar
Email Address: Kndtate @ Vahoo, Com
School(s) With Which You Most Closely Identify:
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
Don't close schools without howing the
Packs on the true number of students
Pon't close schools without housing the facts on the true number of students afterched. Count transfer students!
· · · · · · · · · · · · · · · · · · ·

Community Meetings January 12 and 13, 2011

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: Telephone:
Email Address: <u>Emma</u> . <u>Cravey Egmail</u> . <u>Lem</u> School(s) With Which You Most Closely Identify: <u>Zilkar</u>
School(s) With Which You Most Closely Identify:
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
I vehementh oppose the closure of Zilker, which
is one of the oldest & highest performing
elementary schools in Austr. It is one of the reasons
that Zilber is such a highly desirable reighborhood.
If the future of Austin's a deuse, vibrant ath,
was closing center-city elementary schools is the last
action we should take.
I have lived in Zilker almost my entre life. I attended
Zilker Elementary and I live IS blocks from the
school now and vote there. Zilker Flamentary is
the heart of the neighborhood and has been for
50 years.

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Community Meetings January 12 and 13, 2011

٠,٨	TACILITY WASTER FEAR
C08.15	WRITTEN COMMENTS
7	If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Operan	Name: DANA Kadavi Telephone:
	Email Address: a Kadavy @ signature scienco. cum
J. (1)	School(s) With Which You Most Closely Identify: 21 Kev
subsidize	Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
デギーも	Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
	Over 3
J.C. Z.Z.Z.Z.	1 moved to 78704 (Zilker) for these kasons;
	1) Cultural + Socio-Economic Diversity
2	2) Zilker School
3	IF Zilker closes I will be forced to either:
Ď	1) More to the Suburbs which gots agreemst
inpportect	my families goals + desires for cultural
3	- Social diversity
Ĭ	2) Send my Child to private School
7	
SCA	Would varther spending of to vaise taxes for
2	education than close Zilker (or other public schools).
AfS	1ess diverse.
\$ 	[(03 al (00) Se)
J ₹	1) the you unsidend vaisin taxes this kad of
	1) the you unsidend vaisin taxes the skad of closing schools - I for one would dodly pay them
Ludvaisin	
Na	2) Suggest ign Plicit Complet economic analysis by
7	ovalified MBA + Conomists with current for
17	Valified MBA + Conomists with current fut fixtheres save
X	Plaved

DISTRITO ESCOLAR INDEPENDIENTE DE AUSTIN PLAN MAESTRO DE INSTALACIONES

Juntas Comunitarias 12 y 13 de enero de 2011

COMENTARIOS ESCRITOS

Si desea hacer sus comentarios por escrito, sea tan amable de completar y entregar esta hoja. Es importante que escriba claramente y en LETRA DE MOLDE su número de teléfono y/o su correo electrónico, y el nombre de la escuela(s) con la(s) que tiene una relación estrecha, en caso de que tengamos alguna pregunta sobre sus comentarios.

Nombre y apellidos:	Teléfono:
Correo electrónico:	
Escuela(s) con la(s) que tiene una relación más estrecha:	
No olvide que, hasta el día 17 de enero de 2011, también Internet si visita la página electrónica del Plan Maestro de	
Por favor, escriba sus comentarios en los renglones utilizar también la parte posterior de esta hoja. Sus o informe público, el cual le será entregado al Equipo publicado en la página electrónica. Escriba de forma o	comentarios serán escaneados e incluidos en un de Trabajo del Plan Maestro de Instalaciones y
	4 11
1) Extend Sul	smissim deadling
2) Recolalate	your sendy ser USLy
) (in	was seensy alone
^	n for Stodent induse
3)	include other officed markel
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MATTER GOTTOM CENTER CATE	
3) We are	a Caumuh,
- q eu	scapers controller, plante
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	monty do the Line
Let the	minuments do the Lixing
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4 Fundrais	so to Subsidize (VIC PTA
5 Raise ta	45- Well Par itil

Community Meetings January 12 and 13, 2011

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the
school(s) with which you most closely identify.
The state of the s
Email Address: <u>Jasbethesbestobalinet</u>
School(s) With Which You Most Closely Identify: 2 (Kl)
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
This saddens me to close any school.
The classrooms are already full. How can
less teachers à more students be an
answer? There has got to be a better
Solution. It is not the ontside of
each school that is important but.
the heart of it. The trackers, Students =
Dovents of Ziller are the heartbeat of
Anstin. It is unfair to take money from
Austrn to schools outside the district only
to close our schools. It each founty
As a parent of Zilker children I'.
Know my (hildren will be sixcessful due in
part to the education they have received at
2:1/er, 2/1/er projects education as nell as
compassion. I oppose the master plan!
Page 341

Community Meetings January 12 and 13, 2011

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: Kathleen Stewart Telephone: Email Address: KStewart Wall, UTelas edus
Email Address: KStew at a Mall, UTELas, edus
School(s) With Which You Most Closely Identify: 21 11 12
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
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(astached)
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· · · · · · · · · · · · · · · · · · ·

My name is Katie Stewart. Thank you for your hard work and for the opportunity to speak. I'm a Zilker parent, opposed to closing Zilker and all other neighborhood schools that *work*. We're here tonight not just to air the overwhelming impacts of what is being proposed but to **prompt** the careful attention **needed** to find other solutions to the budget crisis.

Closing both Zilker and Barton Hills would be truly damaging to this physically demarcated area bordered by Lamar and Ben White, especially to the underprivileged members of our community — currently 1/3 of the Zilker school population. Such drastic measures have to be made very carefully and be fully informed by the new census data (which will be out in April) and much longer term planning. Sustained arguments need to be developed that overcome current inconsistencies, justify expensive or insurmountable problems that will be created, and recognize a whole range of consequences.

Alternatively, we could find solutions that do not directly **contradict** both **AISD's** primary goals and Austin's long-term planning goals to facilitate sustainable growth in Austin's urban core. At Zilker that would mean raising money to fund the "Priority 1" capital repairs it actually needs. These amount to \$800,000 – a figure very much in keeping with the norm at AISD schools. We don't want a new gym; we want our school. The gym is the biggest of many major expenses listed in a wish list that runs the supposed savings in closing Zilker so high to begin with. We have already floated detailed plans to set up a foundation, to partner with local businesses who are eager to help, and to extend the life of the portables rather than replace them in the next few years.

Zilker is not *under*utilized but *over* capacity, including 33% transfers drawn to its excellence and its economic and racial diversity. It has valuable facilities and land with room to expand. I hope we can help lead Texas, in this sad situation, not as a *bad example* but as a model of urban living.

WRITTEN COMMENTS

If you would like to provide written comments, please	e complete and hand in this sheet. In case we need
clarification of your comments, please clearly PRINT yo	our name, telephone number or email address, and the
school(s) with which you most closely identify.	

Name: Shelly Leyder	Telephone:
Email Address: Shelly, leuden @ gmail.com	_
School(s) With Which You Most Closely Identify:	

Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org.

Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.

Elementary is the most requested School for frams anowing Jchool u UP OW 11770 VE to maintain creativity means offering for all our energies daily WE do it because rewarded and 50mething neighborhood $M0\gamma \varphi$ -1-0 assid 9 ofistesper malle amal Cost energy pasticipation communi and in our neighborhood makes as a community. Closure makes is all Pave John Wi Will -Page 344 chool,

Community Meetings January 12 and 13, 2011

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the
school(s) with which you most closely identify. Name:
Email Address: Kulie 101798 Euchoo.com
School(s) With Which You Most Closely Identify: 21/12ev
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
When my husband and bought out house in 2001, the
final decidine factor for us was schools. Zilker Elementeury
at the time was a Blue Bibbon school, and the reason we
bought the house wided. Now we have a 2nd grader, a child
entering kindler noxt war and a 2 year old. The reason
We keep paying ever increasing property tous (no declining
taxes for us!) is Elker, and our vertical tracking=
_ O'Henny + Awstin High,
My son was diagnosed with Asperaer's last spring,
and as we an through the process of author him
services at school lam impressed over and over
with the support of his feachers, the staff and
his community. I know his needs are being met.
The best part of a neighborhood sichal is that
it is the hub of a community.
Page 345

Community Meetings January 12 and 13, 2011

If you would like to provide written comments, please complete clarification of your comments, please clearly PRINT your name school(s) with which you most closely identify.	
Name: JONATHAN LACHANCE	Telephone:
Email Address:	
School(s) With Which You Most Closely Identify: ZILKER	
Please remember that you are also welcome to provide online Facility Master Plan link found on the AISD homepage:	

Community Meetings January 12 and 13, 2011

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: Boni Sheaver Telephone: Telephone:
Email Address: bonisheaver a shealobal net
School(s) With Which You Most Closely Identify: ZIKer
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
I am a very proactive parent I love my two daughters
dearly - I charse Zilker! We our pansfers to Zilker
and we couldn't be happier - my oldest has excelled -
She's in the Gifted and Talented program and her
young er sister is showing the same signs of giftedness.
Again - we chose Zilker - because that was the place that
We knew whom children would excell. We also were
happy with the vertical alignment - O'Henry and
Austin High. We have put our daughters on a
path toward educational sucess-please do not
devail them! Zilker 15 fabulous - It's exemplanary-
and it tracks on to quality schools. This decision
not only effects my daughters elementary years,
but on into Junio High and High School Please
don't take them from this - Please don't
change the tracking!! Please don't even close.
Zilker- itis too good too Valuable
Thank you!
<u> </u>

WRITTEN COMMENTS

If you would like to provide written comments, please complete and hand in this sheet. In case we need

clarification of your comments, please clearly PRINT your name school(s) with which you most closely identify.	e, telephone number or email address, and the
Name: STEVE SHEARER	Telephone:
Email Address: SWSHEARER@STSCGLOBAL -1	JET
School(s) With Which You Most Closely Identify:こしと日	<u> </u>
Please remember that you are also welcome to provide online Facility Master Plan link found on the AISD homepage: <a excellage<="" href="www.au.gu.nu.nu.nu.nu.nu.nu.nu.nu.nu.nu.nu.nu.nu</td><td></td></tr><tr><td>Please provide your written comments in the space below sheet to continue your comments. These comments will be provided to the Facility Master Plan Task Force, and poster possible.</td><td>e scanned and included in a public report,</td></tr><tr><td>I URGE AGAINST THE CLOSING OF</td><td>ZILKER BECAUSE:</td></tr><tr><td>ZILKER IS A VITAL PART OF THE</td><td>COMMUNITY AND THE</td></tr><tr><td>MOTIVATION FOR EXTENSIVE GROW</td><td>TH AND DEVELOPEMENT</td></tr><tr><td>IN THE NEIGHBORHOOD AS FAMI</td><td>LIES BUY HOMES AND</td></tr><tr><td>ADD TO THEM TO HOUSE THEIR GR</td><td></td></tr><tr><td>AFTER BLOCK OFFERS EXAMPLES</td><td>OF SMALL HOMES WITH</td></tr><tr><td>ADDITIONS BEING BUILT. MANY JOE</td><td>SS ARE CREATED AS</td></tr><tr><td>PEOPLE MOJE INTO THE ZILKER</td><td>SUD CHIEFT OF AUSTI</td></tr><tr><td>SCHOOL -</td><td></td></tr><tr><td>TITE 2010 CENSUS WILL SHOW T</td><td>HIS TO RETPUE, I DON'T</td></tr><tr><td>BELIEVE THE DEMOGRAPHIC</td><td>INFORMATION USERO TO</td></tr><tr><td>EUPPORT THE CURRENT CONCL</td><td>USIONS IS ACCURATE OR</td></tr><tr><td>UP TO DATE:</td><td></td></tr><tr><td>IT IS ALSO I MAPORTANT THAT</td><td></td></tr><tr><td>STUDENTS OFF THER " td=""><td></td>	
BY DIVERTING THEM FROM	THE VERTICAL TRACKING AN
BETTER BOUTE THEM	
MIDDLE SCHOOLS & HIGH SCHOOL	
TO GO TO ZILKER AS PART OF	
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Community Meetings January 12 and 13, 2011

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: Kobin Cravey Telephone:
Email Address: vo bin @ vohin cravey.com
School(s) With Which You Most Closely Identify: 21/ker
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible. Thank your land I oppose the
option to close Zilker & other schools.
1. Much of the funding crisis is caused by
ivres Donsible Failures by the legislature We should
organize had to demand the levislature levy
enough taxes to tund education
2. A 15D has a history of taking resources from
uner city schools to fund subjustion & charles 5/00
building suburban schools for a white
3. Don't take permanent adverse action to
cope with a temporary ecanomic downturn
4. Reduce spending systemurdo, until revenues
return.
5. Don't destroy the community conter of
walkable neighborhoods to build more
commuter schools. Page 349

DISTRITO ESCOLAR INDEPENDIENTE DE AUSTIN PLAN MAESTRO DE INSTALACIONES

Juntas Comunitarias 12 y 13 de enero de 2011

COMENTARIOS ESCRITOS

Si desea hacer sus comentarios por escrito, sea tan amable de completar y entregar esta hoja. Es importante que escriba claramente y en LETRA DE MOLDE su número de teléfono y/o su correo electrónico, y el nombre de la escuela(s) con la(s) que tiene una relación estrecha, en caso de que tengamos alguna pregunta sobre sus comentarios.

Nombre y apellidos:	Teléfono:
Correo electrónico:	 _
Escuela(s) con la(s) que tiene una relación más estrecha:	
No olvide que, hasta el día 17 de enero de 2011, también Internet si visita la página electrónica del Plan Maestro de	
Por favor, escriba sus comentarios en los renglones utilizar también la parte posterior de esta hoja. Sus informe público, el cual le será entregado al Equipo publicado en la página electrónica. Escriba de forma	comentarios serán escaneados e incluidos en un o de Trabajo del Plan Maestro de Instalaciones y
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market herels	
<u> </u>	
	
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January 13, 2010

Dear AISD Facilities Master Plan Task Force Members:

We respect the hard work, experience and research all of you have dedicated over many hours of meetings and deliberation since being appointed last spring. As volunteers ourselves, we value the service you are performing on behalf of public education in the AISD. Facilities, financial savings and attendance patterns are tough issues without easy answers and the looming financial crisis adds urgency to an already difficult situation.

As parents and engaged stakeholders in the Zilker Elementary community, we are here tonight to voice our concerns and disagreement with your proposal to close our campus, which would negatively impact 536 Zilker students and their families. As representatives of the Zilker PTA and Save Zilker School, we'd like to offer some comments and thoughts for your consideration. We ask that you include this document as part of the official record of the meetings.

Educational Quality/Track Record of Student Achievement

Based on the oral and PowerPoint presentations given to the AISD Board of Trustees and at a recent campus meeting, the task force appears to have placed minimal priority on the value of student achievement and high-performing campuses. AISD's core mission is teaching and learning, and we are stunned that the task force would recommend closing any campus with a history of "Recognized" or "Exemplary" status. Closing down neighborhood schools, especially high-performing ones should be a measure of absolute last resort.

Zilker has a long track record of strong academic achievement. Any urban school, regardless of demographics, is hard-pressed to maintain such a strong track record over an extended period of time, especially campuses with diverse student ethnicity and incomes. Zilker's sustained trajectory of high academic achievement is especially impressive given our school's demographics: 58 percent Anglo, 42 percent students of color, 35 percent eligible for free and reduced school lunch and 15 percent receiving special education services and accommodations.

A high-performing school requires a commitment from students, teachers, administrators, parents and the community. Relationships with local businesses and the neighborhood take years to build and

nurture. Our relationships with local businesses and the Austin Parks and Recreation Department (which operates the outstanding city park adjacent to our campus) have allowed us to leverage limited resources and enrich the lives of countless students with new classroom technology, a running track that students use daily and varied cultural programming. In just the last year, parents and the community created an in-school Spanish program and an after-school math program.

It is too risky to assume that a high-performing school culture like the one that exists today at Zilker can simply be transferred to another campus building. As a Barton Hills parent stated so eloquently at Tuesday night's meeting, "School culture is a fragile thing. It's not samething that can be easily established in another place."

Demographic Data/Projections for Center City/Urban Core

Our analysis of the task force's demographic projections raises numerous questions about the accuracy and merit of the data used to recommend closure of Zilker Elementary. For example, we believe the projection for 2014 is based on incomplete, out-of-date, flawed data. Based on enrollment data for Zilker neighborhood children over the last six years, K–2 has experienced a 27% average increase over older grades 3–5. This trend of increased neighborhood enrollment will continue.

The Zilker neighborhood is located in the heart of Austin's urban core. Because of our status as a flagship elementary school, we are attracting more and more young families to the neighborhood each year. Construction trends are responding to the demand and, in just the last four years, 107 new family-sized homes have been built and sold in our neighborhood. Much more development is projected that will increase the number of children in the attendance zone.

As you continue this process, please take into consideration the statement issued this week by Austin's mayor, Lee Leffingwell: "We know that families with children will not move into Austin neighborhoods—or stay in Austin neighborhoods—where there are not good public schools. Losing good schools in the urban care would plainly make many of our goals as a city dramatically more difficult to realize."

Projected Repair/Renovation Costs

One of the reasons cited to justify Zilker's potential closure is the high Facility Condition Index (FCI) assigned to our school (55). It is our understanding that the task force ranked repair items on a scale of one (highest priority) through five (lowest priority). According to our analysis, Zilker only has \$800,000 in high priority items, which is in the same range as neighboring schools. In contrast, Zilker has \$4.6 million in non-priority items. Although we recognize that Zilker is an older, historical campus that needs several improvements, overall the school is in good condition. In fact, more than \$1.3 million in bond money has been allocated to the Zilker campus since 2002 to improve the physical plant, including new bathrooms, HVAC, roofing and new classroom technology. According to our analysis, Zilker is no more expensive to renovate and no more cost-effective to close than many other schools.

Campus Enrollment Issues

As in past district facility assessments, a primary deciding factor for campus closures is the percentage a campus is under- or over-enrolled. We understand that under-enrollment and over-enrollment are a product of multiple factors, including neighborhood growth patterns, school reputation and academic track record. However, we would all likely agree that an enrollment of over 100 percent represents a healthy, thriving campus and a supportive community. Zilker Elementary is currently at 114% enrollment capacity with 536 students enrolled. Our school has an outstanding reputation, both in our neighborhood and around the city, for providing students of all backgrounds with a quality education in a culturally diverse and inspiring environment.

Environmental/Expansion Concerns

Finally, we have learned that, despite the school's large campus, some task force members are of the opinion that Zilker is subject to strict environmental regulations preventing future expansion. We have researched this issue and have found that the Zilker campus is not subject to the SOS ordinance, but is rather subject to the Town Lake Watershed Ordinance, which allows 40% impervious cover.

Thank you for your consideration of our feedback. Please accept this letter as a formal request for an informational meeting at our campus similar to the one held at Barton Hills Elementary. Our school is available and eager to accommodate you either Wednesday, January 19th or Thursday, January 20th.

Sincerely,

Helen Kent Davis

Zilker PTA, President

370-1409 //-

Heather Way

Zilker PTA, Vice President; Co-Chair, Save Zilker School

632-1695

Amy Spiro

Zilker PTA, Executive Board; Co-Chair, Save Zilker School

589-9820

Community Meetings January 12 and 13, 2011

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: Son 1 of Melissa La Munion Degmantium Email Address: Molissa, la munion Degmantium
School(s) With Which You Most Closely Identify:
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
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and I am involved with his teachers, xxon 2. 1ken

Community Meetings January 12 and 13, 2011

Page 355

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: Telephone:
Email Address: Daziz @ aushinis diorg School(s) With Which You Most Closely Identify: Zil Ler
School(s) With Which You Most Closely Identify:
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
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We hear toward about building successful outcomes.
fre all our students,
This is exactly what we do day in and day
mit in 7 iker Elfanentoun.
7
· We are a diverse romanity.
· We are a school that attracts students
of a backwilliant dina it mer
dre dette de
* We are using our facility to maximum
TOPO CITY and just had to add another
" I've have served year. Transfors do count and I've
_ all students who have come through our
doors on Ring transfer for by years
with excellence and with love,
KEER ZIKER OPEN.
SAVEROUS Schools

Community Meetings January 12 and 13, 2011

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clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Email Address: fundtaldy 395 @ AMail
School(s) With Which You Most Closely Identify:
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Facility Master Plan link found on the AISD homepage: www.austinisd.org.
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costs, #1 printity.
Don't fix what is not boken, 2.1kx
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Make sure ne are educating US citizens.
Dismantline schools - unravel social
tabric => destron uner city => lover
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Who do our taxes of each week net now
more want to close on schools for which
int moved love in the first place?
Page 356

If you would like to provide written comments, please complete and hand in this sheet. In case we need

Community Meetings January 12 and 13, 2011

WRITTEN COMMENTS

clarification of your comments, please clearly PRINT your name school(s) with which you most closely identify.	
Name: Dylan Williams Email Address: dylan Shana@gmail.com	Telephone:
Email Address: Lylan Shana@gmazican	
School(s) With Which You Most Closely Identify:	
Please remember that you are also welcome to provide online Facility Master Plan link found on the AISD homepage:	

If you would like to provide written comments, please complete and hand in this sheet. In case we need

Community Meetings January 12 and 13, 2011

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clarification of your comments, please clearly PRINT your name, telephone number or	email address, and the
school(s) with which you most closely identify.	

school(s) with which you most closely identity.	
Name: Margo (2) 2152	Telephone:
Email Address: Margowd522 amail	con
School(s) With Which You Most Closely Identify:	ilker

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possible.
As a voter, tax payer and parent, I am not
interested in a facility plan to address our
Sinancial problems. I am interested in an
education plan. Closing Stable, high performing
schools in astoundingly reckless.
Parents of all incomes will reach deep
in their pockets to ensure their Kids will
receive a good education. If kids who currently
go to a Stable high performing schools are
Directed elsewhere, many families will opt to leave
ATSD, Somour to communities where the
School has achieved dependable success. This could
be economizally denostating for AISD, and
result in worse budget conditions.
Families, students, neighborhoods, principals, and
_ culture are not checkers to be moved around on,
a checkerboard. Alchemy can't easily be re-created
Please reconsider closing and high performing
schools. We all want a strong public school
System. Please don't shoot US in the look and weaken
our foundation. Build on our successful schools. Build on

Community Meetings January 12 and 13, 2011

Page 359

WRITTEN COMMENTS
If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: Andrea Denny Telephone Telephone
Email Address: denny tex sigmail. com
School(s) With Which You Most Closely Identify: Zilker
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
I relocated to Austin recently after being away 10 yrs.
I have been disappointed in the traffic and congestion
but pleased that there are urban pockets where people
can live and walk or bike to schools or local businesses.
I chose to move to Zilker because of the exemplary
rating, diversity and community feel of the
neighborhood. Closing neighborhood schools really
does destroy the heart of communities.
People more to neighborhoods often so that they
can send their kids to school there, I think
closini exemplare schools in neighborhoods will
reduce property values in the neighborhoods.
A speaker on behalf of the TASIK force said part
of the budget problems relate to depressed
property values because of the current "economic
crisis! When would then make decisions that
will ende property value and thus turther
enode the tax base that supports the AISD.

Community Meetings January 12 and 13, 2011

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: Stephanie Dissy) Shugruf elephone.
Email Address: Sissytx@Att, Net
School(s) With Which You Most Closely Identify: ZilkR
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I an a 63 in old woman who
mand & Zilker Michbarhood in 1972.
I had a whaiss by a new shinning Rause
as a 30x ald hause in Tilkdo I
have never regreted my Chaise, I
Raised o was in this the nich bollow
and spent 10 seas and Danent
Tersunteer & DTA, menty there My
Sons juent on & be putstanding Student
in AISD.
- My association wick Tilher
Did not und when my kids naduated.
Lie Run election at Tilker attendy
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Community Meetings January 12 and 13, 2011

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the
school(s) with which you most closely identify.
Name: Daniel Lam Telephon
Email Address: actor-daniel@gmail.com
School(s) With Which You Most Closely Identify:
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My dayghter is in second arole @ Zilker
and loves Her school, her home array from
home. The Place whore she trusts to learn.
Tan so dopping disappointed that the
District Planners are considering the closure
into Zilver Elementerry one of the highest
Derhimma dimentary programs in MTSD.
Zilker has a place in Austinbhistory and
continues to make history. It's a campus
that truly reflects also mint of Austin
and enables distanto work three and
Confurtable. Please keep this treasitie
alike and well in the heart of Austin and
Daniel Lan

Community Meetings January 12 and 13, 2011

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: Nataliciake Telephone: Telephone: Telephone:
Email Address: Matale 139 Jahoo. Com
School(s) With Which You Most Closely Identify: Zi Ker
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
I am well aware of the financial crises and
enormous AISD budget defilit that we are facing.
That said, the money dedicated to building
and maintaining new facilities, or upgrading
Smaller schrols to receive high volume of
students is not cost effective when considering
closing, retaining & repurposing schools.
here are endless issues with closing schools and
transfering, splintering, a separating students
& communities that have incalculable impact.
The schools listed for proposed closure are
"exemplary" as well as hub's and centers for their
communities. Austru's city planning agenda
States over and again the importance of a
Vital city core and closing the best schools
in central austin is incongruent with that
concept. Although my son & neart are a part
of Zilker Elementary, I cannot support the
closure of any of the schools listed as possible
options for shuttering. Please remvertigate the
other ideas for cost savings. Page 362

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: Barbara LeGerc Telephone:
Email Address: baciaman & Valuto. Com
School(s) With Which You Most Closely Identify. 2
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
We chose Zilker Meighbor Wood because
of it's contral location to all the
Thinks We love in Austin. And the
school was reported to be ANNING.
Me Daid More Per square foot for
this luxury. We live in a smaller
home and Day higher property taxes
to live in this neighbor hood and
attend this school.
t can't tell you now many Austrates
tell we now leavous they are of our
neighborhood. The only reason tamilies
do not move to zilker + BHIIIs is the cost.
Guarrantee it you close these two schools.
78704 will decline in popularity and
DWPERTY TAX (YEVENUE)
1 1 Never thought I would have to consider
movina co soon after selectina my perfect
ncian bornood. I'll have to trade my 78704
burnow sticker for suburbia. I'll act to
EMBRAC MC NYban Straw I'Ve towart for Edge 3884.

DISTRITO ESCOLAR INDEPENDIENTE DE AUSTIN PLAN MAESTRO DE INSTALACIONES

Juntas Comunitarias 12 y 13 de enero de 2011

COMENTARIOS ESCRITOS

Si desea hacer sus comentarios por escrito, sea tan amable de completar y entregar esta hoja. Es importante que escriba claramente y en LETRA DE MOLDE su número de teléfono y/o su correo electrónico, y el nombre de la escuela(s) con la(s) que tiene una relación estrecha, en caso de que tengamos alguna pregunta sobre sus comentarios.

Nombre y apellidos:

Nombre y apellidos:	Teléfono:
Correo electrónico:	
Escuela(s) con la(s) que tiene una relación más estrech	a:
No olvide que, hasta el día 17 de enero de 2011, tamb Internet si visita la página electrónica del Plan Maestro	ién puede hacernos llegar sus comentarios a través de de Instalaciones en <u>www.austinisd.org</u> .
utilizar también la parte posterior de esta hoja. Su	es a continuación. Si necesita más espacio, puede s comentarios serán escaneados e incluidos en un po de Trabajo del Plan Maestro de Instalaciones y a clara y legible.
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property tax vev	chut gap
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Community Meetings January 12 and 13, 2011

WRITTEN COMMENTS
If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: Chloe Jesson Telephone:
Email Address: Chloe 105sen Q amoul
School(s) With Which You Most Closely Identify: 21 Ker
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
) The cost to makeep Likes open.
is , 8 not 17,5 million, The latter figure
15 a wish-list not a neccessity, we have
recently spent millions + done voluenteer
driven up-grades. The #5 for repairs
are flawed
2) Lilker is operating at over capacity
- due to the approality of the school
- the resulting transflet Students.
3 The demographic dota is also
flowed. Zilker Drivol went is
on the rise - not declare. The neighbor-
hood is re-vitalizera.
Tou will spend tons of the comodate,
I the woods of special god students
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Community Meetings January 12 and 13, 2011

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: <u>Jacquie Benestante</u> Telephone Telephone
Email Address: 2 Cquie be a g mail com
School(s) With Which You Most Closely Identify: Zilker
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
Mease don't close Zilker. I have a student in
PPCD with an Antism Diggnosis - Kindergarten.
He attended Pre-K last year in the PPCD program.
Both Prek/PPCD & Kindergapten have been outstanding
We have amazing teachers; community who nurture
à advance our Eszedole speciali ed, population.
You can more the Scores program and the
PPCD, but you can't replicate the experience
of teachers who have dealt us kids on the
Antism spectrum for a few years now, and
created a nurturing and supportive environmen
that lads with Autism thrive in. To Close
the school would be denstating to our
special needs population with major
behavioral implications and regression. Thank you
Page 366

Community Meetings January 12 and 13, 2011

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: tathan the Milton Telephone
Email Address: 1000/14/6 as 1 cm
School(s) With Which You Most Closely Identify:
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
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for my proposition?
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Speak in fact.
- Ove !
Und are making a berible mighting
I all hove you realize that
before en not after you
Screen with the education of withilling
_ a) the house of ou community.
A CONTRACTOR OF THE CONTRACTOR
Frish 8
. Page 367

Community Meetings January 12 and 13, 2011

WRITTEN COMMENTS

If you would like to provide written comments, pleas	e complete and hand in this sheet. In case we need
clarification of your comments, please clearly PRINT y	our name, telephone number or email address, and the
school(s) with which you most closely identify.	

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AS A PARENT I CAME TO REALIZE THAT AUSTINS SCHOOLS ARE AUSTINS TRUE IDENTITY. THEY ARE THE IDENTITIES OF THEIR (OUR) NEIGHBORHOODS AND AS AWHOLE COME TOBETHER TO FORM THE CHT'S COMMUNITY, FORGET "LIVE MUSIC CAPITAL OF THE WORLD, IT SHOULD BE "BRIGHT STUDENT CAPITAL OF THE WORLD! I MOVED TO THE ZILKER NEIGHBORHOOD 7 YEARS AGO WHEN WE WERE PREGNANT WOUR 1ST Child. IT IN THE MUST IMPORTANT PART OF OUR WEIGHBORHORD, I PERSONALLY WOULD HAVE MAKE THE WRONG DECISION TO GO TO A LESCER SCHOOL WHERE PROPERTY TAXES WOULD NOT TAKE UP SO MUCH OF OWN MEAGER INCOME, BUT MY WIFE (THE SMART ONE MANAGED TO BEAT IT INTO MY THICK SKULL HOW IMPORTANT IT WAS TO GO THE RIGHT SCHOOL, UE HAVE 3 KIDS NOW, OUR DUDEST IS IN 276 GRADE (@ SILKER W/OUR 4 YEAR OLD RAFIN' TO GO AND A 9 MONTH OUT WHO HAVE TO HOLD HIS HORSES. YOU GUYS ALREADY KNOW HOW GREAT IS. IF YOU CLOSE ZILKER AND THESE OTHER SCHOOLS, YOU ARE LOGING AUSTINS CULTURAL HISTORICAL AND EDUCATIONAL IDENTITIES! THIS IS MISTAKE! THE ECONOMY (ESPECIALLY IN AUSTIN) WILL REBOUND, BUT HASTY DAD DECKLON ON YOUR DAR WILL DEVASTATE OUR COMBINED PLEASE TRIM THE FAT ALRIVWHERE FICE AND PONT CLOSE ITS SCHOOLS POSSIBLE, SOME GREAT SUGGESTIONS WERE MANE TONIG MORE TIME AND GET THIS RIGHT, KEEP THE DIALDGUE DE

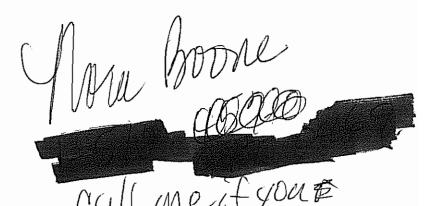
Community Meetings January 12 and 13, 2011

clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: Miriam Murtuza Telephone:
Email Address: WWWY-117a @ SSTX. OVg
School(s) With Which You Most Closely Identify: Zilker & om-
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
I feel that although the task force claims to hold "educational enhancement" as a
priority, money is the true priority -
prioritized over effectiveness, l'Efficient'educa-
tion is not equal to "effective education";
Please do not conflate othern.
Three years ago I spent a frigid right
in order to * possibly * get a sport How my
son at Tilker. Three years later I returned
to the same place to attend the Jan. 10
board meeting, How could the task force
completely agrice students like my son
transfer students whose parents clearly
Care la lot about their children's education
(otherwise why would they camp out?)
at monday's meeting a task force
member touted the publicity associas
touted v'

Community involvement that the task force has songht. I beg to disagree. The literature we parents have received about the task force meetings in no way suggests their gravity; had you told us - more directly and honestly - that you were planning to close schools of that the grestion was merely which schools, you would have had much more from september intil now. your claims of fair 4 honest disclosure are dis Ingenons.

Big box schools are not the kind schools parents or teachers want. Das & a teacher myself, I know this to be true.





January 13, 2010

Dear AISD Facilities Master Plan Task Force Members:

We respect the hard work, experience and research all of you have dedicated over many hours of meetings and deliberation since being appointed last spring. As volunteers ourselves, we value the service you are performing on behalf of public education in the AISD. Facilities, financial savings and attendance patterns are tough issues without easy answers and the looming financial crisis adds urgency to an already difficult situation.

As parents and engaged stakeholders in the Zilker Elementary community, we are here tonight to voice our concerns and disagreement with your proposal to close our campus, which would negatively impact S36 Zilker students and their families. As representatives of the Zilker PTA and Save Zilker School, we'd like to offer some comments and thoughts for your consideration. We ask that you include this document as part of the official record of the meetings.

Educational Quality/Track Record of Student Achievement

Based on the oral and PowerPoint presentations given to the AISD Board of Trustees and at a recent campus meeting, the task force appears to have placed minimal priority on the value of student achievement and high-performing campuses. AISD's core mission is teaching and learning, and we are stunned that the task force would recommend closing any campus with a history of "Recognized" or "Exemplary" status. Closing down neighborhood schools, especially high-performing ones should be a measure of absolute last resort.

Zilker has a long track record of strong academic achievement. Any urban school, regardless of demographics, is hard-pressed to maintain such a strong track record over an extended period of time, especially campuses with diverse student ethnicity and incomes. Zilker's sustained trajectory of high academic achievement is especially impressive given our school's demographics: 58 percent Anglo, 42 percent students of color, 35 percent eligible for free and reduced school lunch and 15 percent receiving special education services and accommodations.

A high-performing school requires a commitment from students, teachers, administrators, parents and the community. Relationships with local businesses and the neighborhood take years to build and

nurture. Our relationships with local businesses and the Austin Parks and Recreation Department (which operates the outstanding city park adjacent to our campus) have allowed us to leverage limited resources and enrich the lives of countless students with new classroom technology, a running track that students use daily and varied cultural programming. In just the last year, parents and the community created an in-school Spanish program and an after-school math program.

It is too risky to assume that a high-performing school culture like the one that exists today at Zilker can simply be transferred to another campus building. As a Barton Hills parent stated so eloquently at Tuesday night's meeting, "School culture is a fragile thing. It's nat something that can be easily established in another place."

Demographic Data/Projections for Center City/Urban Core

Our analysis of the task force's demographic projections raises numerous questions about the accuracy and merit of the data used to recommend closure of Zilker Elementary. For example, we believe the projection for 2014 is based on incomplete, out-of-date, flawed data. Based on enrollment data for Zilker neighborhood children over the last six years, K–2 has experienced a 27% average increase over older grades 3–5. This trend of increased neighborhood enrollment will continue.

The Zilker neighborhood is located in the heart of Austin's urban core. Because of our status as a flagship elementary school, we are attracting more and more young families to the neighborhood each year. Construction trends are responding to the demand and, in just the last four years, 107 new family-sized homes have been built and sold in our neighborhood. Much more development is projected that will increase the number of children in the attendance zone.

As you continue this process, please take into consideration the statement issued this week by Austin's mayor, Lee Leffingwell: "We know that families with children will not move into Austin neighborhoods—or stay in Austin neighborhoods—where there are not good public schools. Losing good schools in the urban core would plainly make many of our goals os a city dramatically more difficult to realize."

Projected Repair/Renovation Costs

One of the reasons cited to justify Zilker's potential closure is the high Facility Condition Index (FCI) assigned to our school (SS). It is our understanding that the task force ranked repair items on a scale of one (highest priority) through five (lowest priority). According to our analysis, Zilker only has \$800,000 in high priority items, which is in the same range as neighboring schools. In contrast, Zilker has \$4.6 million in non-priority items. Although we recognize that Zilker is an older, historical campus that needs several improvements, overall the school is in good condition. In fact, more than \$1.3 million in bond money has been allocated to the Zilker campus since 2002 to improve the physical plant, including new bathrooms, HVAC, roofing and new classroom technology. According to our analysis, Zilker is no more expensive to renovate and no more cost-effective to close than many other schools.

Campus Enrollment Issues

As in past district facility assessments, a primary deciding factor for campus closures is the percentage a campus is under- or over-enrolled. We understand that under-enrollment and over-enrollment are a product of multiple factors, including neighborhood growth patterns, school reputation and academic track record. However, we would all likely agree that an enrollment of over 100 percent represents a healthy, thriving campus and a supportive community. Zilker Elementary is currently at 114% enrollment capacity with 536 students enrolled. Our school has an outstanding reputation, both in our neighborhood and around the city, for providing students of all backgrounds with a quality education in a culturally diverse and inspiring environment.

Environmental/Expansion Concerns

Finally, we have learned that, despite the school's large campus, some task force members are of the opinion that Zilker is subject to strict environmental regulations preventing future expansion. We have researched this issue and have found that the Zilker campus is not subject to the SOS ordinance, but is rather subject to the Town Lake Watershed Ordinance, which allows 40% impervious cover.

Thank you for your consideration of our feedback. Please accept this letter as a formal request for an informational meeting at our campus similar to the one held at Barton Hills Elementary. Our school is available and eager to accommodate you either Wednesday, January 19th or Thursday, January 20th.

Sincerely,

Helen Kent Davis

Zilker PTA, President

570-1404

Heather Way

Zilker PTA, Vice President; Co-Chair, Save Zilker School

632/1698

Amy Spiro

Zilker PTA, Executive Board; Co-Chair, Save Zilker School

589-9820



Covington MS

Community Meetings January 12 and 13, 2011

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: Janice Williams Telephone Telephone
Email Address: \mcKinne(a) austinisd. Org
School(s) With Which You Most Closely Identify: County M. 5.
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
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School John an 8th grade Special education
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Community Meetings January 12 and 13, 2011

WRITTEN COMMENTS

school(s) with which you most closely identify.
Name: Shahhan Neterson Telephone:
Email Address: Shahvan Deters on @ austinisd -009
School(s) With Which You Most Closely Identify: (アルトスタナの人)
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
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Obviously difficult district decisions
take time, but schools need to
Know about the programmatic
enhancements sooner rather
Than later. Pows has Dean
Solely on soon school closures
(Unaltstandably) Du We also
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need answers about other types
Thomas Ibook 11011
ot manger. I hank you.
.Page 376
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If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the



Austin HS

Community Meetings January 12 and 13, 2011

Page 378

VVRITTEN COMMENTS
If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: Elvie Swail Telephone
Email Address: <u>CSWail @austinisd.or</u> 9
School(s) With Which You Most Closely Identify: Austin Itigh
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
We have worked very hard to become a recognized
School. We did so at about \$5000/child while Regan
doos farless on \$13,000/child. Eight classes in one
day with 42 minutes/class destroys our success. For
15 years it has been proposed to close Regan, sell the
district office and move them to Regent 10 carrier
Rugin population is so small it could easily be
moved to underpopulated LB Jand "East side."
The complaint about that not being central "is
unworthy. The current location has extremely
limited parking and is much too small. Who would
be in convenienced, - the office staff? The
sale of the 1st street location could not come at a better time for realizing a profit!
at a better time for realizing a profit!



Eastside HS

Community Meetings January 12 and 13, 2011

f you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely-identify.
Name: Llebbie KUSSell Telephone:
Email Address: dehmoeracy Dyhoo apm
School(s) With Which You Most Closely Identify: #\STSYNE COLEGE PREP ACAD.
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
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Now schools? Go to legislature of got them to reallocate \$!
1 SUPPORT THE
EASTSIDE COLLEGE PREPATORY ACADEMY OPTION
PRO'S JAX SAVINGS I REVENUE STREAM AVOIDS CLOSURES PREEMPTS TEAT CLOSURE THIS
NONE
10.10 6 50 010
Wever is closing a school a visible option!
Spill ADMINI I Jacob a 1 1 Jacob e 1
Sell ADMIN polore any school choures !



Multiple Schools

Community Meetings January 12 and 13, 2011

clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: Telephone: Telephone:
Email Address: Jennyne Ril-Ket@auxiu IsD. org
School(s) With Which You Most Closely Identify: Banton Hills and Ziller
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
PLEASE SELL CAC AND SAVE PUR Schools!
YOUR Tax PAYERS Will move if you close our Telools.
you administrators can be Happy
Oat the ipublic schools.
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Loved Being at Blackshear
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day at ORTEGA and I should have bloom
able to have her at our heighbor hood school
Barton Hills. I gulled her out of ORTEGA
I moved and gut her in Zilker - A Great
- Solvol !!
DO NOT BUS OUR Kids
Do NOT bus Vue Kids &
We are a neighborhood City of seleggersets !?

AUSTIN INDEPENDENT SCHOOL DISTRICT HILL Community Meetings FACILITY MASTER PLAN Place VISI - Zilker Hanuary 12 and 13, 2011
WRITTEN COMMENTS (1) LINOUS A DESTO BECLEVI
If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: Name: Telephone: Telephone:
Email Address: Classification of the state o
School(s) With Which You Most Closely Identify:
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possible. Zilker Elpmentary + Auston High
are the heart and soul of our
community. Both of my son's went to Tiker
and are Austin High Graduates. In fact
My sont samboone IIs now a middle school
Math teacher + Coach in San Antonio.
Zilheris Located next to "Littlezile"
Park and includes and a campus playground.
exercise & but door "haven" for childr-en
Our School is Structually sound, has
adequate parking a as I stated earlier
an poutaoor helaven for children to
exercise during Smool, play tennis, soccer,
- baseball (little belague) Daskethall (veatifut covered
(court) a funtestic walking / running track
for students & community members alike,
Community Mumbers have exceptionally
Enhaned "Zilker Schoo" of "Little ZikerPark.
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DISTRITO ESCOLAR INDEPENDIENTE DE AUSTIN PLAN MAESTRO DE INSTALACIONES

Juntas Comunitarias 12 y 13 de enero de 2011

COMENTARIOS ESCRITOS

Si desea hacer sus comentarios por escrito, sea tan amable de completar y entregar esta hoja. Es importante que escriba claramente y en LETRA DE MOLDE su número de teléfono y/o su correo electrónico, y el nombre de la escuela(s) con la(s) que tiene una relación estrecha, en caso de que tengamos alguna pregunta sobre sus comentarios.

Nombre y apellidos:	Teléfono: \$
Correo electrónico:	
Escuela(s) con la(s) que tiene una relación más estrecha:	
No olvide que, hasta el día 17 de enero de 2011, tambiér Internet si visita la página electrónica del Plan Maestro de	
internet si visita la pagina electronica del Fiam Maestro de	mstalaciones en <u>www.austinisu.org.</u>
Por favor, escriba sus comentarios en los renglones utilizar también la parte posterior de esta hoja. Sus informe público, el cual le será entregado al Equipo publicado en la página electrónica. Escriba de forma el como el	comentarios serán escaneados e incluidos en un de Trabajo del Plan Maestro de Instalaciones y
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Parents & Community Mi	,
my doubts that you on the	e task force even ported Zilker VS. Becklipage 1865 Chambrer of Comm. of Whiting should
Makes absolutely No sense	Chambreret Comment Chietin should

Community Meetings January 12 and 13, 2011

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: Hilana Disenedatio Telephone:
Email Address: <u>allenanne@iahab.com</u>
School(s) With Which You Most Closely Identify: Zilter / Barton Holls
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
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thank you for all your attention
a group of 21/Ker/BHE parents
and property owners have discovered
Monmation pertaining to tay revenues
in the scenario of closing those schools.
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-17-100 dolling in value = 200,000,000
total doctine in toxumence = 3 ma coo
total loss to AISD/oran = 1.9 million
to tal projected Sourings / yr on = 2 i2 million Page 385
please contact up to exact data total savings - 1

DISTRITO ESCOLAR INDEPENDIENTE DE AUSTIN PLAN MAESTRO DE INSTALACIONES

Juntas Comunitarias 12 y 13 de enero de 2011

COMENTARIOS ESCRITOS

Si desea hacer sus comentarios por escrito, sea tan amable de completar y entregar esta hoja. Es importante que escriba claramente y en LETRA DE MOLDE su número de teléfono y/o su correo electrónico, y el nombre de la escuela(s) con la(s) que tiene una relación estrecha, en caso de que tengamos alguna pregunta sobre sus comentarios.

Nombre y apellidos:	Teléfono:	
Correo electrónico:		
Escuela(s) con la(s) que tiene una relación más estrecha:		
No olvide que, hasta el día 17 de enero de 2011, también puede hacernos llegar sus comentarios a través de Internet si visita la página electrónica del Plan Maestro de Instalaciones en www.austinisd.org .		
Por favor, escriba sus comentarios en los renglones a continuación. Si necesita más espacio, puede utilizar también la parte posterior de esta hoja. Sus comentarios serán escaneados e incluidos en un informe público, el cual le será entregado al Equipo de Trabajo del Plan Maestro de Instalaciones y publicado en la página electrónica. Escriba de forma clara y legible.		
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DISTRITO ESCOLAR INDEPENDIENTE DE AUSTIN PLAN MAESTRO DE INSTALACIONES

Juntas Comunitarias 12 y 13 de enero de 2011

COMENTARIOS ESCRITOS

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Correo electrónico:
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No olvide que, hasta el día 17 de enero de 2011, también puede hacernos llegar sus comentarios a través de Internet si visita la página electrónica del Plan Maestro de Instalaciones en www.austinisd.org .
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Community Meetings January 12 and 13, 2011

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If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.

Name:	Telephone:
Email Address:	
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Please remember that you are also welcome to p Facility Master Plan link found on the AISD homepa	rovide online comments through January 17, 2011, at the ge: www.austinisd.org .
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Community Meetings January 12 and 13, 2011

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: Hec HARRIS Telephone:
Email Address: CPiper 512@Gmail. com
School(s) With Which You Most Closely Identify: BHE / ZilleR
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
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Not supported by YOUN dATA (BSULT)
that you released & presented to
the board. Thise results stress
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the most effective. They mention
over \$ IVER NOT to close them \$
Should remain ontact. Your of Time
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JOR,
(2) PUT CAPITAL imprivements on hold.
These Schills ARE IN SAFE.
WorkAble Shape. These improvement
CAN WAIT!
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that the speaker sussested
(ACL, SWXSW, etc)
at sake the DISTRICT Building;
CONSOLIDATE RAPROPAL Billed Schools &
Let Doministration be movedage to
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Community Meetings January 12 and 13, 2011

WRITTEN COMMENTS

clarification of your comments, please clearly PRINT your nan school(s) with which you most closely identify.	
Name: Sean Maran	Telephone:
Email Address: smaran @ austinco.edu	_
Name: Sean Moran Email Address: Smoran @austincc.edu School(s) With Which You Most Closely Identify: Zilter -	OHenry - Austin High
Please remember that you are also welcome to provide online Facility Master Plan link found on the AISD homepage: www.a	ne comments through January 17, 2011, at the
Please provide your written comments in the space belo sheet to continue your comments. These comments will provided to the Facility Master Plan Task Force, and post possible.	be scanned and included in a public report,
Our schools make our nei	ahborhoods areat.
Or neighborhoods make A	atin aceptal
Or neighborhoods make A. Don't ctobse Zilker Elem	ientacy!
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If you would like to provide written comments, please complete and hand in this sheet. In case we need

Community Meetings January 12 and 13, 2011

WRITTEN COMMENTS

clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: AIMEE KANDL Telephone: Telephone:
Email Address: <u>aimeekand</u> (a) yahoo.com
School(s) With Which You Most Closely Identify: ZILKER + BARTON HLLLS
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
We we moved 1200 miles to live in Austin. We
one middle Income, norking class people striving
to provide a stable and challenging learning environment
for our child. The cost budget break-down, shortfall,
unile enormous backe comes down to \$ (028 per child.
Looking at that number, I am less terrified and feel
as a community we can come up with this amount.
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- Page 392

If you would like to provide written comments, please complete and hand in this sheet. In case we need

Community Meetings January 12 and 13, 2011

Page 393

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: KAYE TRYBUS Telephone: Telephone:
Email Address: bektocastheime. vet
School(s) With Which You Most Closely Identify: ZI-KRR & ALL TOMAS CITY SCHOOLS
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
HELP DON'T CLOSE OUR SONOWS!
WE ALL GUE IN AUSTINO, THE COTO HAS MARE OUR
NEIGHAMHORDS DEUSER TO HELP NAVE AND STRANK - TAKING
SUDDES AWAY FROM THIS PLANT IS OPPOSING FOR THE
RITAL OF AUSTU.
I'ME LIVED IN TOLKEL FOR 32 WRS PROPRICE AND E
TO OUR NEIGHBORHESO SO THEIR CATCOREN CAN GO
TO OUR AMORED WANDER SCHOOL - WER THESE
GIVASI IT AN INTERREPLE MART OF OUR LIVES.
THYOU CLOSE AND OF THYSE SCHOOL MACHERY
VALUES WILL GO BOURD SO LESS HONEY FOR ALSO,
HOW A BOOT FUNDAMISETED ? AND BOX SOMEON BUSES
THE GATES FOUNDETFOR EDR GOVGTON!
MONEY FROM ASTIN DRY LIMITS
MONEY FROM AUTON CONTO
SOUTH SOUNDEST

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: Jim + Mary Briggs Telephone: Telephone:
Email Address: 11 - Driggs @ hotmail.com
School(s) With Which You Most Closely Identify: Cowan Coving ton
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
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Two items that don't seem to make sense:
to increase capacity at Recognized Boone.
to increase capacity at Recognized Boone.
- this will raise Boone to 107% by 2014
- savings of DIK is out the window w/ Option O. I when Kids who walk to Bowie will have to be bussed to Crockett
2) Option 0.2 Ventical Abgument - this plan closs not show any money saved? In fact it will cost
more to but Kids who correctly walk to Boxie
their upcoming siblings will go to different HS. +
have to be bussed to a lower standard HS fan
their upcoming siblings will go to different HS. I have to be bussel to a lower standard HS fan from home, splitting close siblings to different schools.
We strongly oppose both options + justification for
We strongly oppose both options + justification for these options seem weak to non-existent.
It our kids our forced to go to Crockett HS. incorpre future we will move we purchased our hours based on the shoots
we will move we purchased our hour based on the shoots

Community Meetings January 12 and 13, 2011

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: GLEN SHIELD Telephone: Telephone:
Email Address: alan Shield Qaol, com
Email Address: alan Shield (Paol. com School(s) With Which You Most Closely Identify: Perez FL, AKINS/ IGH
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
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MANY SCHOOLS ARE OVERCROWDED.
AISD SHOULD CLOSE UNDERUTILIZED SCHOOLS
TO SAVE MONEY NEEDED TO SERVE STUDENTS
IN OVER CROWDED SCHOOLS
BEFORE CLOSING ANY SCHOOLS, THE AISD
ADMINISTRATION BUILDING DOWNTOWN SHOULD
BE SOLD. THEN CLOSE PEASE FIRST, NOT A NEIGHBURHOW SCHOOL
WE NEED SCHOOLS IN SOUTHEAST AUSTIN 70
RELIEVE OVERCROWDING, SCHOOLS ARE NEEDED
WHERE STUDENTS LIVE. AISID SHOULD NOT CAVE IN
TO POLITICAL PRESSURE FROM WEALTHY, PRIVILEGED
PARENTS GETTING MORE THAN THEIR FAIR
SHARE OF RESCURCES.
Page 395

Community Meetings January 12 and 13, 2011

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: Banbana Cossie Telephone:
Email Address: banbaraallucaaustin. as
School(s) With Which You Most Closely Identify: Zukan, Booton Hus, Bukan
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
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Dent close our schools. Dent louis
now schools in the ord (wine or good
+ Theo our nexthoused schools!
Mordohanced schools and the
Merdarce of a community tous
think of other sometimes was well
to mind mores, and keep our
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Page 396

Community Meetings January 12 and 13, 2011

WRITTEN COMMENTS

If you would like to provide written comments, pleas	se complete and hand in this sheet. In case we ne-	ed
clarification of your comments, please clearly PRINT y	our name, telephone number or email address, and the	hе
school(s) with which you most closely identify.		

Name: Guadalupe Esquivel	Telephona
Email Address: Fabian 0525 Dyahoo. Co	om
School(s) With Which You Most Closely Identify. 10011ie	Dawson Flem

Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org.

Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.

possible.
My name is Guadalupe Esquire/ I have
J3 Children which 2 of Them completed their
5 years at Daisson. I currently have
one that is still attending school at
Dowson. My daughter was diagnosed with
a learning disability by the steamers at Dairion.
they love the school and the teachers, staff and
principle have always made the students
their priorty. My som which is in 5th grade
has dyslexia and the teachers have been very
he oful and nativent with him. I would not like
to see a school that has been very helpful
to our children achieve their goals close.
Mollie Dawson is the best chase I could have
made for my children and I would not have
Changed. I love the School and the attention
my Children had. It would be a mastate if
you were to close a school that is willing to help
The students.

Community Meetings January 12 and 13, 2011

WRITTEN COMMENTS

clarification of your comments, please clearly PRINT your nan school(s) with which you most closely identify.	
Name: tomas has	_ Telephone:
Email Address: ton - bot 80 @ yahoo.co.	
School(s) With Which You Most Closely Identify: <u>DR+aga</u> ,	Sanchez, Pease
Please remember that you are also welcome to provide online Facility Master Plan link found on the AISD homepage:	

If you would like to provide written comments, please complete and hand in this sheet. In case we need

Community Meetings January 12 and 13, 2011

WRITTEN COMMENTS

clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: Audran Richard Telephone
Email Address: au blien 7870 Ya Gmail. Com
School(s) With Which You Most Closely Identify: 1/20 Clonestam & Banton Hills E
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
These 2 neighborhoods schools are outstanding academic
announcets that are both in the heart of each neighborhood
Ziller & Barton Hills. These 2 Schools are exemplary
of are highly desired by transfers. My husband
d I have been Zillen residents for 15 years d
pay high property taxes to live in the hot spot. This
Enoughter hood is hem desireable to your families
- I sold real state for I years a religion despe
Who wanted to move the for the Schools, if you
The state of the s
to make up the debt. It doesn't make any
Sense to close any school that is performing at
the too dits class. The small sind of these
Canouses is also he Charm. Bisen is not
better when it comes to Elementant Schools
Close the Administrative office Sountown & sell
them for \$29 million before you close on schools.
Let the adults deal with relocation - do not
make our children suffer:!!

If you would like to provide written comments, please complete and hand in this sheet. In case we need

clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name:
Email Address: Steeleysmana @ yahoo.com
School(s) With Which You Most Closely Identify: 7 ilker! Barton Hills
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
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These schools have valve that CREATES the community
of South Arshin. They are exemplan because of the
community involvement. The parents of these schools'
students will do whatever is needed to make them
nork- and work well. They are FULL because of
The example this sets. To close them could shut down
the sort of community imolvement that creates theriving
businesses and thring neighborhoods with the ability
to take on challenges such as these. Please tell is
what we have to do to keep our schools open and
watch it happen!
I am a single, hard-norking mother who structes to pan
rent so that my child can live and thrive in this soft of
community and receive the best education possible.
Several of our neighbors are, also residential renters paying
premium rent to Erstain these neithborhoods. What a sad
solution; to create less community, less residents, less
thring business! Zuaginne the sort of Arstin this could
create in just a few years to come. How sads
And the compromised education of our children Page 400

Community Meetings January 12 and 13, 2011

f you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: Sarah Wheat Telephone:
Email Address: Savan Janein La Quando, Con Elem + all reighbor Bohool(s) With Which You Most Closely Identify: Parton + Bell Peighbor
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I am a BHEDarent, My husband, 35015?
I moved to BH neighborhood so that we
could vaise out trathily in the HSD sustem in
a neighbord school. My kinderallowers.
bike to school event moming that is
Buch a very special DIH & Wind TUSINV
Pensing reighborhood Athores is compler
to all the Toseauch that knows the value
of Simaller schoolsw/ strong teachers strong
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And - all of historis vision about
central tusting living is jour at visk
Vort driving out the tandles who want
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to school)
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Meax consider the lower com impact on
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Meisukovhood schools & the Cond-10 m
impact on AISD when alteded analys Polonies Polonies

Community Meetings January 12 and 13, 2011

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: ROGGIE BAER Telephone:
Email Address: ragge Oran World Cara
School(s) With Which You Most Closely Identify: Bandon Francis + Zalle Elen.
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
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thest, thank you for a lowing us This opportung
The most ansigned lesson we conshare without
_ Children is to be an active 1 accountable Member
of Armonitate With as daughter in the
1251 Sumosing of her 3-1 ucors, Borto Hills
We true how a pri- and recrewed benefit trans
Snow at Parkside (A Honlesson) and we led it
Very morefully is of fatilities all of an child's needs
Providen Hills picked in that took grown lessly and
because it is a public or had received prostation
Maney lined well spent on leachers.
who I could not imains rivaled muchase
The was able to principate in Barton Hills Chair
which has taught lessons carried over into
her academics And the LOVES gibal, take one
moment to process this. My almost 12 year old
Misses have teachers and projects on the weakers.
that is similarl and deserves to be prolected.
why do I care? We have been accepted to
the prep grhod of one dremms, well, Frage Goore

DISTRITO ESCOLAR INDEPENDIENTE DE AUSTIN PLAN MAESTRO DE INSTALACIONES

Juntas Comunitarias 12 y 13 de enero de 2011

COMENTARIOS ESCRITOS

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Nombre y apellidos:	Teléfono:
Correo electrónico:	
Escuela(s) con la(s) que tiene una relación más estrecha:	
No olvide que, hasta el día 17 de enero de 2011, también po Internet si visita la página electrónica del Plan Maestro de Ins	
Por favor, escriba sus comentarios en los renglones a utilizar también la parte posterior de esta hoja. Sus coi informe público, el cual le será entregado al Equipo de publicado en la página electrónica. Escriba de forma cla	nentarios serán escaneados e incluidos en un e Trabajo del Plan Maestro de Instalaciones y
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with reightens and +	facilities torf. the
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_ is braken and protect	a holis not.
	· · · · · · · · · · · · · · · · · · ·

January 12, 2011

Dear Sirs:

As a concerned resident of Barton Hills upset over the AISD Task Force's proposal to close Barton Hills Elementary and Zilker Elementary, I last night (January 11, 2011) attended the Task Force's community Q&A panel. From the discussion with the Task Force panel, I learned the following eye openers:

- When asked about whether educational quality mattered in whether Barton Hills and Zilker (two of the top performing and most desirable schools in the city) should be closed, the AISD Task Force panelists replied that they did not consider educational quality, and instead only considered the "quality of facilities." As an educator (I teach law at UT), I could not believe that I was hearing this from fellow educators: it is the educational experience, first and foremost, that defines a school.
- The AISD Task Force's process is not a democratic process: a total of four hours of community "input" in the form of an inefficient town hall meeting has been slotted to, among other things, determine the future of hundreds of students, spend millions of dollars in taxpayer money, and inflict a significant and permanent wound upon the Barton Hills and Zilker communities.
- The AISD Task Force has not given public access to the data used to compile their reports.
- The AISD Task Force has provided no public record of the votes taken, or even of the affiliation of the AISD Task Force members.
- The AISD Task Force's own consultant did not recommend shuttering either Barton Hills or Zilker Elementary, and, to the contrary, recommended that the Task Force study why they are so successful: both schools are over capacity due to transfers wanting to get in. (See DeJong Richter "Framework for Facility Utilization Decision Making" at http://55127c277d93afbcdbbd3e3b8b80863d621ade27.gripelements.com/AISD/Task Force Documentation/framework for facility utilization decision making.pdf).
- The Task Force panel, when asked, could not back up their assertion that closing Barton Hills Elementary and Zilker Elementary would save \$17.5 million in capital expenditures. To reiterate: this is the single biggest proposed cost savings of all the Task Force's proposals, and they could not begin to justify the figure.

There is, as it turns out, a good reason why the AISD Task Force cannot justify its \$17.5 million figure: it is false. This supposed savings, along with the assertion that

closing Barton Hills and Zilker is somehow optimal from a cost savings standpoint, is clearly spurious even from the Task Force's own data.

First, of the four schools in the south central Austin area being considered for closure, Barton Hills actually could use the least potential capital improvement of the bunch (\$4.9 million) compared to Zilker (\$12.6 million), Becker (\$7.0 million), and Dawson (\$6.1 million). (See DeJong Richter "Building Summaries", available at http://55127c277d93afbcdbbd3e3b8b80863d621ade27.gripelements.com/AISD/Task_Force_Documentation/building_summaries.pdf). Assuming that any of these four schools need be shuttered, even based on the Task Force's dubious data, closing Barton Hills would be not just a bad choice, but the single worst choice. Such a plan cannot be "saving" money in any meaningful sense.

Second, the data provided are fundamentally flawed: the purported \$17.5 million savings proposed by the AISD Task Force is an example of creative accounting and will, in reality, do little if anything to staunch the budget shortfall. (As a professor who specializes in corporate fraud, I am quite familiar with accounting shenanigans.) Any actual savings would be much lower, since the totals of the task force's reported "savings" include massive amounts of fluff: a veritable wish list of capital improvements, some of which need *never* be undertaken (one example: upgrading gymnasiums). Any real savings is lower by an order of magnitude: there is only about \$1.8 million in immediate ("Priority 1") capital repairs between Barton Hills (\$1 million) and Zilker (\$0.8 million). (See DeJong Richter "Building Summaries" report, available at

http://55127c277d93afbcdbbd3e3b8b80863d621ade27.gripelements.com/AISD/Task_Force Documentation/building summaries.pdf)

From where does the AISD's balance of \$15.7 million in supposed capital savings come? It comes, apparently, from such nefarious categories as "Educational Adequacy" and "Functional Equity," which, when one parses the consultant-speak, means an educator's wish list of first best facilities — what would we spend money on if money were no object? New space for special programs, instructional aids, and upgrades for libraries, gymnasiums, and cafeterias (See DeJong Richter "Facility Condition Analysis", available at

http://55127c277d93afbcdbbd3e3b8b80863d621ade27.gripelements.com/AISD/Task For ce Documentation/facility condition analysis.pdf for these definitions and examples.) Such things need not be built, and in an economic crisis certainly will not be built. To boost the "savings" figure still higher, one could, I suppose, add gold-plated chalkboards to the mix of wish-list capital improvements, but clearly this is not meaningful savings at all — and more to the point, would not improve the educational experience at an already top performing school. The Task Force's \$17.5 million figure is utterly spurious as a measure of savings in the face of a budget crisis, and I challenge anyone to show otherwise.

In closing, I do not know why the AISD Task Force has done so poorly in its recommendations and analysis, but two things are clear: the Task Force is wrong, and their process has been anything but transparent and democratic.

Best Regards, Dr. James C. Spindler Barton Hills

DISTRITO ESCOLAR INDEPENDIENTE DE AUSTIN PLAN MAESTRO DE INSTALACIONES

Juntas Comunitarias 12 y 13 de enero de 2011

COMENTARIOS ESCRITOS

Si desea hacer sus comentarios por escrito, sea tan amable de completar y entregar esta hoja. Es importante que escriba claramente y en LETRA DE MOLDE su número de teléfono y/o su correo electrónico, y el nombre de la escuela(s) con la(s) que tiene una relación estrecha, en caso de que tengamos alguna pregunta sobre sus comentarios.
Nombre y apellidos: Sew ago Cotera Teléfon
Correo electrónico: 500 Saviliago coteva @ gmail. Com
Escuela(s) con la(s) que tiene una relación más estrecha:
No olvide que, hasta el día 17 de enero de 2011, también puede hacernos llegar sus comentarios a través de Internet si visita la página electrónica del Plan Maestro de Instalaciones en www.austinisd.org .
Por favor, escriba sus comentarios en los renglones a continuación. Si necesita más espacio, puede utilizar también la parte posterior de esta hoja. Sus comentarios serán escaneados e incluidos en un informe público, el cual le será entregado al Equipo de Trabajo del Plan Maestro de Instalaciones y publicado en la página electrónica. Escriba de forma clara y legible.
Closing inner city schools that are presently
trated as recornized used saturding successful and
vibrant parts of their communities is a near
sighted, misgoided stopgap measure, that might
very well come back to habit us in the tuture.
If we are to honesty believe that reclination
is the are to honestly believe that a education
are simply suacceptable.
·

Maya A. Del Canto-Ellington
adel canto @hotmail.com Barton Hills Elementary

Good evening, and thank you for hearing us tonight. My name is Maya DelCanto-Ellington, and I am the proud mother of a first grader at Barton Hills Elementary, and of a Barton Hills alumnus, class of 1998. The supply the first grader at Barton Hills Elementary, and of a Barton Hills alumnus, class of 1998. The supply the first grader at the first grader at the first grader at the first grader at the first grader.

It is my understanding that the primary reasons Barton Hills is being slated for closure are that it is thought to be underutilized and in need of costly repairs.

I want to be another voice this week stating that the school is not underutilized, that transfer students do count, that our population is 39%, not 100, and that to not count transfer students is to not only diminish the fact of their presence in the school and their use of the school, but to deny their contribution to the exemplary rating that Barton Hills holds. Transfer students are real children sitting at those desks.

As to the need for costly repairs, the task force has said that closing Barton Hills and Zilker would save the district \$17.5 million in capital expenditures. According to the DeJong Richter report, the actual dollar amount of necessary repairs to both schools totals only \$1.8 million. So, of that \$17.5 million in supposed "savings", \$15.7 million is actually fluff for items like costly improvements to our gymnasiums and libraries that we will live without or find other ways to fund if the schools were to be kept open. And even that \$1.8 million savings could very well be entirely offset by lost revenue in property taxes over the long run as we see our neighborhood homes decline in value, and we become just any other inner city neighborhood with struggling schools. We need our EXEMPLARY SMALL NEIGHBORHOOD SCHOOLS TO REMAIN OPEN.

Villucat #29 million
Please consider the closure and sale of the downtown administrative offices as a much more
reliable means of reducing expenditures for the district.

Thank you.

Community Meetings January 12 and 13, 2011

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f you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: RICHARD IAN HOWES Telephone:
Email Address: rihowes@terracov.com
School(s) With Which You Most Closely Identify: BARTON HILLS O'HEWRY AUSTIN HIGH
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
AM OPPOSED TO THE PLAN TO CLOSE BARTON HILLS ELEM. & ZILKER
ELEM, SCHOOLS, THE JOB THESE FACILITIES HAVE DONE IS MORE
THAN COMMENDABLE. I DO NOT THINK THE NOMBERS SUPPORT TAKING
OUR STUDENTY AND MOVING THEM ACROSS LAMING TO LOWER PERFORMING
KCHOOLS (LOWER TAKS/NOT HISTORICLY AS WELL RATED), OUR COMMUNITIES
SUPPORT THE SCHOOLS AND THEY HAVE BEEN SCHOOLS THAT FOLKS
FROM OTHER COMMUNITIES WANT TO TRANSFER INTO, THESE PEOPLE
TRANSPERING IN ARE VOTING WITH THEIR FEET. BY YOUR OWN
PROJECTIONS BARTON HILLS AND ZILKER WILL CONTINUE TO BE UTILIZET
IN THE HIGH 7070 RANGES (WHICH ITHINK IS LOW). OUR NEIGHBORHOODS
CURRENTLY HAVE A LOT OF OLDER RESIDENTS WHO ARE BEING REPLACED
BY YOUNGER MORE FERTILE RESIDENTS. I DON'T THINK THESE
TRENDS ARE BEING CONSIDERED

Community Meetings January 12 and 13, 2011

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: Marisal Riverio Prins Telephone: Telephone:
Email Address: Solymer orins @ aol. Com
School(s) With Which You Most Closely Identify: Burton Hills, Sanchet, Pease
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
Solutions
- Give the attendance campaign to all of the
parents that are not waiting schools closed
We will get more, than 16 incresse.
and help with revenue. Use current in-dia to
help with this.
- Please creates endowment program
AISO Should work with companies
and philanthrony groups to increase
money.
- Send administrative staff to under usual facilities
tradiona ASAP.
Transfers)
& Mange your criteria - Plage count accomplishings ++100
- PRUSE, CONT CISMISS Mr. Lan a tax paying
fransternarent.
- Larger schools do not help your goal.
- We are more than a building and prase
don't address us as a school groundbackatery
corner .

	candary in and io, 2011
WRITTEN COMMENTS	
If you would like to provide written comments, please complete and hand clarification of your comments, please clearly PRINT your name, telephone n school(s) with which you most closely identify.	
Name: CHARLOTTE COTERA Telephone:	
Email Address: Charlotte Cotera a gmail. co	m.
School(s) With Which You Most Closely Identify: ZIZKER &	JOSLIN
Please remember that you are also welcome to provide online comments t Facility Master Plan link found on the AISD homepage: www.austinisd.org .	hrough January 17, 2011, at the
Please provide your written comments in the space below. If needed, sheet to continue your comments. These comments will be scanned a provided to the Facility Master Plan Task Force, and posted on the web possible.	nd included in a public report,
I've been going to all these meetings	dc-lus is VERY
important to we my daniely lesp. my dans	made their cases for
Why their schools are areat & why they a	1 12
patore & are not impressed by emotional pleas	/ /li / /
poing asped of the community is to come up	1 1 1 2
Saviva money. At 1st and that. I made suggest	TOUR THOM, STOPPED.
realized - Hus 15 not my job & This is	TOUR OB a My Job B
to make sure my daughter sact the hest of	Paucation possible -
at home of at school. I make sere they get	
aroad breakfast, get to school on time belen	
leachers placemates & do their Lomework	
remember to take their library books back	
them about their day & get to know their	10) - b 1 L
I chaparone field trips. I make copies for	
Stories to them at hed time. And I am the	
Threatens to ake away what they consider of	
world outside our home. Try my bost to s	
WWW I CHOICES ON WOUNT ON TOWN THE STATES INCOME.	INIU WO IS TO CUCINO

have a stable environment & that they have a

Consistency & familiarity. Your job is to allow that to happen & encourage of when it does. Your job is to listen to me when I tell you what I KNOW is best der my child & her peers. your job is to take my Concerns seriously your job is to EDUCATE our children. We put our trust in you. PLEASE do not let us down. My kids are only beginning their journey through the public oduration Solden. As pereits we have endorsted their edication Le you. PLEASE do not betray that trust. You will create a generation of children disillusioned with the system.

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WRITTEN COMMENTS	
If you would like to provide written comments, please complete clarification of your comments, please clearly PRINT your name, school(s) with which you most closely identify.	
	Гelephone:
Email Address: CKWaaaustin, rr. com	
School(s) With Which You Most Closely Identify: <u>Oak Hill</u>	Elementary, UHenry MS
School(s) With Which You Most Closely Identify: Oak Hill Please remember that you are also welcome to provide online Facility Master Plan link found on the AISD homepage: www.aust	comments through January 17, 2011, at the tinisd.org.
Please provide your written comments in the space below. sheet to continue your comments. These comments will be provided to the Facility Master Plan Task Force, and posted possible.	scanned and included in a public report, on the website. Please write as legibly as
I have attended many of	Your Meetings as
a member of the public.	
you (and before AISD as a	
emotional. Thank you	for showing up
	nd find a solution
to the difficult problems	•
growing urban school dis-	
	W.
I recommend a more, moa	lerate, practical
approach.	Uhat does it say
about AISD to close succe	ssful exemplary.
schools? It might be mor	e reasonable to
examine low population (at	tendana boundary),
approach. A solose succe about AISD to close succe schools? It might be mor examine low population (at low enrollment (minima) to	ransfers), and low
performing schools. Furth	er, district administrative
cuts should be made and pul	blicized to show the
nerforming schools. Furth cuts should be made and put districts commitment to acc	ross-the-board savings.
As a parent at Oak Hill Elementary heart wrenching houndary chan	which underwent d
neart-wrenching houndary chan	ge 10>1ng dyu Spokents

in 2009-10, we appreciate that we are not seeing any

Community Meetings January 12 and 13, 2011

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WRITTEN COMMENTS
If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: Tracy Remnert Telephone: Telephone:
Email Address: <u>†51/678 @ ab . (D)M</u>
School(s) With Which You Most Closely Identify: Oak Hill, O. Henry, Austin High
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
I would first lille to thank the members of the
task force for the hand work and long hours
you have put into this process. I know it
15 an excrucial in and thankless process.
Tough choices have to be made and I don't
envy yeur position. That being said I hate
to see schools closed before every other
possible solution is examined Especially closing
top performing schools.
Further administrative cuts saw of the
6th Street land and tightenin of the
transfer policy and hightening of the
looked at first.

Community Meetings January 12 and 13, 2011

Community Meetings January 12 and 13, 2011

If you would like to provide written comments, please comclarification of your comments, please clearly PRINT your naschool(s) with which you most closely identify.	
Name: Jane & Janue Macleum	Telephone:
Email Address: Jane pmp, gmail.com	
School(s) With Which You Most Closely Identify: Peas-	e Elementon & Ann Michards Schoo
Please remember that you are also welcome to provide on Facility Master Plan link found on the AISD homepage: www	line comments through January 17, 2011, at the
Please provide your written comments in the space be sheet to continue your comments. These comments with provided to the Facility Master Plan Task Force, and pospossible.	II be scanned and included in a public report,
Please, consider that odu	rational; acedemic outcomes
are how schools should be	judged - not by
facility costs. Efficies ar	e jagostant - perhaps
the 6th street Aministrat	on complex could be
sold or leased to raise	revenue - Administrators
could telecommute and	LONK Hom schools
closed already or those	closed for acclemic failure
Also closing central rity sol	wols nus counter to the
	Fry 87 Austin, to infill
The wood in re with resu	lents.
Mose are our logical	arguements - our heart tell
US if you close these	special exempan schools
ASD will Suffer tolemendously	, I know we will look
ontside the district for our	childs education. AISD
MILL LOOSE exemplant schools	that hook.
	•
Do sometima olse.	
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Community Meetings January 12 and 13, 2011

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If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: Merry Henderson Telephone:
Email Address: mhenderson 42@ austin. rr. com
School(s) With Which You Most Closely Identify: Joslin, Zilker Bourton Hills
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
Closing neighborhood schools cuts at the heart of a
community. All three of the schools I know at love
have worked hard to become exemplary. The schools
are the community for these children Picking them
up + durning them on another school is destructive
to them in ways une call't imagine
Contrast this with the idea of adults who work in the
domintoun Afices having to travel somewhork else to
work. Hm. Sell the CAC. Don't take this out on the
children!

Community Meetings January 12 and 13, 2011

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: Tatricia Parker Telephone:
Email Address: trish_parker@aH.net
School(s) With Which You Most Closely Identify: Barton Hils + Zilker
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
Do not close small exemplary schools in Austinia
Closing some of our best schools in order to possibly
save 1,3% of the AISD budget is wrong. Closing
1 school should be a thoroughly researched matter
that is only used as a last-dutch effort to save
moneysither all other efforts have failed
The plan to close Barton Hills + Zilker + more students
to Beaker and Dawson is poorly thought out. Children
would walk up to zmiles to school crossing Lamar
Blud during peak traffic times and crossing active
RR tracks. The facilities at Becker would need a
great deal of work for them to be able to accomadate
I larger number of students. The streets around it are
not prepared to handle the traffic the parting area
in tiny. The campus is small with little space for
outdow play, Barton Hills is in excellent shape
with a new roof, new A/C, and a new music
soon in the past 3 years. The capital improvements
at Borton Hills needed are lower then for any other
school in those proposed for closure.
Both Barton Hills + Zilker are amazing comm-

DISTRITO ESCOLAR INDEPENDIENTE DE AUSTIN PLAN MAESTRO DE INSTALACIONES

Juntas Comunitarias 12 y 13 de enero de 2011

COMENTARIOS ESCRITOS

MILL !

Si desea haser sus comentarios por escrito, sea tan amable de compl	etar y entregar esta hoja. Es importante
que escriba claramente y en LETRA DE MOLDE su número de teléfor	
de la escuela(s) con la(s) que tiene una relación estrecha, en caso d	e que tengamos alguna pregunta sobre
sus comentarios.	.1.4
	and the second of the second
Nombre y apellidos:	Teléfono:
Correo electrónico:	

No olvide que, hasta el día 17 de enero de 2011, también puede hacernos llegar sus comentarios a través de Internet si visita la página electrónica del Plan Maestro de Instalaciones en www.austinisd.org.

Escuela(s) con la(s) que tiene una relación más estrecha:

Por favor, escriba sus comentarios en los renglones a continuación. Si necesita más espacio, puede utilizar también la parte posterior de esta hoja. Sus comentarios serán escaneados e incluidos en un informe público, el cual le será entregado al Equipo de Trabajo del Plan Maestro de Instalaciones y publicado en la página electrónica. Escriba de forma clara y legible.

YINCE .
unity schools that support high property values
and taxes in our neighbor hoods. Without our
Schnols, this tax base will digresse. I honestly
do not believe a senny will be saved by
the district by Closing these schools.
Please AISD make dicisions Parour children
bused in sound educational principles not poorly
researched recommendations by a task love that
was severely limited in Jits abilities buits
original aquideling Portables work Trans-
fir students matter! Do not distroy our
previous, sele high performing schools. N

Community Meetings January 12 and 13, 2011

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If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: MOWY AVSTIN Telephone:
Email Address: gavstin4@avstinr.com
School(s) With Which You Most Closely Identify: OAKHILL, OHENCY, AUTIN
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
First and foremost would like to oppress
tremendous GRATITUDE to the task force members.
As a former task force member (last year)
Understand the pressure you are under and
appreciate the untold thank less hours and hours
of work you are doing as volunteers. Thank you!!
I understand what you are presenting, and think it is a very thoughtful, well structured plan.
Something has to be done and the decisions are
extremely hard.
but of schools need to be the ones for consideration
not exchaplang, urban schools.
Though And for all man of the
Thanks Agein For all your offorts. Keep up the Good Work.
<u> </u>

Community Meetings January 12 and 13, 2011

If you would like to provide writter clarification of your comments, plea school(s),with which you most close	se clearly PRINT					
Name AND PAMBING		т	elepho(e &	192		
Email Address:)			
School(s) With Which You Most Clo	sely Identify: 💢	HOGOL H	NUS/ 7	HUKE	<u> </u>	
Please remember that you are also Facility Master Plan link found on th				rough Jan	uary 17,	2011, at the
Please provide your written com sheet to continue your comment provided to the Facility Master Pl possible.	s. These comn	nents will be and posted o	scanned ar	nd include	d in a p	ublic report,
Crosish conte	-	200	nav	7 - 1301	Br	
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W PEM	Brown J. a. gran.				! fr was	6 1 1 2c bs
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	_					_
					Pa	ge 421

Community Meetings January 12 and 13, 2011

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WRITTE	EN COMMENTS	
clarificati	ould like to provide written comments, please comple ion of your comments, please clearly PRINT your name) with which you most closely identify.	
Name: _	Simon Mover	Telephone
Email Ac	ddress: dr. mover @ att. not	
School(s	s) With Which You Most Closely Identify: <u>്രംഗസ</u>	Rowie
	remember that you are also welcome to provide online Master Plan link found on the AISD homepage: <u>www.aus</u>	
sheet to provided possible	,	e scanned and included in a public report, on the website. Please write as legibly as
OT	he Norstin ISD should steet buc	lgot officiency with the
	To instrat de intown, out overhead	(staff) of the Tay Makel
(2) 1	Austin ISD should stop cutting ne	ighbor heads to chase phanton
ζ.	Savings moving sturbouts from and sch	ed to another.
<u>(3)</u> (int teacher bonefits and retirement	plans.
<u>A</u> (It administrator solaries in half	; <u> </u>
(E)]	Irin't move Cowan Elem to another	r High school.
_	Don't more noigh borhoods north of T	
	Com Cowan to Roone Flamontor	y and don't move to Crockett A:
9	PTA's of schools raise money for	their schools- AISD should
	fry to raise to Lude from the Ai	ISD as minuraly to make
	p. Temporen short Call in In	ding
	<u> </u>	\

Community Meetings January 12 and 13, 2011

WRITTEN COMMENTS

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.

Name: Dignet Y. Giffer Life NCC Telephone:

Email Address: dignet green Patrice, org

School(s) With Which You Most Closely Identify: 2.1 Ker. Manly word * Pease * Berken Manlewood

Sanchez, Dak' Spongs

Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org.

Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.

I am a There sist who has worked with many schools in AJSA DUTSA, as well as a COUDIO of schools in PUISD + MISD. T. have worked personally with parente stude ate ministrative staff to help mame students because successful academically as well as he haviorally of these students allow them to buildacore foundate, that Changes the Comments, generations to Come, I have personally norted with in a protessing of rapports and foor the permanent consequences who are present or those schools. I fear the impart of struggle to reaglanate to different over crowded, less attentive, when under staffed schools on newerations to come. In addition to my professional relationship with these stinds I have muhent in Pease cleventary Mudreines attend this exemplant school for the last Ilyears, The sense of Community perental part, professional and involved staff and the foundation thathas been established by this has been profound Prose is filled under historic traditions that connect these history Not only of Ale Pease but of Austin itself. My oldest weigh is presently University largely because of the support she received in her first upairs at Peese to go forward. A smoot that valves history culture, diversity ensurance diversity and supportive staff setands almel in this community. The impart on the families would be home contrary to this report. How about partnering with a Corporation to remir facilities, How about fundaising offerts to save the district. topsing into financial plumming experts to provide another list of a Hernalmo What will be therest of these school closures? It will not be measured in the dollars and cents of thes burget ruts. The true post of these closures will he felt by this community for powerations to can

Community Meetings January 12 and 13, 2011

WRITTEN COMMENTS

clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: ASMEY PRESTON Telephone: 1977, 9587
Email Address: ashleyd preston @ qmail.com
School(s) With Which You Most Closely Identify: Barton Hills, Zilker, and ALL Excemple
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
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* DO NOT MAKE This decision without including The academic achievment of the Schools in
The academic achievment of the Schools in
auestron!
* look at the Real-current-Number of families
living in the Barton Hills and Zilker Neighborhoods
Really have. Families have been flocking to these
Neighborhoods For the last 10 years and will be
Really have. Families have been flocking to these Neighborhoods For the last 10 years and will be Needed in the Near Future.
* DO NOT Close Good Schools! FIND ANother way!
Sale the administration officer downtown and move those
offices into the open class rooms in the underutilized schools,
* Count our transfer students!
* Austin Will loose TAX Dollars From decreased
property values in Barton Hils and Zilker if you close
these schools - because People live there so thier kids
can go to these Schools!
* Spend Less on New construction on New Schools in order

those Exemplacy Schools

If you would like to provide written comments, please complete and hand in this sheet. In case we need

WRITTEN COMMENTS
If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name:
Email Address: jacquelyn_hawkins @yahoo.com
School(s) With Which You Most Closely Identify: LBJ/LASA/KEALING
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
How totated please to not close this magnet grogian
De Cutting the transportation. This will only lead to
Impre under itilized buildings. We spent years
Establishing the "Academic Magnet" ground. LASA.
is the Dolly High School in the trop 100 in america.
Phathrenort Locuses o how touchers Challenge
Atulento with the more resorais purses. (Thildren
Chose to go to these school him all over Hister.
They choose the more rigorow plogram and over the
year, not only have the school produced and scholars
But also wonderful citizen with a sensitivity to
people of every racial and porio- economic yours.
We are willing to talk about for their and that in
the best alternative, but that, too, should be reasonable
There are Other consideration & we must take the time
to find them. Please know that I understand your
time Commitment, I have Dewed On A ISD facto Louce
for Ner 2 decader. I currently Derve on the 2004 x 2008
Bond Oversight Committee and helped establish the

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: Sally Baulch Telephone: Telephone:
Email Address: baulchtx a yahoo.com
School(s) With Which You Most Closely Identify: Crocket HS Covington MS Sunset Valley Elem
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
Parent choice open enrollment does more damage than good.
Gossip can kill a school because parents grow afraid when
they should grow angry and fix what they perceive as wrong.
Becoming involved in a school can educate not just
Children, but parents. If a family chooses to live in a
neighborhood, then they should send their children to that
neighborhood school and support it. I ask that you stop
the liberal transfer policy.
I also recognize the desperate need for classroom space in
Southeast Austin. I do not believe that the central city
parents understand the sea of portables. Perhaps they
would consider sacrifice if they toured the overfilled schools
and saw that were every child has needs.
As a parent at Crockett HS, we welcome the students
from Bedicheck MS to join their fellow neighbors and new
neighbors from Covington MS.
As a former magnet parent I support more usage of Centrally located facilities. My student was able Page 426
<u>Centrally located Facilities. My student was able Page 426</u>
(over)

DISTRITO ESCOLAR INDEPENDIENTE DE AUSTIN PLAN MAESTRO DE INSTALACIONES

Juntas Comunitarias 12 y 13 de enero de 2011

COMENTARIOS ESCRITOS

Si desea hacer sus comentarios por escrito, sea tan amable de completar y entregar esta hoja. Es importante que escriba claramente y en LETRA DE MOLDE su número de teléfono y/o su correo electrónico, y el nombre de la escuela(s) con la(s) que tiene una relación estrecha, en caso de que tengamos alguna pregunta sobre sus comentarios.

Nombre y apellidos: ______ Teléfono: _____

Correo electrónico:
Escuela(s) con la(s) que tiene una relación más estrecha:
No olvide que, hasta el día 17 de enero de 2011, también puede hacernos llegar sus comentarios a través de Internet si visita la página electrónica del Plan Maestro de Instalaciones en www.austinisd.org .
Por favor, escriba sus comentarios en los renglones a continuación. Si necesita más espacio, puede utilizar también la parte posterior de esta hoja. Sus comentarios serán escaneados e incluidos en un informe público, el cual le será entregado al Equipo de Trabajo del Plan Maestro de Instalaciones y publicado en la página electrónica. Escriba de forma clara y legible.
to use city buses for transportation. We did not consider
a high school magnet because of the distance to LBJ from the south and the early hours of bus transportation. High school
the south and the early hours of bus transportation. High school
Should be fun as well as rigorous and 45 minutes intraffic isn't.
If the reason Boone Elementary is in trouble because too
many students were diverted from to Cowan, then why is
many students were diverted from to Cowan, then why is Joslin Elementary paying the price. The 700 pound gorilla is the overpopulation of Mills Elementary.
the overpopulation of Mills Elementary.
I have experienced excellent teachers at every school we've
attended. Thank you for providing excellent instruction at every
school.



Other

Community Meetings January 12 and 13, 2011

WRITTEN COMMENTS

clarification of your comments, please clearly PRINT your name, school(s) with which you most closely identify.	
Name: Dan Sutherland	Telephone:
Email Address: Scumpuppy (a) mail . Wellas.	edu.
School(s) With Which You Most Closely Identify:	
Please remember that you are also welcome to provide online Facility Master Plan link found on the AISD homepage:	

If you would like to provide written comments, please complete and hand in this sheet. In case we need

QUESTIONS TO BE ANSWERED BY THE SUPERINTENDENT:

- 1) Who chose to withhold the seriousness of your budget concerns until after the Governor's election?
- 2) Who chose the board members?
- 3) Who chose the closing selection criterion?
- 4) Whose responsibility was it to decide when to disclose this set of proposals?
- 5) Who drafted the public disclosure?
- 6) Who chose not to reveal the projected shortfall during bond approval?
- 7) How much has been spent on new construction since January 2009?
- 8) Identify those construction projects.
- 9) What is the monthly expenditure on air conditioning of administrative offices? Why not just roll up your sleeves?
- 10) What is expended on athletic programs?
- 11) How many lay off's have you planned?
- 12) How do you justify bussing these children?
- 13) What is the estimated impact on market value of homes that you will no longer give local service?
- 14) What happened to commitment to local elementary schools?

Community Meetings January 12 and 13, 2011

If you would like to provide written comments,	please complet	e and hand in	this sheet. I	n case v	ve need
clarification of your comments, please clearly PR	RINT your name,	telephone num	ber or email	address,	and the
school(s) with which you most closely identify.					
Rot Rolling	,	T.1			

Name: Name: Telephone:
Email Address: bbradford 9 @ austin.rr.com
School(s) With Which You Most Closely Identify: The Exemplary Ones
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
A.I.S.D. Doesn't have enough money So, lets shut down the schools that
20tually work You know the exemplan
schools. They are small and inefficient
<u> </u>
I'm sorry, but that just seems so um, uneducated. No, ignorant.
uneducated. No, ignorant.
Please Lets re-examine this and
try for some more creative, positive
Solutions

-Page 431

Dear Mr. Schneider and the Facilities Task Force:

In this letter we, the concerned citizens who reside within area 395A, present the following:

- Our comments on the Criteria presented in the Task Force Meeting Notes from the November 18th and 20th meetings for Options 2.1, 2.2A, and 2.2B.
- Our comments to the question, "What are the advantages and/or challenges of the proposal?" for the same option in the same Meeting Notes.
- Our overall concerns and the impact of this realignment on our community.
- Our formal request to omit PA 395A from the 2.2B proposal; allowing us to remain at Cowan ES and within the Bowie Vertical Track.

395A Citizen Comments on Criteria for Option 2.1 (with italicized notes for Options 2.2A and 2.2B as they relate to 395A students)

<u>Utilization/Effectiveness</u> – This option is given a 4 for meeting this criterion. Cowan has operated as an Exemplary Campus serving the current population for two years and the Task Force only projects an additional 15 students within the schools current boundaries by 2014. It can be noted that between option 2.2A (which doesn't involve moving 395A students) and 2.2B (which does involve moving 395A students), more Sunset Valley students are moved when 395A students ARE moved (161 in 2.2B and only 139 in 2.2A)? It is thus questioned that if the 140 395A students remain at Cowan, then couldn't even more of the Sunset Valley students be moved to Boone, thus addressing over-population at Sunset Valley that anticipates growth double to that projected for Cowan. Yes, we acknowledge that Cowan is also slightly over, however, we further ask the Task Force to recognize that Cowan is only being expected to operate under conditions in which it has been and is currently successful. Within the data presented in the meeting minutes, there are other Exemplary schools such as Mills and Casis, functioning successfully in the same way.

<u>Educational Enhancement</u> – There is not a ranking provided for this criterion. These 140 students currently attend an Exemplary campus so their educational possibilities are not enhanced by this move.

Operating Costs – This option is given a 3 for meeting this criterion. It is noted that a relatively small amount of money, when compared to other proposal options, will be saved by not having to bus this group of children to Cowan. And, according to Scenario 1 – Proposed Feeder Patterns for Current Vertical Teams, Boone ES tracks to Crockett HS thus creating a scenario where the students of 395A will be bussed a greater distance in the future. Under the current scenario, yes, these children are bussed to Cowan; however, many do not qualify for bussing to Covington and none are bussed to Bowie HS. So, the dollars saved for bussing the short distance to Cowan ES (1.2-2.1 miles away) would be more than outweighed by the dollars spent for bussing the same students the much greater distance to Crocket HS (4.7-5.6 miles away.)

Accommodates Future Growth – This option is given a 5 for meeting this criterion; however, both of these schools lie within developed, stable communities that don't project much growth. The Task Force projections only show an additional 15 students coming in to Cowan by 2014 and only 8 coming into Boone by the same time. Allowing the 395A students to stay at Cowan allows Cowan to continue to operate under the conditions with which it has been successful and doesn't over populate Boone which will already be receiving significant populations from the closure and realignments proposed in Option 2.2.

<u>Facility Condition</u> – There is not a ranking provided for this criterion and we feel that both facilities are of similar condition so that it isn't relevant to the evaluation of these two options. We do recognize that Boone was built almost 25 years old while Cowan was built just over 10 years ago.

Citizen Comments to the question, "What are the advantages and/or challenges of the proposal?"

The Meeting Notes for the November 18th and 30th Task Force meetings list the following as the advantages of Option 2.1:

- ? Community Impact
- Addresses efficiencies
- Meets all criteria
- Only affects 10% of population

? Community Impact – This community of citizens who reside in 395A is a very tight knit community. We have multiple neighborhood wide events annually and are active in the lives of our children and community. MANY, MANY of us hought in this neighborhood for its proximity to the high school in order to have the ability to be close to our child's school when they hegin to be so active and have their own sense of community. Many of us hought our homes in these neighborhoods in order to be within walking distance of the high school once they reach that agc. While the change in vertical track from Bowie to a high school so much further away may not be on the table for discussion right now in the current proposal, even supporting documents included in the Task Force meeting minutes (Scenario 1 – Proposed Feeder Patterns based on Current Vertical Teams and 0.2) suggest this will be recommended soon. This possibility must be considered, too, when discussing Community Impact. It is very real to the citizens who reside here.

<u>Addresses All Efficiencies</u> – Cowan operates as an Exemplary Campus under its current conditions and the under population of Boone will be addressed by other measures.

Meets All Criteria - It states that it "Meets all criteria" while as is noted in the previous section above that 2 of these criteria are not ranked and this group of citizens has the following concern with the criteria that are ranked.

- 2 of the 5 criteria are not ranked
- The Operating Costs criterion is given a 3 out of 5 ranking due to savings in transportation costs. However, as noted above, the vertical tracking of these same students to Crockett HS, a distance equal to 250% the current bussed distance will actually increase transportation costs for the district so this ranking appears incorrect. A ride to Cowan Elementary is 7 minutes from our neighborhoods but to Crockett, the ride is doubled, to 14 minutes (estimated using Google Maps). These estimations do not account for traffic congestion in the highly traveled roads of William Cannon, Manchaca, and Stassney, which would increase drive time and transportation costs.
- The Accommodates Future Growth criterion is given a 5 out of 5, yet the anticipated growth to both schools by 2014 is 23 students combined. Both of these schools are in stable, developed areas of the city so significant future growth does not appear to be an issue faced by either school.
- The Utilization/Effectiveness criterion is given 4 out of 5.

Only affects 10% of Population – This number is 10% of the whole population of both schools combined population but it affects 21% of the eurrent Cowan population.

395A Citizen Concerns

As citizens who live in this area and many whom purehased our homes so that our children could attend schools within the Bowie Vertical Track and be within walking distance of a high school, we are eoncerned that the movement of our students to Boone ES and then tracking to Crockett, a high school more than twice the distance from our homes, will be devastating for our community in 395A. As parents and eitizens active in our community, our educational and community goals will not change, so should this boundary change happen, many of us will have to leave the area so that our children can continue on their vertical track to Bowie as we intended for them. We have invested many hours and much time into our children's education and the community at Cowan ES and plan to continue this onto Covington and into Bowie in order to provide them this sense of community that we have found and so preciously value in each other and these schools.

We encourage the Task Force to consider omitting PA 395A and option 2.1 from the 2.2B proposal, allowing our children to remain in Cowan ES and track to Bowie HS. We believe that the evidence presented within this letter accurately shows that the goals stated in the Task Force's criteria, which include increasing Boone's utilization and saving the district the most money possible while disrupting the fewest communities, can still be achieved without involving 395A. Thank you for your consideration and for your understanding of our community's concerns.

Sincerely,

Concerned Citizens of 395A

Community Meetings January 12 and 13, 2011

WRITTEN COMMENTS

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.

Name:	Telephone:
Email Address:	<u> </u>
School(s) With Which You Most Closely Identify: _	
Please remember that you are also welcome to Facility Master Plan link found on the AISD homep	provide online comments through January 17, 2011, at the page: www.austinisd.org .
sheet to continue your comments. These conprovided to the Facility Master Plan Task Force possible.	space below. If needed, you may use the back of this nments will be scanned and included in a public report, e, and posted on the website. Please write as legibly as the freed to say the sound of the second to say the say that the most say the say that the say the say that the say the say that the say the say that the say that the say the
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examples of alternatives,	
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Baker	
Cadal Office	
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Vou will no longe have	. 4
budget problem Vou will	have
an education.	

Community Meetings January 12 and 13, 2011

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
Name: Sur Green Telephone: Telephone:
Email Address: <u>Sgeorge @ austinisd</u>
School(s) With Which You Most Closely Identify: <u>Becker</u>
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible. Please hold speakers to time limit.
TEAN THORN THE STATE IS THE STATE OF THE STA
1+15 a huge waste of our time to sit through
long off topic speeches if the school song,
I left the meeting was too long
due to applause nonstantly intermeditie.
I believe we can solve our problem w/ vedvawing
boundary lines. This is the most cost efficient and
Fall Solution!

Community Meetings January 12 and 13, 2011

WRITTEN COMMENTS

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.

Name:	Telephone:
Email Address:	
School(s) With Which You Most Closely Identify:	
Please remember that you are also welcome to provide online Facility Master Plan link found on the AISD homepage:	

Community Meetings January 12 and 13, 2011

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School(s) With Which You Most Closely Identify:
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
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This is all false Information
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Ho who have you this cheta?
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Community Meetings January 12 and 13, 2011

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If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.
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Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
D. 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
Don't send our schools to the suburbs. I want my child to like
Don't send our schools to the suburbs. I want my child to like in a tense central Austin where he can safely walk of
-

Ross A. Smith 1719 Norris Dr Austin, TX 78704

AISD Facilities

2010 ELEMENTARY SCHOOL ENROLLMENT:	49,0	000
EXPECTED ELEMENTARY ENROLLMENT GROWTH: (2010-11 AISD Budget Plan, p. 23; no time frame given)	13,0	000
ELEMENTARY SCHOOL CAPACITY RÉMOVED UNDER FACILITIES MANAGEMENT PROPOSAL:	3,30	00 seats
ELEMENTARY SCHOOL CAPACITY ADDED UNDER FACILITIES MANAGEMENT PROPOSAL: (3 new schools @ roughly 900 students each)	2,70	00 seats
(it is assumed the balance of students will be absorbed by existing schools)		

TOTAL SAVING IN M&O/COST AVOIDANCE UNDER PLAN (funding comes from general revenue, i.e. tax dollars)	\$77	,500,000
COST PER SEAT FOR MAINTAINING EXISTING CAPACITY: (M&O savings + Cost Avoidance / Seats removed)	\$	23,600
TOTAL COST FOR ADDING THREE NEW SCHOOLS: (funding comes from bonded indebtedness, paid back from general revenue)	\$79	,700,000
COST PER SEAT FOR ADDING NEW CAPACITY: (Projected building cost / Seats created; does not include new M&O cost)	\$	29,500

*** By swapping out existing capacity funded from general revenue for new capacity paid for with debt, the plan in effect puts current operations costs on the district's credit card, to be paid for (with interest) from future general revenue. It does not include future operations costs for the new capacity, which would also have to come from general revenue.

AISD Facilities

SCENARIO 1:

FUTURE CAPACITY NEED IF CURRENT CAPACITY IS

SWAPPED OUT FOR NEW CAPACITY:

10,000+ seats

(13,000 expected growth - 2,700 seats)

ESTIMATED TOTAL COST OF FUTURE CAPACITY

NEED (10,000 seats@\$29,500/seat):

\$295,000,000

SCENARIO 2:

FUTURE CAPACITY NEED IF CURRENT CAPACITY IS

MAINTAINED AND NEW CAPACITY ADDED: (13,000 growth - 3,330 existing & 2,700 new seats)

6,700+ seats

ESTIMATED TOTAL COST OF FUTURE CAPACITY

NEED (6,700 seats@\$29,500/seat)

\$197,000,000

Thank you for allowing online comments in this process.

First, thank you to the task force members for all your work.

I have been a magnet parent for seven years. My sophomore rides the bus every day from our Oak Hill neighborhood, more than 40 miles round-trip. Eliminating the bus transportation, or even charging a fee, would have gutted the magnet programs. Thank you to district staff for changing the alternative to moving to a hub system. As long as no student would have a more onerous trek than every other student – no more than a two-mile walk and no crossing of hazardous thoroughfares – I think it's a reasonable recommendation in these budget times.

While here. I would like to comment on one other thing. I was at the Wednesday night meeting and once again heard misinformation as relates to LASA. In the case of the speaker, she talked of how "so much money" is going to the Liberal Arts and Science Academy. I would love to see the facilities task force educate the public about how and where dollars are spent. According to the 2010-11 recommended budget book put out by AISD. LASA, in fact, gets the LEAST amount of general fund dollars of any high school in AISD, even when adding in transportation costs. Another way to look at the numbers puts LASA as second lowest, behind Bowie.

Additionally, I understand the task force has been given misinformation as to the makeup of magnet families. The magnets are NOT filled with disproportionately high-income families. One in five students at the Kealing and LASA magnets are on free and reduced lunch, and more than 50% of the Fulmore magnet is free and reduced lunch. Not being on free and reduced lunch doesn't mean that you are high income. My family is an example of this. My husband is an AISD teacher, so you know we are not high income. We are dependent on the bus for our children to attend the magnet programs, as are many in my middle-class neighborhood, which includes Section 8 housing. For four years, I served as recruitment chair for LASA and know very well the kinds of diverse families we have worked hard to attract, both in socioeconomic diversity and ethnic diversity. These families don't have extra cars for their kids to drive, and even if they did, they can't afford the gas to make the long trip. These are two-worker families that have little flexibility to pick up and drop off kids.

I ask that the task force work from facts, not hyperbole.

AISD general fund expenditures per student on high school campuses

2009-10	2010-2011
5.513	5,390
	5.970
8,026	10,136
5,425	5,466
5,242	5.247
6,495	6,421
16.652	8,699
10.124	10,213
5,947	7.144
11.695	11.837
6.679	6,628
4.132	4,955
7,352	7,813
5,658	5.698
8,218	9,544
7,301	7,272
	5.513 5.959 8,026 5,425 5,242 6,495 16.652 10.124 5,947 11.695 6.679 4.132 7.352 5,658 8,218

(per spending, low to high)

LASA	4,132	4,955
LASA (w/tran)	4,551*	
Bowie	5,242	5.247
Austin	5,425	5,466
Akins	5.513	5,390
McCallum	5.658	5,698
Intl	5,947	7.144
Anderson	5.959	5,970
Crockett	6.495	6,421
Lanier	6.679	6.628
Travis	7,301	7.272
LBJ	7.352	7.813
Ann Richards	8,026	10,136
Reagan	8,218	9,544
Green Tech	10.124	10.213
Garza	11,695	11.837
Global Tech	16.652	8,699

^{*} unclear whether figure takes into account that Kealing and LASA share morning routes



Burger Comentarios en Español



Dawson ES

Juntas Comunitarias 12 y 13 de enero de 2011

COMENTARIOS ESCRITOS

Nombre y apellidos: AVGe	1 Moren	<u> </u>	Teléfond	
Correo electrónico:	<u></u>			
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No olvide que, hasta el día 17 de Internet si visita la página electrór				a travės de
Por favor, escriba sus coment utilizar también la parte postei informe público, el cual le sei publicado en la página electrón	rior de esta hoja. S rá entregado al Equ	Sus comentarios serár uipo de Trabajo del P	n escaneados e inclu	iidos en un
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Juntas Comunitarias 12 y 13 de enero de 2011

COMENTARIOS ESCRITOS

Nombre y apellidos: Hida Guz Wan Canales - Teléfond
Correo electrónico:
Escuela(s) con la(s) que tiene una relación más estrecha: <u>DaWSon Elementary</u>
No olvide que, hasta el día 17 de enero de 2011, también puede hacernos llegar sus comentarios a través de Internet si visita la página electrónica del Plan Maestro de Instalaciones en <u>www.austinisd.orq</u> .
Por favor, escriba sus comentarios en los renglones a continuación. Si necesita más espacio, puede utilizar también la parte posterior de esta hoja. Sus comentarios serán escaneados e incluidos en un informe público, el cual le será entregado al Equipo de Trabajo del Plan Maestro de Instalaciones y publicado en la página electrónica. Escriba de forma clara y legible.
* Comentario*
Anni Me gusta mucho su manera que
Anni Me gusta mucho su manera que trabajan porque los niños aprenden Muy bién
40 Fengo ami viño de lo 4 Años. Agosto del
& 2006-Hasta Hoy porque a el la le
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Sigo alli por motivo que me gustá Ami
y mi esposo y Mi hijo también enque
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Dawson Elementary school
3001 South 1st. Austin Texas 78704
Hilda Guzman Pangleso
5112 S 1st Apt 207
5112 S 1st Apt 207 Austin Texas 78745

WV

DISTRITO ESCOLAR INDEPENDIENTE DE AUSTIN PLAN MAESTRO DE INSTALACIONES

Marialana

Juntas Comunitarias 12 y 13 de enero de 2011

Page 447

COMENTARIOS ESCRITOS

Nombre y apellidos: [[*] [[] [] [] [] [] [] [] [] [] []	Teléfono:
Correo electrónico:	
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marstrox son muy buenas	can nosotros. Hay und
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AUSTIN INDEPENDENT SCHOOL DISTRICT FACILITY MASTER PLAN

Community Meetings January 12 and 13, 2011

WRITTEN COMMENTS

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If you would like to provide written comments, ple	ase complete and hand in this sheet. In case we need
clarification of your comments, please clearly PRINT	your name, telephone number or email address, and the
school(s) with which you most closely identify.	
Name: Juny of Digor P.	Tolophon

relephone
Email Address:
School(s) With Which You Most Closely Identify:
Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org .
Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.
Ami Como madre que sou no me gustavia
que Serraran la Escuela DAWSON PARQUE
Ahi esta estudiando mi hija v. Aunque es el
Segundo Año que esta Ahi esta Abansando
mucho eva esta en primer Año Apenas y ya a
Abansado bastante. Vauson tiene mux buenas
maestras les enseñan muy bién alos niños
les Ponen mucha Atención los tratan y los
Chidan MUV high V Sahre tada esta en mur
buén Lugar la Escuela y en mux buengs
dandisiones sus instalasiones.
V tiene muy buen Ambiente Pera las niños
Ademas quiejera que mi hija Peauena
Estudiara Ahi también. Ademas
tions muchos Oradyamas Para and las nivos

Juntas Comunitarias 12 y 13 de enero de 2011

COMENTARIOS ESCRITOS

Si desea-hacer sus comentarios por escrito, sea tan amable de completar y entregar esta hoja. Es importante
que escriba claramente y en LETRA DE MOLDE su número de teléfono y/o su correo electrónico, y el nombre
de la escuela(s) con la(s) que tiene una relación estrecha, en caso de que tengamos alguna pregunta sobre
sus comentarios.

Nombre y apellidos: Francisco Garcio	Teléfone Zana Sana Sana Sana Sana Sana Sana Sana
Correo electrónico:	
Escuela(s) con la(s) que tiene una relación más estrecha:	15on

No olvide que, hasta el día 17 de enero de 2011, también puede hacernos llegar sus comentarios a través de Internet si visita la página electrónica del Plan Maestro de Instalaciones en <u>www.austinisd.org</u>.

Por favor, escriba sus comentarios en los renglones a continuación. Si necesita más espacio, puede utilizar también la parte posterior de esta hoja. Sus comentarios serán escaneados e incluidos en un informe público, el cual le será entregado al Equipo de Trabajo del Plan Maestro de Instalaciones y publicado en la página electrónica. Escriba de forma clara y legible.

Yo Say Padre da fomilia y Por ningun
motibo me Pareseria que semanan
la Escuela Dewson es mux bung Escuela
muy buen luga y muy buenas intalasiones
Adamas av muy buenas maestros
que enseñan y Educan muy bien a
nuestros hijos para que en el futuro
Sean Personas de bien, y tengan un
buen futuro y todos, las trabaladores
Son muy Responsables Con su
trabajo y por eso la Escuela debe segvir
Es melor mober a otros niños de
Otras Escuelas a Dawson.
que Serror nuestra Escuela.
no nos la Signen Dawson nos nesesita
V nosotros nesesitamos A Davisa.
se be se siente Newson esta Presente.

Nombre y apellidos: KARINA JUAREZ

Juntas Comunitarias 12 y 13 de enero de 2011

Teléfon

COMENTARIOS ESCRITOS

Si desea hacer sus comentarios por escrito, sea tan amable o	de completar y entregar esta hoja. Es importante
que escriba claramente y en LETRA DE MOLDE su número d	le teléfono y/o su correo electró nico, y el nombre
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sus comentarios.	

Correo electrónico:
Escuela(s) con la(s) que tiene una relación más estrecha: NO Con ninguno:
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DAWISSON SE SIErre Parami asido
un Plaser tener a mi ning Alandra
Un Plaser fener a mi nina Alandra Confreras Luarez 211a a estado
real mente asido muy buena
escuela nos tratan muy bien
fanto Como Ella Como 10 que
Say Sunama en cues tion de
algung Pregunta a cylquter
duda que ja tenga to cante
Con mi hija.
A fentamen fe Karina Juarez
- Karina Juarez
Page 450

Juntas Comunitarias 12 y 13 de enero de 2011

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COMENTARIOS ESCRITOS

Nombre y apellidos:	(onsich	Mondagou	Teléfono: (STA) 606 6211
Correo electrónico:_			<u> </u>
Escuela(s) con la(s)	que tiene una relaci	ón más estrecha:	auton
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maestros	101 Y CO)	directora	es muy buenas
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trabcycin'	yson mo	gestmas s	on muy amables.
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Juntas Comunitarias 12 y 13 de enero de 2011

COMENTARIOS ESCRITOS

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Nombre y apellidos: Familia Sancher Vazquer	Teléfono Edit 7.6 Page 1
Correo electrónico:	
Escuela(s) con la(s) que tiene una relación más estrecha:	Dawson Elem.

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Dawson V estamos muy Contentos con tener a mis
hilas agui Peto gora que habien Sobre un
Problema sobre lode ei Sierre de unos Escuelas.
Pues me Procupa Londe Parata Lodo Esto 1 Subte
todo el bienestar de nuestros hilas su aducación
academica Por lo tanto no sotros Estamos apollando
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Escuela buena academica Mente y Sobre todo e/
Personal es muy Lueho los maestros son eselentes
les brindan mucho atollo alos hihas Y la Escuela
frehe muchas ayodas Para los hiños como tutorias
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mucha Comunicación Con los maestras y todo el
Personal Por eso hos Fijocura muchoa hosotros ho queto.
Que Pase hada mais con la Estacia como el sierre

AUSTIN INDEPENDENT SCHOOL DISTRICT FACILITY MASTER PLAN

Community Meetings January 12 and 13, 2011

WRITTEN COMMENTS

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Juntas Comunitarias 12 y 13 de enero de 2011

COMENTARIOS ESCRITOS

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Nombre y apellidos: Floren Lina Dominguez Teléfono:
Correo electrónico:
Escuela(s) con la(s) que tiene una relación más estrecha: MOLY DAWSOU

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Juntas Comunitarias 12 y 13 de enero de 2011

COMENTARIOS ESCRITOS

Nombre y apellidos: Wall Ca Silver	Teléfond
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Escuela(s) con la(s) que tiene una relación más estrecha:	Dawson
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	Page 457

Juntas Comunitarias 12 y 13 de enero de 2011

COMENTARIOS ESCRITOS

Nombre y apellidos: MARIAL RALIREZ Treis Abyuoto Teléfono:
Correo electrónico: Mari la Renza estalado-com
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Our serier una lastima y muy lamentable. Oxala todor los fedres de la minos Principamos hacen algo
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y solar levelo los maestros
Oce no 2 Corran Se l'Enavion demostado
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Joslin ES

Juntas Comunitarias 12 y 13 de enero de 2011

COMENTARIOS ESCRITOS

Si desea hacer sus co que escriba clarament de la escuela(s) con l	te y en LETRA DE l	MOLDE su númei	ro de teléfono y	/o su correo electrónio	co, y el nombre
sus comentarios.	61.11.	17			

Nombre y apellidos: _	20014	(1))(1)	<u> </u>	Teléfono:	
Сопео electrónico:	edvinrom	. ey L. 721	2 114 21.00		
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Juntas Comunitarias 12 y 13 de enero de 2011

COMENTARIOS ESCRITOS

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Nombre y apellidos: <u>Mayra & Melchor Galvan</u> Teléfono: Teléfono:
Correo electrónico: me la
Escuela(s) con la(s) que tiene una relación más estrecha:
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Creo que al mover estudiantes de Akins a Ciocket
no es buena idea ya que Ciocilett esta melorano
mucho a nivel deportivo, arademico, banda etc
y al enviar mais estudiantes autra se vea
difector todo sus logios academicos y para
los estudiantes de Akins no creo que
sea justo de movellos, ellos tienen sus
amigos en esa esc y es may importarto
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O piensen en si los envian que sea
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Oak Springs ES

Juntas Comunitarias 12 y 13 de enero de 2011

Page 463

COMENTARIOS ESCRITOS

Nombre y apellidos:	Tania F	=dith L	- POV	Teléfono.	
Correo electrónico:					
Escuela(s) con la(s) que	tiene una rela	ación más estre	echa: <u>OaK</u> s	pring	
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COMENTARIOS ESCRITOS

Nombre y apellidos: Rosa S. Par

Correo electrónico:
Escuela(s) con la(s) que tiene una relación más estrecha:
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Institución las maestras billagues y las en
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Multiple Schools

Juntas Comunitarias 12 y 13 de enero de 2011

COMENTARIOS ESCRITOS

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Nombre y apellidos: Maria Colia Daminguez Teléfono:

Correo electrónico: Amaordomnacez Quo hoo com

Escuela(s) con la(s) que tiene una relación más estrecha: <u>Pleasant Hill Elementary</u>, Bedicheck

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Nombre y apellidos: Rafael Agvirre	/₹ Teléfono:
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AUSTIN INDEPENDENT SCHOOL DISTRICT FACILITY MASTER PLAN

Community Meetings
January 12 and 13, 2011

WRITTEN COMMENTS

If you would like to provide written comments, please complete and hand in this sheet. In case we need clarification of your comments, please clearly PRINT your name, telephone number or email address, and the school(s) with which you most closely identify.

Name: (histopher Creps	Telephone:
Email Address: Chrisygina @ Sbcglobal-net	_
School(s) With Which You Most Closely Identify: Boom	e Elementury
Please remember that you are also welcome to provide online	

Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org.

Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.

Boone is a great school! Our son is in 2nd grade and he literally gets excited to return to class. Every teacher he's had, from Pre-K and up, has been outstanding. He's reading at a 3rd 1/2 grade level and his laved each teacher he's had.

Boone is the best!!

AUSTIN INDEPENDENT SCHOOL DISTRICT FACILITY MASTER PLAN

Community Meetings January 12 and 13, 2011

WRITTEN COMMENTS

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clarification of your comments, please clearly PRINT you	ur name, telephone number or email address, and the
school(s) with which you most closely identify.	

Name: Gina Crepps Telephone:

Email Address: Chrisygina @shcglobglonet

School(s) With Which You Most Closely Identify: Boone Elementary

Please remember that you are also welcome to provide online comments through January 17, 2011, at the Facility Master Plan link found on the AISD homepage: www.austinisd.org.

Please provide your written comments in the space below. If needed, you may use the back of this sheet to continue your comments. These comments will be scanned and included in a public report, provided to the Facility Master Plan Task Force, and posted on the website. Please write as legibly as possible.

Boone Elementary is a wonderful school. It is truly diverse in enrollment: pacially, Socio-economically and is a vibrant center for our special Slice of Austin! The teachers and staff at Boone are committed, qualified, dedicated individuals who go the extra mile to see that "No Child gets Left Behind." Please, Keep Boone OPEN! Keep our children close to home in the nurturing environment that Boone Elementary has proven

> Sina Capp Page 469

12 January 2011

AISD Facilities Master Plan Task Force 111 West 6th St., Suite B 320 Austin, TX 78703

Dear Facilities Master Plan Task Force,

I am writing to express my dismay at the suggestion that Zilker Elementary School be closed. Actually, shock was more the feeling that we all felt when we learned of this possibility, for Zilker, like Barton Hills and Pease, is well known for its excellence and like the others is filled to capacity every year--- not the definition of an "underutilized" school! These schools are what all the schools should be, the place that makes us feel so lucky, for our students are loved and guided and led in a way that not only makes them able to do well on the TAKS tests, but makes them be happy, confident, self-disciplined, kind people who enjoy learning and being part of a community.

Zilker Elementary School is the heart of our community, it is what ties us all together and gives us a common cause and a reason to walk and bike through the neighborhood every day to pick up our children and connect with other families. It feels like the old days, old-fashioned and friendly, like something out of the Andy Griffith show or Father Knows Best. My older son who is now in Middle School still likes to hang out there after school. If he's lucky he runs into his 5th grade teacher who hugs him and tells him she misses him so much. (Before her, he was just another boy who struggled and got into trouble a Iot.) In any case, he connects with old Zilker friends there and plays on the school grounds, because the school functions as the neighborhood park, too, with kids playing, dogs chasing Frisbees, adults playing tennis and mixed ages playing basketball or kickball.

We had lived in the Becker neighborhood, another great neighborhood, and our oldest son attended Becker. We supported the school when it was in risk of being closed, because we know it is a great thing to have a neighborhood school. But our son was unhappy at the school, and although some vocal neighbors supported the idea of Becker, many of those supporters did not have students at the school. When our younger son began kindergarten there he was also unhappy, and I spent some school hours with him in his classroom, which I found uninspiring. In his first two weeks, he ran away twice. After the second time we brought him to Zilker and at the end of the day he said, "I want to go here!" He has had an amazing school career since, at the wonderful world of Zilker Elementary. When we were finally able to get our older son to Zilker he began a whole new school life, and we wondered what he might have gained had he had the advantage of Zilker from the beginning. Looking back we wonder if it would have been best for

those kids in the Becker neighborhood if that school had closed so that they could benefit from such a superior environment as Zilker.

If Zilker and Barton Hills close, all those neighbors that cross paths in the mornings and afternoons while walking their children to school will have to get into their cars and drive to a school that is not part of their neighborhood, and spew fumes and cause traffic and miss their friends and neighbors, and wonder what happened to their neighborhood that they moved into because of the fantastic schools.

This morning on the walk home from dropping off our 4th grader at Zilker (the one who ran away from Becker) we were called in for coffee at the home of our crossing guard who helps families safely cross the street to the school every morning. He and his wife had brought us tamales before Christmas, even though we only know Gus from our mornings and afternoons at the school. He and his family have been in the neighborhood for 40 years and his children went to Zilker, his wife worked there and his granddaughter goes there. These old neighborhood schools have history and they grow long term community and they shouldn't be dismissed lightly, for they promote so many qualities that Austin has and Austin wants. Zilker not only creates bright, smart kids, it helps create a safe and happy neighborhood filled with families that exercise outside daily and that model getting places without getting into a car.

Zilker Elementary School is an incredible place. It would harm many children, families and reduce overall quality of life to close this treasure. To assess ways to reduce budget costs without considering more than dollars per square foot is narrow minded and counter productive. Please consider other approaches to reduce costs (housing administrative offices in underutilized school space might be a good place to start).

Please rethink the school closing proposals and keep Zilker and other exemplary schools open,

Sincerely,

Helen Snook Helen (Sul

To: Paul Turner, Executive Director of Facilities AISD Facilities Master Plan Task Force 1111 West 6th., Suite B 320 Austin, TX 78703 pturner@austinisd.org 512-414-2667

From: Jason Roeber, Father of Zilker Elementary student, Calvin Jessen



Dear Paul,

I am writing to you to express my strong conviction that Zilker Elementary School should **NOT** be closed. I encourage you to make this recommendation to the AISD Board of Trustees for the following reasons:

- Zilker is a thriving, high-performing school, a jewel in AISD's crown. Zilker is one of the most sought-after schools in AISD because of its diversity, parent support, special needs programs and academic excellence. The District's mission to provide exemplary education for our children. It simply does not make sense to close one of the most exemplary schools in the district. Closing one of the most exemplary and highly demanded schools in the district goes against the mission. Look at the number of students that transfer to Zilker every year because of its excellent reputation.
- AISD has recently invested millions in bond money to improve the Zilker campus, including new technology, a state-of-the-art library, new bathrooms, roofing, HVAC improvements, and a new playscape. Situated next to a top city park, students have some of the best opportunities in the city for outdoor recreation and physical education. Given recent investments and Zilker's ample physical space, the school should be updated or expanded, not closed.
- The number of school-age children in the Zilker neighborhood has been increasing and is expected to continue increasing, based on projected development trends. This year, the school was not even able to accept non-priority transfers in the kindergarten class because of this growth. We need to keep the school open to accommodate a growing population of school-age children.
- Neighborhood schools like Zilker promote parent and community involvement. With the support of parents, neighbors, and dozens of local businesses, the Zilker PTA raises more than \$60,000 a year for arts and cultural programming, technology, tutoring for struggling students and enrichment programs. In just the last year, parents have created both a Spanish and an after-school math program.
- Finally, closing Zilker is in direct conflict with the City of Austin's Tomorrow Plan, which promotes sustainable development and walkable communities. More than 100 students walk or bike to Zilker every day keeping cars off the street, our air cleaner, and

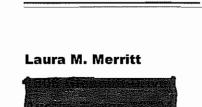
- our children healthier. Closing Zilker would create numerous problems related to traffic, parking and transportation safety.
- Bussing kids to Becker and Dawson would cause tremendous traffic jams on the three streets that
 cross the railroad tracks. Only Barton Springs Road is not blocked by the railroad tracks. Mary
 and Oltorf are the only other through roads and there is a regular 7:30 am train that blocks both of
 those streets for 10 minutes each morning. This will cause a major bottleneck for all of SouthCentral Austin in the morning.
- Consider delaying renovations, or alternative funding options. Consider volunteer labor projects for some of the upgrades. There are many Zilker parents who have numerous skills that could be put to work doing some of the renovations.
- Consider allowing local businesses to advertize at the school, parental funding or fundraising.

There are many options that need to be discussed before you consider ending one of Austin's Crown Jewels. We move to Austin because I wanted my son to get a great education, we chose Zilker because of its great reputation, we've been actively involved in the school and neighborhood and it would be tragic if this was all for nothing.

Please work to ensure that Zilker Elementary remains open.

Sincerely, Jason Roeber

Roeja01@ca.com



January 12, 2011

Attn: Paul Turner, Executive Director of Facilities
AISD Facilities Master Plan Task Force
1111 West 6th., Suite B 320
Austin, TX 78703
pturner@austinisd.org

Dear Mr. Turner:

I am a resident of Barton Hills, and the mother of two young children, currently ages 3 and 5. I am writing you to express my concerns regarding the potential closure of Barton Hills Elementary and voice my strong opposition to Facilities Master PlanTask Force proposal 4.4B, or any AISD proposal that includes closing well-attended, exemplary neighborhood schools, including Barton Hills and Zilker Elementaries.

A few data points for your consideration:

- 1. The 2000 census information that the Facilities Master Plan Task Force relied upon in projecting attendance at Barton Hills Elementary is ten years out of date and, as a result, wholly inaccurate. By way of example, in the year 2000, I was not even married. By 2010, I had married, purchased a home in Barton Hills, and given birth to two children. My family is completely unrepresented in the census that is guiting your decision-making.
- 2. Your data fails to consider the dramatic demographic shift that has taken place in Barton Hills in only the past three or four years, a trend that shows no sign of waning. When we purchased our home in 2007 and moved in with our then 18-month-old, there were no other children under 5 years of age on my street (Homedale/Glencliff). There are now <u>seven</u> such children, and at least one on the way, an increase of over 700%. And that is just on my street.

- 3. Home buying trends project an even greater increase in young elementary-aged children in Barton Hills. Talk to anyone in the neighborhood and they will tell you that the original homeowners who established Barton Hills in the 60's and 70's and raised their families there are selling and moving on in large numbers. There are currently two homes for sale on my street alone. And who is buying those homes? People like me and my husband. Families with young children, or planning to have children, who want to raise their kids in a central neighborhood, and who were attracted to the area in large part because of the sense of community fostered by galvanizing sources such as Barton Hills Elementary.
- 4. Barton Hills Elementary works. It is an exemplary-rated, highly in-demand school with extraordinary parental and community support. Not just parents, but neighbors and businesses support Barton Hills. The choir sings at Austin City Limits festival. The Umlauf Sculpture Garden & Museum hosts BHE children. Neighbors of all kinds attend its fundraisers and festivals. BHE is a community treasure, a factor that should not be ignored in your decision-making process, since we all know that a strong community equals a strong education system.

There are scores more reasons to keep open these neighborhood schools, from the environmental and health impacts of eliminating walk-or-bike-to-school options to questions about whether closing this school really will save AISD money in the long run, but I know that others have and will continue to address these issues more eloquently than I could.

Thank you for your service to our city's children, and for considering the viewpoints of the communities who will be affected by your decisions. You may contact me at any time should you have any questions for me or wish to discuss this further.

Sincerely.

Laura M. Merritt

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Brad B. Castleberry Christianne M. Castleberry



January 13, 2011

Mr. Richard Frazier
Ms. Janet Mitchell
% Mr. Paul Turner
Carruth Administration Center (CAC)
1111 W. Sixth Street, B-320
512-414-3050

RE: Opposition to Closure of Barton Hills Elementary
AISD Task Force Meeting No. 15 Recommendations and Report

Dear Mr. Frazier and Ms. Mitchell:

This letter is submitted to you as co-chairs of the AISD Task Force, but intended to be provided as comments to all Task Force Members. This letter is submitted on behalf of Brad and Christianne Castleberry, Dep Cove, Austin Boas, 1800, parents of one (1) second grade student and one (1) student that will enter kindergarten in the Fall of 2011, in response to the above-referenced Austin Independent School District ("AISD") initiative. Specifically, this letter is submitted to oppose closing Barton Hills Elementary ("BHE") for the following reasons:

- 1. BHE is a school with exceptional performance, and it serves a number of elementary school-aged children in inner city Austin. BHE scores at the top of performing schools and serves as a buffer for lower performing schools in the AISD overall performance rating. It would be bad business practice to close such a high performing school, especially one that serves a number of students within AISD's jurisdiction. BHE serves more than just its local neighborhood in providing such excellent educational opportunities for students of AISD, and not taking into account educational performance is in direct conflict with the guiding principles identified for evaluating school closure and/or consolidation.
- 2. The recommendation to close BHE focuses solely on asset management. The recommendation does not take into consideration important issues such as traffic, congestion, and student safety. The proposal to close both BHE and Zilker Elementary has not been considered with respect to how students will commute to/from the new campuses. Not only is there a major thoroughfare in South Lamar Blvd., but there is an active railroad that must be crossed, and there are limited sidewalks and safe paths for children to walk between neighborhoods that are clearly bifurcated by South Lamar Blvd.

Mr. Richard Frazier Ms. Janet Mitchell January 13, 2011 Page 2

The Task Force recommendation has not taken into account anything more than numbers of buildings, and making a decision in a vacuum of consideration is ill advised.

- 3. The report referenced above (the "Report") that was relied upon by the Task Fork is misleading regarding utilization at BHE. For whatever reason, the Report does not take into account utilization by transfer students when addressing capacity. BHE is fully utilized, and based on its collection of transfer students, provides a diverse student population that excels in academics and public activities. Indeed, the initial report prepared by the consultant retained to evaluate AISD's options did not recommend closing BHE, in part, because it is fully utilized. It is unclear what guiding principles the Task Force used to make its final recommendation in contradiction with that of the retained expert for this initiative. The Report is also flawed in many other respects. First, it appears that the impact to the community was greatly underestimated. As noted above, in estimating the number of students that will be impacted by closing BHE, the Task Force does not include transfer students. The meeting notes of December 14, 2010 list total affected BHE students at 184; in fact, BHE's K-5 population is 347, and there is also a 6th grade class. All of these students will be impacted by closing BHE. Another inaccuracy of the Report is the projection of future growth. It is not clear how the Task Force, or its consultants, arrived at the projected rate of growth (from a current student population of 74%, growing to 79% in 2014) when actual records from Travis County evidence that 59% of the parcels in the 78704 zip code have been deeded from one party to another since 2000. There is a clear shift in the Barton Hills and Zilker neighborhoods to families with elementary aged children. The demographic data that the Task Force has relied upon is flawed as it is outdated, and no decision should be made on closure until the 2010 census data is available for consideration, and until patterns of utilization have been fully evaluated and vetted among BHE and Zilker Elementary. Lastly, the Report completely disregards academic performance as a factor for consideration notwithstanding the fact that academics is the core duty of AISD. It is worth noting that 8 of the 10 elementary school campuses being considered for closure, including BHE, were rated exemplary by the State last year. They represent over 27% of all exemplary elementary school campuses in AISD. To close these schools because of short-term budget issues seems incredibly short-sighted. It would be a better business decision to invest in exemplary schools like BHE.
- 4. In 2004 and 2008, citizens approved bond elections for improvements to BHE. It does not make sense to literally waste approved tax payer improvements by closing BHE. Indeed, such action would arguably be in violation of the bond approval process, and should require an additional public vote. If AISD acts to close BHE, there could be legal ramifications based on actions taken inconsistent with tax payer voting. No taxpayer voted to approve spending money on improvements with full disclosure that the money expended would be wasted by closing facilities improved with said money.

Mr. Richard Frazier Ms. Janet Mitchell January 13, 2011 Page 3

5. The proposed recommendation to close BHE also fails to address the environmentally sensitive area where BHE is located. Due to development restrictions, there are limited uses for this site outside of the existing campus. The Task Force has completely failed to consider redevelopment, property use, and environmental impacts associated with the proposed action to close BHE. Recommending closure without consideration for the environmental impacts associated with potential redevelopment or repurposing the use of this property shows a clear and utter failure to look at long-term impacts of such a hasty decision.

Before pursuing closure of BHE, or any other proposed school, we recommend that AISD consider alternative ways to address its business ventures, including looking at the cost of its own administrative operations and location of existing administrative facilities. AISD should not seek to turn Austin into a community that values large suburban big-box schools that churn out students, but instead one that looks to meet the goals of the initial workshop attendees in this process – diversity, individualized learning, and promoting community awareness. Indeed, the Report states that AISD should promote smaller schools, but is contradicting in its recommendation to close BHE and Zilker Elementary. AISD needs to look at business in the context of education – not simply in terms of misleading data regarding utilization, and alleged "facilities efficiency." Such actions are flawed and have proven unsuccessful in other large metropolitan areas across the State.

As a final comment, it is important to note that BHE is located on property owned by the City of Austin and any activities related to planning for this site need to be coordinated with the City prior to making any final decisions. Given its clear vested interest in property ownership, the City should not be excluded from direct dialogue and input regarding this decision. Moreover, published data suggests that the impact on property values when closing a community school is significant in that the values are decreased between 9-10%. Given the assessed value of property in the 78704 zip code, closure of BHE will have long-term impacts on revenue to both the City and AISD in terms of property taxes. This is another issue that should be directly coordinated with the City before any final decision is made to close BHE. If AISD does not have the business acumen to appreciate the negative future impact to its revenue stream, I am confident that the City does, and will likely appreciate the impact such changes will also have on the composition of neighborhood residents and their willingness and ability to support local businesses along South Lamar and Barton Springs.

Participation and access to information regarding this process has been quite frustrating. There needs to be better accountability and consideration of business practices within AISD for public awareness as a whole on proposed decisions such as this. Based on the activities associated with this proposal, it is clear that affected persons, including the City, were not allowed ample time to participate in such meaningful decisions, and this needs to be addressed within the AISD process of open government.

Mr. Richard Frazier Ms. Janet Mitchell January 13, 2011 Page 4

In summary, we respectfully request you not approve closing BHE in 2012 or at any time in the near future without addressing the items raised herein, but that you give careful consideration to the impact such action will have not only on the children of AISD that attend BHE now and into the future, but also on planning and zoning decisions that are being made to address inner city revitalization and business development, and with respect to City-owned property. We look forward to your written response to these comments.

Sincerely

Brad Castleberry

ce: The Honorable Mayor Lee Leffingwell and City Council City of Austin Planning Commissioners

City of Austin Platting and Zoning Commissioners

Jilian Ralls, Project Manager

Dejong-Richter

4945 Bradenton Ave. Suite B

Dublin, OH 43017

AUSTIN INDEPENDENT SCHOOL DISTRICT

Community Meeting #3 January 12 and 13, 2011 Web Comments

- "Hubs" for the buses are a very bad idea, especially for those of us in Central Austin. I do not understand how they would save \$205K; I don't know where that figure came from. Kids should be able to leave home and walk to a nearby bus stop, as my child does now. The point of buses is to avoid use of cars. Apart from being inconvenient for working parents, the use of cars is irresponsible, given the energy shortage and problems of global warming and air pollution.
- "It's wrong to close Exemplary, central city and thriving schools," said Heather Way, vice president of the Zilker Elementary PTA and a parent of two students. "It makes no sense. "The concern we have is they're making decisions based purely on the calculations of buildings, not the calculations of what best serves children and what best serves the community in which these children live," Sabo said. Taken from http://www.statesman.com/news/local/nine-austin-schoolsmay-face-closure-1177179.html Stealing from the Poor and Giving to the Rich In closing Exemplary schools to save \$11 million, we are taking from the economically disadvantaged to go into the pockets of the rich. 66 of Austin AISD employees \$100,000 make or more. http://www.texastribune.org/library/data/governmentemployee-salaries/austin-isd/?page=1 In researching the 23 schools that are Exemplary in AISD, 11 of the Exemplary schools have a higher White population, 2 schools of which are proposed to close, 13 of the Exemplary schools have a higher Black and Hispanic population than White students - 6 of which are proposed to be closed. And, 5 of those 6 schools have more than 80% of students that are economically disadvantaged. -Source NCES, 2008-09 Two schools proposed

to close. Ortega Elementary and Oak Spring Elementary, come from homes in the area codes 78721, and 78702, the lowest median household incomes in all of Austin. http://www.citydata.com/zips/78702.html Shame on us, Austin, if we are closing Exemplary schools and taking away education and opportunities from the "least of these." 8 of the 9 schools proposed to close are Recognized or Exemplary rating (only 2 being Recognized and 6 being Exemplary schools.) Ortega has gotten 93-100% on their TAKS scores this year, meeting or standards. Data exceeding from: http://www.greatschools.org/modperl/achievement/tx/569#fr om. Ortega is an example of how low student to teacher ratio, Exemplary & dedicated teachers & staff, extraordinary leadership and high PTA involvement can lead to the success of students no matter what their economic means can afford. Our parents are just as hard working, if not more than most, working 2-3 jobs, single-parenting, worried about making rent and struggle to feed their kids. Some students live in a different location every year. Why shouldn't our kids who didn't come into the world with much have just as good of an education as those who have? Our teachers are outstanding and have contributed to the high academic success of our students. Our music program is one of the best in Austin. Our music teacher has formed a choir that tours all around Austin, singing at the Pecan Street festival, the Omni Hotel, ACC, Huston-Tillotson, and various locations around town. Our Art teacher has enabled young artists to have their work showcased around the city, making connections with the community to bring historical context to Ortega, even opening our school as a location on the East Austin Studio Tours. Many

of the teachers have taken time to further develop their skills to better meet the academic needs of the students. We have teachers that have achieved Masters, and Doctorate levels, and have been awarded National Board Certification. All of our teachers have voluntarily taught after school classes, to further develop the talents and interests of the students. I'm not naming all the awards, but highlighting just a few. In 1993, Ortega was awarded Overall Excellence America's Best Elementary Schools by Redbook Magazine. In 1993-1994, Ortega was awarded a National Blue Ribbon School by the U.S. Department of Education and an Award for Progress in Quality by the Greater Austin Quality Council. Besides being awarded a Recognized school by the TEA from 2001-2007, Ortega has been awarded Gold performance in Writing and Mathematics many years in a row. In 2008, Ortega was awarded one of the Best Public Schools in Texas by Texas Monthly Magazine, and has held the highest TEA standard of Exemplary school from 2008-2010. Why would you close a school that is academically meeting every standard and exceeding them? Our students are not only academically, but socially responsible as well. Our Counselor has developed a program of Peer Mentorship, where students are learning leadership skills and how to successfully mediate arguments between their peers, and some have even taken these skills home to mediate arguments between family members. How valuable is this skill to our families as well as their journey into the workplace? If you are closing down Ortega, you are closing an extraordinary Title-1 school that is providing all the ideals of AISD. You are closing a school that has brought AISD's mission, vision and core values to provide an education to "all segments of AISD." Ortega successfully uses AISD's strategies to reach and exceeds Texas Education Agency's goals. Ortega exemplifies AISD's four goals of 1) All students will perform at or above grade level. 2) Eliminating achievement gaps among all student groups 3) Meeting or exceeding state accountability standards by providing high-quality, well-rounded educational experience to all students, building strong relationships with students families, and the community to increase trust and shared responsibility, to ensure that every classroom has high-quality, effective educator; and align resources to accomplish priorities within a balanced budget." AISD's Mission, Vision, Core Values http://www.austinisd.org/inside/index.phtml and Goals: Instead of closing an Exemplary school, I propose that boundary lines should be redrawn so that Ortega can provide these opportunities to more students in our area. Ortega is rated the highest compared to surrounding schools. Govalle Elementary is Academically Acceptable, and only has a 1 out of 10 rating by GreatSchools evaluation criteria which are based on the TAKS testing results for each grade. Norman Elementary is a Recognized school, but only has 3 out of 10. Simms is Exemplary, but has a rating of 5 out of 10 by GreatSchools evaluation criteria. Oak Springs Elementary is also Exemplary this year, but scored only 5 out of 10. With the added weight of Ortega students, Govalle is projected to exceed its capacity in 2 years. High student to teacher ratio will affect the student's performance. Not to mention the danger of crossing a busy intersection of Airport and Springdale, our students walking home would have to cross. It makes no sense to close down the best school and transfer all our students and overcrowd neighboring schools that are not doing as well. As

- responsible citizens of the city of Austin, we need to award Exemplary schools instead of closing them down.
- "Recommendation 3.4 regarding the boundary change between the Maplewood and Campbell campuses". The recommendation is problematic for the following reasons: i.e. The Cherrywood/French Place neighborhood section (section "41E" in AISD parlance) has been implementing sidewalk-plan over the last several years that establish a "safe route" to Maplewood. There is not an established "safe route" to Campbell. The children would have to cross Dean Keaton or Manor Road to reach Campbell. ii. The Tower View/JJ Seabrook neighborhoods (sections "41B" and "41C" in AISD parlance) provides an important Hispanic cultural influence at Maplewood. Maplewood Elementary is the AISD's closest school to a 33% White/33% African-American/33% Hispanic student population. All cultural heritages are equally cherished at Maplewood. iii. This recommendation reflects a band-aid approach to addressing the school needs and issues surrounding the Mueller development. Displacing children from traditional Maplewood households as a "plan" for addressing Mueller's growth lacks sensitivity and creativity. There are substantial plans and ideas currently being discussed that would provide better alternatives. iv. There is no budget impact to this decision, and no present need at Maplewood to implement this decision immediately as Maplewood is not currently over capacity.
- 1) One of the main school closure criteria outlined in the "Lessons learned from Urban School Districts" is to "use objective, consistent criteria that start with student performance." Why was performance not a criterion? Almost

all of the schools on the list of proposed closings are Exemplary. Additionally, closing Exemplary schools seems to be counter-effective in AISD's 5-year goal to increase the number of Exemplary schools in the district. 2) In the "Framework for Facility Utilization Decision Making" Zilker and Barton Hills are both identified as "Low Population - High Enrollment" schools, i.e., while the "home" population is <85% of enrollment (population/capacity), total enrollment exceeds 105% (enrollment/capacity). These types schools are considered to be very successful and the recommended strategy regarding these schools is not that they should be closed; instead, I believe the recommendation is to examine to find out what makes them so attractive to so many... they could be an example to increase enrollment in other schools (which might even motivate parents inclined to send their children to private schools to public schools). 3) Cost of renovations to schools. The data included in the documentation provided to the Task Force appears to be somewhat outdated. Over the past year, many of the schools on the list have made improvements to the school-facilities. Not taking these improvements into account and abandoning schools to leave the improvements unused is a waste of scarce resources and tax-payer money (or in this case of money raised with school bonds). Additionally, it appears that the final numbers to determine "future cost savings" include all types of improvements, not only the improvements that are high priority. If one looks only at the priority 1 and/or 2 data, the final dollar amounts provided in the documentation are far lower (not to mention the fact that a lot of these recommended improvements have already been made, thus

eliminating many of the assumed facility improvement costs.). Some of the improvements on the list can be put on hold until we get through these dire economic times. Or, I am absolutely convinced that most of the parents in the affected schools would be willing to roll up their sleeves and help out make some of the improvements, either by donating their time or money, if it will allow them to keep their children in the neighborhood schools. Additionally, I would like to comment on the exclusion of transfer students in the data used by the Task Force. If the instructions were to exclude transfer students from analyzing enrollment in schools, should there not be an analysis of where all the transferred students would go upon closing of their current schools? Many transfers come from schools that are over-crowded. Sending these children back to their original schools will just aggravate the issues playing at those schools. Additionally, sending them to their own schools may result in an increased number (which can be quite large considering the number of current transfers) of children taking the bus to school, thus increasing costs there. Not accounting for transfer students in the process at all is irresponsible and could lead to unexpected additional funding requirements at schools other than those included in the Task Force's recommendations. I hope you will be able to reconsider the proposed closings. And I am also convinced that, if given the opportunity and the time, many of the parents at the involved schools and even at other schools will be willing to work with AISD to keep all the schools open and find ways for the district to determine alternative cost savings or to create new sources of funding.

1. Use current demographic data. I live in Barton Hills and this is a growing, thriving neighborhood. New businesses are opening up along S. Lamar. Older residents are being replaced by young families. My taxes have risen and I have paid dearly to support schools, including Barton Hills Elementary school (BHE). If BHE is closed, decrease my taxes accordingly. 2. Change the "charge" given to the task force; discontinue the practice of using our children and tax dollars as part of some short-term experiment. 3. The AISD Facilities Task Force meeting notes of December 14 seem to indicate that closing BHE was the only elementary school proposal that met with formal opposition within the Task Force (see Small Group Recommendations for Potential Scenarios). Since BHE and Zilker are the only two schools currently operating at or above capacity, please review the issue with the task force to broaden discussion of the apparent opposition, and consider the neighborhood comments? (Note: BHE is well on the way to achieving AISD's "optimum" population utilization efficiency of 85-105%, and is already in the "optimum" population range of 300-500 students.) 4. Request the Task Force re-consider in their analysis that: *Barton Hills Residential Total Current Market Valuation \$929,414,629 *Zilker Residential Total Current Market Valuation \$620,722,344 * Not even counting Stratford Drive properties (which contribute massive property taxes and are in Barton Hills school zone), at a 1.227 tax rate, that's \$19 million every year toward AISD. *A 10% drop in value would represent a loss to AISD of nearly \$2 million every year. *For all property tax revenue (AISD, City of Austin, Travis County, Central Health, ACC) it's a loss of \$3.6 million in tax revenue. Again, not counting Statford Dr. 5. Factor in the re-

consideration that AISD can't afford to make students cross a five-lane thoroughfare. Transportation costs will increase. Elementary school kids can't cross S. Lamar, it's a five-lane thoroughfare. You will have more busing. Plus, will you have crossing guards on S. Lamar? Can you imagine the traffic nightmare? Plus, the first kid hit by a car will launch a wildly expensive lawsuit. Even merging Barton Hills & Zilker and merging Becker & Dawson makes more sense. 6. Re-consider that BHE and Zilker received Voter-approved bond funds. Just a couple of years ago \$4 million in improvements were made using taxpayer funds at both schools. If the recommendation to close the schools is upheld, give the taxpayers in these neighborhoods a corresponding tax reduction since what they voted for would no longer be what they are paying for. 7. Reconsider the Task Force conclusion by factoring in transfer students. There are nearly 10,000 transfer students. They are not provided free transportation. Put them into the equation (i.e., transfers not allowed), the transportation costs likely will increase. 8. Take into consideration additional tax revenue issues and research. Research has shown that increased test scores result in higher property values and more tax revenue. Carroll & Scherer, in The Impact of Educational Quality on the Community, wrote: There is very powerful evidence that the quality of a school or a school district, as measured by average test scores, is positively associated with housing values. Researchers posit that homeowners are willing to pay more to live in a community that is served by a school or a school district that is higher quality, as measured by the average performance of the students attending that school. Specifically, studies have found that 1 percent higher average

- reading or math scores in Chicago and Massachusetts were associated with .5 to 1 percent higher property values. That means that all the housing values in the area served by the school or school district are improved. That has a profound secondary effect. Taking this rough estimate of a 1% higher average scores correlating with a 1% higher property value, Barton Hills Elementary gives the city an average estimated increase in property taxes of 15% more than the city at large and 5-7% above Becker and Dawson.
- 1. Oak Springs changed from one of the lowest performing AISD schools to achieving an Exemplary rating by the state of Texas in the spring of 2010. 2. The Oak Springs families face a variety of unique challenges including a. 77% of the families are at or below poverty level b. 98% of the children are in the free lunch program c. Most are single parent homes or have a grandparent raising the children d. Most do not have a computer or an email address making quick organization much more of a challenge and limiting their voice and access to information 3. An estimated 80% of the Oak Springs families do not own a car not having a family car presents a variety of challenges: a. Young children have to walk to and from school each day. b. If Oak Springs families are sent to Blackshear Elementary they will have to walk 1.5 miles to and from school, across the Light Rail tracks and through neighborhoods that Austin Police Dept have identified as having high gang activity, drug dealing and prostitution. c. AISD does not provide buses inside a 2 mile radius, but if AISD makes an exception for the Oak Springs children, there will be the added cost to AISD of buses for 300+ children every morning and afternoon. d. The parents and children will have the added challenge of

transportation when they try to participate in after school programs (including tutoring), evening programs for families, Saturday school and Saturday events. e. Poor families cannot afford to take the city bus. 4. Children need stability, especially children in low income homes. Studies show that children in low income homes succeed best in smaller classrooms and smaller environments. 5. Oak Springs Elementary has historical significance to East Austin. Two schools have already been closed in this part of town. These closures gave a very negative message to the neighborhood, reducing neighborhood and community involvement in schools. 6. The current location of Oak Springs Elementary in relationship to the residents of the Oak Spring neighborhood gives parents and school staff safe access to each other. Parents and teachers regularly walk across the street to meet with each other at the school and in homes. All the faculty and staff at Oak Springs are committed to this neighborhood and the particular needs of this community. Parent involvement is the highest it's been in years. This two way relationship has an important role in the success of Oak Springs Elementary. (7)

• 1. Property values are declining and tax revenues are shrinking. This is an absolute misstatement. Our property taxes go up every year and are limited only by the 10% cap, just like all of our neighbors. This has been the case every year (except one year, when out taxes only went up 6%). We have owned our house in 78704 since 1998. Excellent schools support the growth in the Zilker neighborhood, and closing the elementary school would be a self fulfilling prophecy. 2. The neighborhood demographics don't support the school population. This, again, is a misstatement based on outdated census data. Years ago,

this was an area populated by an aging population of older. mostly original pioneering residents. Now the population trends to younger, professional couples who are living the "Austin Ideal" of close in, urban, dense residential neighborhoods. No one moves into the 78704 areas by accident, it is too expensive. The excellent schools make such an expensive investment possible and practice. Without the support and community of great schools, we'll be forced to move away, contributing to sprawl, pollution, expensive infrastructure requirements and the ever increasing commute times on MOPAC and IH-35. 3. Facility Improvement Costs. The inclusion of the 17 million dollar number required to "fix up" Zilker and Barton Hills Elementries is preposterous and outrageous. Whatever metric resulted in developing this number is flawed. The recent bond-funded investments at Zilker have completed the required updates. Bathrooms, HVAC, Cafeteria, roof, painting- have all been addressed. The school (independently of AISD) has raised the funds for technology updates and campus beautification. Yes, the school is old but it truly shouldn't be closed because of a 17 million dollar "trumped-up" repair/rebuild/refurbish number.

• 1. Take into account logistics of getting children across one of most traveled streets in city during rush hour. 2. BHE and Zilker are Exemplary schools that attract homebuyers to central Austin, helping the city fulfill its goal of promoting population density and limiting sprawl. Closing Zilker, 1 of only 5 Blue Ribbon schools in the district (top 6%) sends the message that academics aren't important in AISD. Expect flight to Eanes. 3. Use current demographic data. I live in Barton Hills and this is a growing, thriving neighborhood. New

businesses are opening up along S. Lamar. Older residents are being replaced by young families. On my street alone, toddlers are suddenly everywhere. And this neighborhood has been spared property value problems; in the last 6 years, my taxes have been raised the maximum allowable every year. 4. The proposal notes overcrowding as an issue in just 5 years even if these schools are closed. I predict sooner, given the number of small children in our neighborhood that weren't counted. Don't use our kids and our tax dollars as part of some shortterm experiment. Further, the AISD Facilities Task Force meeting notes of December 14 seem to indicate that closing BHE was the only elementary school proposal that met with formal opposition within the Task Force (see Small Group Recommendations for Potential Scenarios). Further, of the 10 elementary campuses considered, BHE and Zilker are the only two schools currently operating at or above capacity. BHE is well on the way to achieving AISD's "optimum" population utilization efficiency of 85-105%, and is already in the "optimum" population range of 300-500 students. 5. Loss in tax revenue. Historically, when a neighborhood school closes, property values drop 10% (sources include a PriceWaterhouse study). Do the math. That is a lot of lost revenue for AISD. Take this into the equation. It's one reason that non-parents and businesses are against this proposal. Barton Hills Residential Total Current Market Valuation \$929,414,629 Zilker Residential Total Current Market Valuation \$620,722,344 Not even counting Stratford Drive properties (which contribute MASSIVE property taxes and are in Barton Hills school zone), at a 1.227 tax rate, that's \$19 million every year toward AISD. So a 10% drop in value would represent a loss to AISD of nearly \$2 million every year. Moreover, for all property tax revenue (AISD, City of Austin, Travis County, Central Health, ACC) it's a loss of \$3.6 million in tax revenue. Again, not counting Statford Dr. 6. In terms of transportation and safety, AISD can't afford to make students cross a five-lane thoroughfare. Transportation costs will increase. Elementary school kids can't cross S. Lamar, it's a five-lane thoroughfare. You will have more busing. Plus, will you have crossing guards on S. Lamar? Can you imagine the traffic nightmare? Plus, the first kid hit by a car will launch a wildly expensive lawsuit. Even merging Barton Hills & Zilker and merging Becker & Dawson makes more sense. 7. Voter-approved bond funds. Just a couple of years ago \$4 million in improvements were made using taxpayer funds at both schools. 8. If transfer students aren't counted, where are they in the equation? There are nearly 10,000 transfer students. They are not provided free transportation. But if they are put back into the equation (i.e., transfers not allowed), the transportation costs likely will increase. 9. The research for small schools is overwhelming. I know we have budget issues. But this proposal is misguided. 10. More tax revenue issues. Additional research has shown that increased test scores result in higher property values and more tax revenue. Carroll & Scherer, in The Impact of Educational Quality on the Community, wrote: There is very powerful evidence that the quality of a school or a school district, as measured by average test scores, is positively associated with housing values. Researchers posit that homeowners are willing to pay more to live in a community that is served by a school or a school district that is higher quality, as measured by the average performance of the students attending that school.

Specifically, studies have found that 1 percent higher average reading or math scores in Chicago and Massachusetts were associated with .5 to 1 percent higher property values. ... That means that all the housing values in the area served by the school or school district are improved. That has a profound secondary effect. Taking this rough estimate of a 1% higher average scores correlating with a 1% higher property value, Barton Hills Elementary gives the city an average estimated increase in property taxes of 15% more than the city at large and 5-7% above Becker and Dawson. 11. Taskforce focus. The algorithm and criteria of the taskforce seem overly focused on flawed data and things like portables (are portables really so bad?). The Facility Master Plan recommendations are completely detached from the AISD Board's larger budget picture (no comparison of the savings of school closures vs. teacher layoffs versus administrative cuts vs. other options). AISD did not even have the property tax revenue info that I outlined above. 12. Barton and Zilker neighborhoods have some of highest voter turnout in the District. (3)

• 4.4(b) is a completely unacceptable solution to the budget proposal. Zilker Elementary is one of the finest, most important community schools in the district. A large number of families moved to this part of Central Austin for the purpose of sending their kids to Zilker. To close that school would leave no AISD schools in South Austin west of Lamar, and would absolutely kill the neighborhoods there. Education is more than numbers, and these schools (Zilker and Barton Hills) contribute more to the Austin educational community than can be measured. The proposal ignores several key facts: 1) The two new schools for these children are not in our neighborhood. They are not

accessible by foot or bicycle. They are on the other side of one of Austin's busiest streets, as well as across an often busy (and clogged) rail line. 2) Zilker is a superior school with an Exemplary record. That was not weighed in this discussion. 3) This neighborhood is one of the few thriving, vibrant neighborhoods close to downtown. It is healthy and full of young families, many of whom moved here to be with this school. To close Zilker would kill this neighborhood. Our family bought a home and moved here last year to be close to the school. We changed our lives to be here. Do not do this to us. It is appalling that this has ever been on the table in the first place, much less made it to this point. Please remove option 4.4b from this proposal. It is not the way to solve the budget problems.

- 4.4b I feel the community would be better served by Zilker absorbing Barton Hills and Becker absorbing Dawson. That way, neighborhoods would be preserved and schools within those neighborhoods would be better utilized.
- 4.4B Proposal to close Barton Hills and Zilker Elementary Schools and reassign student populations to Becker and Dawson. This proposal presents serious safety hazards. The vast majority of students living within two miles of the newly proposed home schools (Becker and Dawson) would be subject to hazardous traffic conditions on a daily basis due to forced exposure to the South Lamar commuter and retail corridor as well as railroad crossings on Oltorf and W. Mary Streets. The task force states in option 4.4B that no new transportation routes are required and documents that transportation costs for this option are \$0. Buses will be required for all former Zilker and Barton Hills neighborhood students. Please

reconsider proposing a version of option 4.4A (See Task Force Meeting #15 Notes)in which ALL Barton Hills neighborhood students move to Zilker. All students currently zoned to Zilker should stay there. The railroad tracks need to be the zoning boundary; not S. Lamar. Consider adjusting Travis Heights Elementary boundary East to Congress Avenue and pushing Becker's boundary eastward to increase Becker's neighborhood population and encourage safer school travel patterns. Please consider keeping Becker and Dawson open, with options for using portions of those under-utilized campuses for the district's LMC or PDC programs (just to name two). Maintaining a variation of option 4.4A would preserve one pedestrian and bicycle friendly neighborhood elementary campus for the majority of students. It would also maintain the current vertical alignment patterns for middle and high schools. Capital Cost deficiencies reported for Zilker are not accurate. Please review.

A Formal Request of AISD: For the last two years, the East Austin College Prep Academy has provided the East Austin community with access to quality education that prepares our children for success in college. This is the kind of education that the children of East Austin deserve and that can strengthen our community. Now, as AISD works to identify ways to manage the repercussions of the current climate of financial hardship, concerned parents of students living in East Austin ask that the following option be considered: We ask that AISD lease Eastside Memorial High School, either its entirety or a portion of the building, to the East Austin College Prep Academy. EACPA would take over all related operational and facilities costs of running the school (or a portion of) from

AISD through a long-term, low-cost lease. East Austin College Prep would continue to provide the services it currently provides to the community including a school-based health clinic, employment services, childcare services, cultural arts programs, afterschool programs and parental education. This arrangement will enable two very significant things to happen: 1) AISD would save significant funding annually by not having to operate this underutilized school. The cost savings could then be redirected to help AISD keep other campuses open and operating. 2) It would offer our community, and our children, with the stable and consistent resource of a quality education that prepares them for successful futures, in particular to attend and succeed in college. This has been lacking in our community and our children deserve this. While we realize that numerous details need to be worked out to make this a reality, as parents and concerned citizens in this community, we believe that the East Austin College Prep option (provided by the East College Prep Academy and their numerous community partners) offers our children the best chance for a quality education that will prepare them for success in the future. At the same time, it offers AISD an opportunity to reallocate funds to continue to maintain or keep other schools open in the district. We ask that this proposal be given serious consideration.

 A public school system has the responsibility to educate all the children, not just the ones in affluent, well-educated, and wellorganized neighborhoods. Sending some children to overcrowded facilities such as Woolridge, Cook, and Barrington sends a clear message about how we as a community value them and their education. Move quickly to build the facilities

- already funded, and work steadily to equalize attendance in all neighborhood schools.
- About time we look at efficiencies. Agree with almost all options.
- Absolutely beyond disgusted with this district and its constant reinvention of the wheel. Choose a plan and stick with it. 1. Collect tax from businesses stop offering incentives. 2. Repeal of Robin Hood 3. Churches should pay taxes; they are a business stop buying into new plans/programs/ideas which cost millions. i.e.: Principles of Learning, purchased from University of Pittsburgh. Stop buying "stuff". Teleparent, aims, Innovation stations, Elmos (now obsolete), the overflow of unnecessary technology in/out of classrooms. Stop all the teacher training. Constant training, retraining, workshops on "foldables" is just insulting is an extreme cost to taxpayers, lost time in classroom, subs. etc. portable classrooms are a health hazard and not cost efficient. May I suggest a study of how many teachers/students who spent time in portables have unexplainable ailments and/or cancer? Stop catering to the needs of another country. The cost to provide education to a population that does not want to be educated is costing this country on many levels. The students and their parents refuse to learn English. Stop catering to ELL, ESL, LAPT etc. Stop offering tax incentives to businesses; get them to pay their share. Churches are also a business. Go to any Title 1 school and watch how the students throw entire lunches, unopened milk, juice etc cartons into trash. Many of those administrative jobs are unnecessary. Two AVID coordinators at district level? "Positive behavior support specialists", we pay for this? Why is our superintendent paid so much, with bonuses etc, when
- teachers live at poverty level? Scale down the special ed., documentation. Another group which is catered too at a monumental cost. Use common sense.
- Academic performance, city planning push for downtown development, and the health of our children need to be considered in the recommendations. Why would the district close one of the most sought after elementary schools? Zilker Elementary is a blue ribbon school. Success needs to be replicated, not destroyed. Having small, community schools in our downtown area promote walkability, reduce traffic congestion, and teach our kids healthy habits. I thought these were ideals of the city planning process AND a healthy school district. Our family purchased our house for the express purpose of sending our kids to Zilker. If Zilker is closed, we will move from the district.
- According to the options handout, Pease Elementary should be the first school closed. The closure would only affect the kids going to the school, about 250 kids, and no one else. It has the weakest disadvantages for closing it (historic site, diverse). This school could also turn into a private school where those kids could stay there and pay to go there. The idea that this school would stay open to make those few families happy and have everyone else in the district have to pay to keep it open just doesn't make sense. Close the school and have those kids go back to their home schools.
- Addressing the budget shortfall by closing schools is wrongheaded. The idea that schools are simply bricks and mortar is misguided. A school is an amazing balance of teachers, students, and programs that people have worked hard for generations to create. In a school the whole is

definitely greater than the sum of the parts. Pease Elementary is rich in diversity and academically Exemplary, something that is sought after by school districts and is hardly ever achieved. This mix of teachers, students, and programs isn't some formula that can be repeated. In addition, proceeding with the Master Plan as it is will turn many families' (that are already struggling to stay afloat and do the best thing for their children) lives upside down. Closing any Elementary schools in Austin will not only hurt children, parents and the community at large, but it will be an action that will take generations to recover from. Closing schools also goes against the Vision of AISD and this strategy stated on the AISD web site: "Build strong relationships with students, families, and the community to increase trust and shared responsibility." Closing schools does not foster good relationships with students, families or the community and it definitely does not increase trust. There are alternative ways to raise the capital needed to fund these schools. AISD could have a capitol campaign to raise the needed funds. In addition, I see in the funds that will not be spent if schools are closed. However, the plan does not lay out how much money will be spent with this plan. There is cost involved in closing schools as well as building new schools. There will also be an increase in transportation fees. It will also require capitol to shuffle the teachers, programs and students around. From looking at the plan it seems like AISD will just come to a break even or even after the plan is implemented. However, the negative effects The Master Plan will have on the community will be huge. My son is entering Kindergarten this fall and I am shocked and

- disappointed with the actions that have been proposed for AISD.
- After looking through all the options, I think a few are viable, however the majority of the options consider numbers only and not how moving the students would affect their education and the community. Many of the proposals even place schools at over capacity which is not going to help student to teacher ratios and quality of education. It also places these schools at a disadvantage later if the student population increases even a slight amount. Also, if the city needs to cut the school budget, I think that it should be approached from the standpoint of the best education for the students rather than school capacity. Therefore, if we close schools, it should be schools that are performing poorly so that students from those schools can be placed in schools that perform well. This probably would not work for high school or even middle school populations in Austin, but there are plenty of high performing elementary schools in Austin (quite a few in the south that you are planning to close)that could take on students from low performing schools. Then you would see fewer transfers in these areas. Another item not considered by these options is that if schools close in communities such as Zilker and Barton Hills, property values in these areas are sure to drop and will eventually drop property taxes paid to the city resulting in money lost to the city.
- After reviewing the Presentation and Options Handout, I
 wondered what the district is going to do in 2014 when many
 of the campuses impacted by these proposed consolidations
 are over capacity. It is my belief that community schools are far
 better when the neighborhood students attend them instead

of transferring to other higher achieving schools out of the area. We will never see true improvement in all of our schools until the parents who are paying attention need to focus their energies on the school down the street from them and ensure that each child is given the same opportunities to learn. With that being said, why wasn't Eastside Memorial on this list? It seems much underutilized with less than 500 students. I would support the closure of Eastside Memorial and Pearce Middle School. This support is not due to the money that would be saved. Instead, I support the end of a chronic failure to educate students in east Austin in an equitable manner. These schools are examples of mediocrity and inequity in educating our minority students and should be closed down in order to start a fresh experience for these students. Is it any coincidence that five of the eight closure/consolidation options impact schools that serve minority children who need neighborhood schools more than ever? These elementary schools have shown amazing improvement over the last few years and we will see that move into the middle schools and high schools in the near future. Why would the district make it more difficult for these students to attend school? Equity in education does not mean "only when it's convenient". We as a community have a responsibility to offer neighborhood schools that our minority students can walk or ride their bikes to just like the kids who attend Highland Park, Kiker, Mills and Gullet Elementary Schools. Sell Baker and CAC before you sell out your minority students.

 After reviewing the report, I was appalled at its approach. In the case of Becker, Dawson, Zilker, and Barton Hills, it selectively presents the case by ignoring some facts and misrepresenting others. It appears to be a rather transparent effort to support a pre-determined conclusion. The report cites only the alleged deficiencies of the schools to be closed, and ignores the deficiencies of the schools to remain open. Among those deficiencies are that Becker has a postage stamped sized schoolyard that will be totally inadequate for the school population. It has woefully insufficient parking. It is by far the oldest school of the 4. Barton Hills and Zilker have generous and pleasant school yards by comparison. Barton Hills is in better condition than represented, and is made to look smaller than it is by the label of 'permanent capacity', which I assume means ignoring the portables. Zilker and Barton Hills have consistently performed at a high level and attract sufficient transfer students that they are full, facts totally ignored by the report. The report does not consider other costs, such as transportation as students will have to be bused. Also, there will undoubtedly be a significant loss in property tax revenue: home values are sure to go down in value in the Barton Hills and Zilker neighborhoods if AISD eliminates one of the principal attractions of the neighborhood, high quality local schools. It's just crazy that schools that are doing it right and are consistently in demand and fully enrolled are to be closed in favor of schools that are none of those things. If a complete and objective list of the relative merits/deficiencies of the 4 schools is compiled, and a blind (no-name) comparison is done, the outcome would likely be the opposite: Dawson and Becker would be closed and Zilker and Barton Hills would remain open. For background, I have lived in the Barton Hills neighborhood for 33 years and had 3 children in Barton Hills Elementary, from 1992-2003. We

- live a block from the school and have seen its operations. It has had many, many upgrades over the years, and the condition index reported by the committee is laughable. I go to exercise class by Becker, and Barton Hills is in far better shape. I can only assume that the task force adopted a set of criteria that, while it made sense to the committee, was not reflective of the views of the larger community.
- After studying the preliminary options and talking to members
 of the task force, I am deeply disturbed by at least two factors
 that were not taken into account in the development of
 recommendations. Namely, the academic quality of the
 schools and the amount of parent involvement in the schools.
 Study after study has shown that these factors are directly
 correlated to a child's academic and social success in life.
- AISD and community leaders must demand that state legislators fulfill their obligations by releasing some of the \$9.2 billion in the rainy day funds to assist education shortfalls. 2. AISD, City Council & County Commissioners must demand that the state legislators create and pass mandatory sale disclosures on all properties (millions of dollars of taxes can be recovered). 3. AISD must sell its downtown offices and relocate administration to the so-called underutilized schools (this could be a model for other cities & states, administrators, educators & students all in the same school). 4. AISD must stop paying exorbitant salaries to superintendents and cease all bonuses. 5. Review Southwest Key Programs in partnership with the East Austin College Prep Academy proposal to lease portion of Eastside Memorial High School to house a Full Service Community School (AISD would save millions of dollars by not having to operate this underutilized school).

AISD finds itself in dire financial straits not just because of the current recession. There are districts in the state that are not experiencing the same extreme funding issues faced by AISD due primarily to better fiscal planning. The recommendations made by this Task Force are but a first step, ablest both a necessary and essential one, toward getting AISD on a path through which it can deliver quality education to all AISD kids in the future. The potential capital avoidance amounts are staggering: nearly \$60 million. That's teachers, resources, technology. The annual savings are equally staggering: almost \$20 million. Again, that's classroom dollars in terms of educator salaries, materials, technology, etc. The idea that AISD would even consider keeping these assets from the students of the future is mind-boggling. Here's the thing: you are charged with educating the kids in AISD schools in the here and now and the future. You are not charged with educating those who were here 5, 10, 15, 25 years ago. The sentimental ties to particular campuses have no place in the decisionmaking you face as Trustees. That's not saying it's not there, but it is something that has be put in its appropriate place. Schools that once anchored neighborhoods are not anchoring anything if they are operating at 50% capacity. Small schools are a luxury in times when they cost as much to operate as a school with 600 kids. And it is fiscally irresponsible to ask your taxpayers to keep paying for this kind of mismanagement. I realize these are harsh words, but this is actually a historic moment for AISD. What you do now will likely chart a course of financial health for this district, or destroy it, and with it the education of thousands of future citizens. Are you ready and willing to lose your job to do the right thing? I truly hope so.

- There are some strong recommendations here. I urge you to be brave enough to look at what these citizens have done and to support them.
- AISD must look beyond facilities to determine the closing of schools. Many of the schools slotted for closing are examples of what works in AISD. Both of my children attended Pease Elementary for 7 years. My youngest child is in 6th grade at Pease. Despite the fact that Pease is an all-transfer school, Pease is a community school. The principal, teachers, custodians, food service workers and parents all work together to teach and mold these children. Pease is a small and diverse school. Committed parents choose to send their children to Pease. Many parents would be forced to send their children back to their low-performing home schools with major discipline issues. Our 6th grade home school is Garcia Middle School. My children have friends of different ethnic and racial backgrounds which is so important to life development. Pease and Austin Recreation Center have a partnership with afterschool care and sports programs. My youngest daughter has learned basketball and volleyball at Austin Recreation Center for the past two years. Many of the 6th grade girls participate in volleyball and the boys in basketball. In the age of childhood obesity, this is a partnership that works. Pease is an Exemplary school by choice. Teachers, students and parents worked extremely hard to attain that status. Pease must remain open. The loss of Pease is much greater for the Pease family than the gain to AISD. Keep Pease Open.
- AISD must make careful decisions in order to retain the support of the community during this financial crisis. Many of the Task Force recommendations seem designed to do the

- exact opposite. Closing inner city neighborhood schools based on potential future savings is a very poor choice and is sure to result in massive loss of support for future AISD tax and bond revenue increases. It is equally inane to change school boundaries as proposed at the last minute for Maplewood Elementary school and the French Place area. French place is an intrinsic part of the Cherrywood neighborhood and has sent its children to Maplewood for generations. The proposed gerrymandering serves no useful purpose other than to anger many residents and parents. I strongly urge the AISD board to reject the Task Force recommendations and focus instead on areas with major potential savings such as administrative efficiency, administrative salaries and facility efficiencies.
- AISD needs to consider selling the Central Office location. Close Pease and Barton Hills elementary schools as they are not cost effective to operate. Move Central Office to Pease if they want to keep a downtown location. Close Oak Springs Elementary and move the population to Blackshear or vice versa. Both schools are under enrolled and it is wasting money keeping both schools open. Please consider selling the location of Central Office. It is prime real estate and some developer would pay a lot of money for the location. Plus, parking at Central Office is horrific and it's not convenient for anyone.
- AISD plans to close elementary schools and build 3 new ones?
 How is that saving money? Why can't those millions be put
 into the current schools? Save our schools. Why are schools
 such as Zilker, Pease, and Barton Hills being considered for
 closure? Those schools are high performing schools that should
 stay open.

- AISD should consider implementing a telecommuting program.
 Many large companies have implemented these types of programs and are seeing large saving in facilities costs. It can cost anywhere from \$8,000 \$10,000 per person per year to keep someone in a cubical (depending on real estate costs). The district can allow administrative staff that does not need to interface with clients on a regular basis to work from home. This has the added benefit of increasing employee satisfaction and retention. Increase productivity and retention also save the district money.
- AISD should not attempt to raise/lower thermostats because the current control of the temperature in schools would receive a grade of "F". Cancel all leases and move those personnel to the underutilized ES. How can AISD lease space at under-capacity campuses while students are still there? We have tried to get ACC classes at campuses during school hours and have been told that it is not allowed during school hours. Save money, cancel all AISD expenditures to sports so that academics do not get cut.
- AISD should reject the recommendation to close Barton Hills and Zilker Elementary Schools. It makes no sense to close schools rated Exemplary in the name of "efficiency." If these schools are closed, I will vote against all future AISD bond issues.
- AISD should stick with neighborhood schools. It is the best way
 to keep the school engaged with the community and students
 out of traffic. Surely there are other ways to save money. Sell
 the 6th street property, for example. Trim administration. Is
 there other waste? Perhaps boundaries should be redrawn so
 that schools can stay closer to capacity. In addition, having

- schools going way over capacity is not good for anyone. Some areas need more elementary schools. It does not make sense to be closing Exemplary schools.
- AISD should thank their lucky stars for Transfer students. They are the only group in AISD that administration can actually control. They are your only for sure numbers. They are actually the indicators of where your good schools are. You know that their grades are going to be good; you know that their attendance is going to be good; their tardies will be kept at a minimum. Transfer students represent a whole lot of money for AISD. Transfer students represent many volunteer hours for a school that is not even in their neighborhood while we work for the school we see many that sit back and do nothing for their own school in their own neighborhood. AISD is being completely contradictory in their speaking highly of magnet programs and then turning around and saying that transfers are the reason for closing a school. That is very interesting, where do you think that you are getting your magnet students from? Transfer students are tax payers the same as anyone else and to even think that a transfer student is anything less that is discrimination and opens AISD up for a class action, so please choose your words carefully as I am choosing mine. Please remember that parents "choose" to transfer their child to a school be it magnet or otherwise. It is out right by law and as tax payers to have the same opportunities as anyone else to have our children get the best education that we can find for them. Many parents choose transfer as an option, if forced or if transfers were not honored, there are so many of those parents who would place their children in other schools. How

- much money would AISD lose if that were to happen? Count transfers and be lucky that you have them.
- AISD, you will be making a horrible, devastating decision to close Zilker Elementary school. It has proven itself as one of the best schools in Austin. They have an exceptional staff both in educators and administrative staff which, in turn, produces an environment for children to learn, thrive, and receive an experience in education that most schools cannot measure up to. Closing Zilker would be a dire mistake for our children and our community. AISD's sole purpose is to insure that the children of Austin get the best possible education they can have, which, for our children is keeping them in a educational environment that they are comfortable with in and get the best educational opportunities that Zilker Elementary has offered in the past, present, and future of our city's youth to prepare them for excellence in higher education and life.
- AISD/taxpayers paid \$850,000 to professionals who did not recommend the closing of Barton Hills Elementary, rather the upgrade of facilities and that the school be used as a model for other campuses, seeing that the population is in the optimum window, and why so many out-of-neighborhood students transfer into that school. Also, it has the highest academic rating, Exemplary. Ignoring the realities of portable buildings (that no one at my school seems to mind), and ignoring the realities that transfer students do exist, created inaccurate data, from which devastating recommendations are being made. The idea that pushing through these options just a year or two ahead of the economic turnaround that is expected (and expected in Austin before the rest of the country) is careless and ignorant. Don't close Exemplary schools when

- there are far worse circumstances for children and learning at other schools. I realize there may be no money in that. Some of us think that educating students is the first priority of a school district.
- AISD's mission is to help students succeed. Therefore, the district should not close any school that is rated Exemplary. These are the schools where the district is providing the best service to children and the community. It cannot be assumed that the Exemplary status will follow the students to a new or different school. The achievements made by faculty and administrators will be lost when those staff move to other schools. In south central Austin, Barton Hills and Zilker Elementary Schools should remain open, and Becker Elementary School should be closed. Market-rate prekindergarten programs should be offered where space is underutilized to widen community involvement in schools, serve families with young children, and generate income to cover maintenance and administrative expenses. The district should sell its administrative offices on West Sixth Street and move staff to an existing facility, such as Becker Elementary School. AISD should minimize the number of facilities that it leases from other owners. I support the adjustment of thermostat settings, but 4 degrees may be too extreme, depending on the current setting. At Casis Elementary School, children are often cold in their classrooms, even in August and September. I also support the leasing of some AISD facilities to private entities, on a case-by-case basis, and subject to principal approval.
- All of the preliminary options proposed by the task force for AISD's Facility Master Plan are bad choices. The options

considered are narrow in scope due to artificial constraints imposed on the task force. Further, the data used is outdated and inflated. The plan options appear as logical choices when one uses the limited solutions and false data provided. However, we should not rely on options with false data and restricted solutions. Limited solutions; the task force by definition, is about saving money through facilities. This presumes that there is no other means to save money. Task force members are on record stating that they believe their decisions are justified because it is better than firing teachers. Those are the only two options? What about a hiring freeze, no teachers laid off yet significant salary could be saved through the regular turnover. Sharing administrative and maintenance positions between the small schools. This has been done in the past and would capture the same savings that the school closures claimed. There are many other possibilities, but restricting the task force to facilities forced the solutions that were chosen. The demographics used were from 2000 census data. Why not wait a couple of months to get accurate census 2010 data for a 10 year plan? The number of attendees for Barton Hills from the neighborhood has been steadily going up. This is easily attainable information. Yet, the task force is relying on 10 year old census trends to contradict direct measurement? Transfer students were ignored in the metrics. If there is a huge portion of students that are transfers how could one reasonably make a decision without considering their equally large impact on all the costs? The costs purported to be saved by the school closings are specious at best. It does not make sense to claim a savings on an expense that was never going to be incurred. It is clear to all, that these capital

avoidance costs are based on wish lists for the schools that do not have to be fulfilled. To date, no itemized lists of said costs have been released to anyone in the community at large. What possible reason could justify this lack of accountability and transparency? As a sanity check on the ability to save money by closing schools consider the gross metrics. The student population is increasing and we have insufficient capacity overall thus close schools? Reduce capacity? Oh, but wait you are going to build new schools with more capacity. New schools are cheaper than schools that are paid for? This is ridiculous on the face of it. The idea that the efficiency savings will be so great that you can buy several new schools is not plausible. The task force ended up with its decisions because it was provided with data and constraints that could lead nowhere else. However, the task force should exercise its discretion and provide no options to the school board until these issues and others are resolved. The task force members need to look within themselves and recognize that they would be doing a disservice to the community if they made a recommendation given the problems. The school board has used the task force as an excuse and buffer to implement their plans for bigger schools. I ask the task force to put a stop to closing these schools, not out of fear from the community, but because it is the correct option.

 Although I feel saddened by the need to close some great AISD schools, and understand the action shows the seriousness of the need to cut budget and expenditures, I feel compelled to remind the District that we are beyond capacity at Doss and Murchison and in need of additional facilities at these schools.
 These needs should not be overlooked in light of the difficult

- cuts that are being proposed. The situation will only get worse, as the neighborhoods served by these two schools continue to become home to more and more families with young children.
- Although I feel saddened by the need to close these great schools and understand the action shows the seriousness of the need to cut budget and expenditures, I feel compelled to remind the District that we are beyond capacity at Doss Elementary and in need of additional facilities at Doss and Murchison and that these needs should not be overlooked in light of the difficult cuts that are being proposed.
- Although I understand the proposed school closures are the most serious indicators to date of the desperate need to cut school spending for AISD, unfortunately I must remind you that our elementary and middle schools are terribly overcrowded and we will be facing unacceptable conditions soon for having classes on the cafeteria stage and who knows where. Please do not forget that Doss Elementary and Murchison Middle School are in desperate need of classroom space and facilities additions. I would prefer additions, expansions and improvements be done to existing campuses rather than build a new elementary school in Northwest Austin. Our vertical team is highly successful and we have a wonderful model functioning well. Do not disturb that, facilitate that. I strongly oppose the formation of choice high schools and the destruction of neighborhood schools even in secondary levels. Our high school thrives not only on the strength of our vertical team working together to prepare students from kinder on up to be Anderson Trojans, but also on the outpouring of support from our community and neighborhoods to fill in the voids that are often present in public education funding. Do not destroy
- this successful model. Strengthen the neighborhood ties to all your schools. On that note, it is a mistake to close successful elementary schools that have unified as a community to achieve great success with their educational goals. Schools like Sanchez, Ortega, Zilker, Barton Hills, Oak Springs should be rewarded for their successes. They achieved what you asked of them, what everyone asked of them, and now they are being punished. Forget the fears of discrimination lawsuits and do what is right. If the budget deficit requires that schools be consolidated, or closed and students be moved to another campus, close the schools that are not performing. It's not a negative but a step in the right direction. It is a terrible shame to put the jobs and careers of faculty that are succeeding in jeopardy and risking the future successes of these children who are doing well by uprooting them and taking away their foundational support. It's a bad call for education and it reflects very poorly on AISD.
- Although I understand the seriousness of the current budget crisis, I am opposed to closing schools that are doing a great job academically and in their service to their neighborhoods. If property taxes (or bond funds) need to be raised in those neighborhoods, then let the voters decide if it is worth it to them to keep their neighborhood schools. The budget crisis notwithstanding, there are a great many schools that are beyond capacity and are in need of additional facilities. As an example, my daughter's school (Doss) and her future middle school (Murchison) are two such schools. The needs of these campuses should not be overlooked in light of the difficult cuts that are being proposed. I frankly have no strong opinion about whether there should be a bond election to create new

elementary and middle schools (and new boundaries) in the NW area or beyond; but, either that bond needs to pass or additional facilities need to be added to existing campuses. Not doing anything is not an option. With regards to specialty HSs, we probably need to think about "both and" scenarios. Science, fine arts, liberal studies, business, vocational specialty schools or programs might be an option (an opportunity for the private sector as well), but so should distance learning programs (where students can stay home or go to another facility (a rented space?) to receive their instruction) as is more common place now in higher education. These distance learning programs might require up front funds for equipment and training, but it is profitable and substantially less of a stress on facilities. How can cafeterias and performing arts auditoriums be used for distance learning classes (this would require a change in state regulations about class sizes). Additionally, alternative programming needs to be considered, especially in pre-k, kinder, 11th, and 12th grades. Half day (7am-12pm and 12pm-5pm) classes can lessen demands on facilities, and in the upper grades permit students to be enrolled in vocational, specialty, college (parallel enrollment), or employment. I know I might be poking a stake at a sacred cow with this one: but the funding for sports programs needs to be scrutinized. If the programs and their facilities can be scaled back to permit more funding for core curriculum, more space for classrooms, which could help the budget. Consortia sports programs could be negotiated between several HSs within districts so that they can share instruction, facilities, and students perhaps making even stronger "leagues." It is critical that a restitution plan be included in all cuts and downsizing

- proposals. If something is cut, then an elaborated implementation plan for re-funding must be part of every accepted proposal.
- Although it is never easy to close schools, especially for the families most directly affected by those closures, I hope and pray the AISD will take the difficult steps to do that since it seems so clear that it is necessary in order to keep the entire student population from suffering due to the budget situation.
- Although it is not currently listed for possible closure, Becker Elementary School seems to remain a constant target. Becker is a treasure and should be supported, and not closed or repurposed. Becker serves the Meadowbrook Apartments, one of Austin's oldest and largest subsidized housing projects. These students walk to school. I am a parent of a five year old who will start kindergarten at Becker next year. My daughter will not only get to experience elementary school in a gorgeous historic art deco style schoolhouse, but more importantly, she will also be exposed to a culturally and economically diverse student body. She will also get to learn about science hands on at Becker's Green Classroom, and experience Becker's art house and chicken coop. These are little known AISD treasures that were built and are supported with AISD and neighborhood resources. I have lived next to Becker since 1997, and lived in the Bouldin neighborhood for longer. The neighborhood continues to change with a growing number of families with children. Like my family, our friends and neighbors in the Bouldin Creek neighborhood intend to redouble our support for Becker Elementary School, through involvement in PTA, volunteer opportunities, and donations of time and resources, in the coming years.

- Although we feel saddened by the need to close these great schools and understand the action shows the seriousness of the need to cut budget and expenditures, we feel compelled to remind the District unfortunately that we are beyond capacity in our school and in need of additional facilities at Doss and Murchison and that these needs should not be overlooked in light of the difficult cuts that are being proposed. Also, it is this family's preference that additions are made to existing NW Austin campuses rather than building a new school and redistricting.
- Although we feel saddened by the need to close these great schools and understand the action shows the seriousness of the need to cut budget and expenditures, we feel compelled to remind the District unfortunately that we are beyond capacity in our school and in need of additional facilities at Doss and Murchison and that these needs should not be overlooked in light of the difficult cuts that are being proposed.
- An Exemplary school should get the credit it deserves, please add academically less successful schools to the closure list.
 Keep an Exemplary school that is leading in its initiatives like Ortega open.
- Are these the only options that the Task Force is proposing? How will the transfer policy be affected by these changes? One thought, would people actually go to their 'home school' if many of these options were put in place? Would some communities try to move to more affluent schools in AISD or move out altogether? Realization that this is JUST a facilities discussion, but how will the economic inequality of schools be addressed? How will the incoming populations into the new schools affect the 'quality' or rating of the school? Would that

- help improve potential scores? What about staff/teachers? How will this integration work? Many questions still to consider.
- As a 29 year educator in another district, but Austin resident, some comments: 1) Schools exist to create the best educational environment for students and to support student instructional success. One thing the Task Force did which defies logic is ignore the quality status of the schools proposed to be closed. With the enormous pressure on school districts to raise schools to Exemplary levels, it seems counterintuitive to close 1/4 of the city's schools which currently are categorized as "Exemplary." And some of the schools included have shown consistently high performance. 2) City of Austin's growth plan. Too often, districts can work counter to the community that they are in, creating much ill will. Austin's growth plan includes an emphasis on reducing urban sprawl and pulling residents back into the inner city core. Schools are a large part of this. 3) Demographics, as older neighborhoods are revitalized, younger families move in. I live in the Joslin area, and it is still a community in transition, with older residents' homes gradually being sold to younger families with small children. As transitions like this continue in neighborhoods around the city, the need for the inner city schools will be even greater, not less. Demographic statistics have to account for the turnover in these neighborhoods, not just current populations. 4) AISD owns valuable real estate where the admin office is located as well as other pieces of property. Rather than disrupt the education of thousands of students and families in the district, AISD could sell these properties and use the funds to deal with the budget shortfalls.

Yes, it would cost money to move AISD headquarters, but even so, there would be a substantial profit from the sale of this property, and many locations are available that would be much more reasonably priced. It would also be good PR for the district to show families that rather than preserve a "Taj Majal" for administrators, the needs of the students and parents were paramount. 5) The task force evidently didn't consider recently spent bond monies in their decision making process. Will we just waste taxpayer funds and mothball these buildings? 6) Around the nation, there is a movement towards smaller schools--with public schools, charters, etc. This decision runs counter to the educational benefit of the current trend. Small schools are successful because they are personalized, have family support, and it is easier to affect positive change in a smaller school setting. 7) The economic turnaround has already begun. The measures recommended were poorly communicated to the constituents, and seems drastic given the uptick in the local economy which will result in increased property tax intake. 8) Poor community player, AISD has been a poor community player in this endeavor. School closings are never easy to achieve but the communication came as a surprise to most of the city's residents and neighborhoods. Poor communication never helps the district in a situation like this, and the School Board should not be acting in opposition to the will of the people. 9) Funds can be raised through rentals if an aggressive effort is made to promote the use of school rentals. I work in a district where school rentals are the norm and bring in a great deal of money, and AISD has many more campuses that could be utilized. This keeps buildings in use 7 days a week, and is a more effective use of space. 10)

Now is not the time to try to roll out new types of schools or special programs, no matter how excellent they might be. The budget is tight and that isn't the time to try to roll out so many new programs/types of schools. Again, we all have to live within our means, and it just is politically tone deaf to our community to rapidly close schools and then roll out "new" types of schools when the parents around the city are incensed and feel the district isn't listening to its own constituents. It is paramount that the district listens to the constituents and clients of their services. To have this many schools and parents up in arms, is a good thing frankly. It lets you know how much people value the schools in the neighborhood and how committed they are. What city wouldn't want that sort of extraordinary passion and commitment to their neighborhood schools? It's a gift and the district should value it as such.

- As a graduate of Becker and a homeowner in Bouldin Creek, I want to add my voice to those asking to keep Becker open. I realize that it is not on the current proposed close list, but with all of the protests in support of Zilker and Barton Hills, I feel it is in danger of being swapped. Bouldin is in the perfect location to support the downtown growth that the City of Austin plans. The houses in AISD have changed remarkably in the last few years. Young families are redoing old houses. There is new life in this area. These young families expect to have rewards for taking a chance on an inner city neighborhood. One of them is a neighborhood school. Without a neighborhood school, I expect these young families to flee to the suburbs, including other school districts. Please continue your support of Bouldin.
- As a mentor of a student at Oak Springs Elementary and Pastor of a church with a significant partnership with Oak Springs and

Booker T Washington, I would like to ask the AISD task force to keep Oak Springs Elementary open. The school is the healthiest is has been, maybe in its history. Its leadership is solid. It is the identity of the entire neighborhood. The dropout rate for students who live in Booker T. will skyrocket as they have no means to get to their new school, 1.5 miles away. While I am not a parent of an Oak Springs student and though I understand cuts have to be made, please reconsider Oak Springs as a school to close. It is an Oasis to hundreds of families with who have only glimmer of hope.

As a mother of an AISD student (and two future AISD students) I am appalled at the idea of closing neighborhood schools. My son is actually one of the "invisible" transfer students at Zilker. We transferred because his home school has over 800 children in it. Lunch at 10:20 am? Constant handouts for TAKS prep, two new principals in three years, etc. My son was being taught how to hate school. There was no fun in it all. It was a huge cattle pen of children with harried teachers trying to "fatten up" the kids' brains so that the school could maintain its "acceptable" rating. We found this unacceptable, so we decided to move schools. Initially, we tried for Barton Hills and our transfer was denied because the school was full. So we spent another year at our home school. Then, after more research (speaking with friends, etc.) we knew Zilker really was the place for us. We put in a transfer to Zilker and were denied again because the school was full. Finally, we were offered a mid-semester transfer to Zilker this school year and we jumped at the opportunity. My son is thriving. He is no longer in a cattle pen of children. He's learning Spanish and Shakespeare. Parents read to his third grade class daily. In May the school is holding a Young Author's Conference for the students. These are not opportunities he could have had at his 800+ student school. These are not opportunities that can just be picked up from one school and moved to another if Zilker is absorbed into Becker and/or Dawson. But I know the task force isn't tasked with worrying about the children's educational welfare. They are not tasked with worrying about transfers. What I wonder, though, is what will happen to the transfers? If they are invisible in this process but will be grandfathered into the new schools (as we've been told they would be), then the numbers the task force has studied are way off. Currently, the Zilker population, including transfers, is over 100%. That would mean - in reality - what you're looking at doing is transferring an overpopulated school into another school (Becker - who's duel language program is expected to expand by 300& for next school year). Not only that, but the same is true for Barton Hills. That means what you're looking at is closing two schools and then creating two largely overpopulated schools that will require tons of portables (something else that has been invisible in this process). Unacceptable. Money will not be saved. Neighborhoods will no longer be attractive to families looking to live close-in. Sprawl will get worse. Private schools will thrive from the bounty of new children. I understand the task force was instructed to only look at facilities costs and not school ratings or the faces and families behind these schools. Children at Oak Springs will be forced to walk through APD hotspots to get to Blackshear. Zilker and BHE students will have to cross south Lamar and train tracks. These are just a few of the *transportation* examples that are troubling with moving to new schools. The task force needs concrete solutions to put

in place instead of closing schools. The parents of all the schools are working endless (and I mean endless) hours to put together proposals. But we have not had enough time. This information was sprung on us with only a few days to prepare for the public meetings. While we are scrambling with Open Information Act requests and putting together ideas to save our schools, the task force is marching towards making its recommendations to the school board. We have not had enough time to offer the ideas, solutions, proposals that have of invite been asked us. you visit: to http://www.facebook.com/pages/Keep-Zilker-Elementary-School-Open/189317284413703?v=app 2373072738&ref=ts http://www.facebook.com/pages/Keep-Zilker-Elementary-School-

Open/189317284413703?v=app_2373072738&ref=ts#./pages/ Keep-Barton-Hills-Elementary-School-

Open/187364934622978?v=app 2373072738

http://saveaustinschools.com/

http://www.saveaisdschools.org/ Those sites are just a glimpse at the ideas parents are working on. We will come up with alternatives. We will save our schools. We just need more than a few days to do it.

As a parent and a teacher, I want to register my grave concern over the Task Force's Master Plan. First, transfer students were not factored into the Task Force's analysis, but they should have been. My husband and I camped out to get a chance at a spot at Zilker Elementary, and we made major financial decisions based on our kids attending this school, for ex: turned down a job in another city. Three years later I was in the same room hearing from the Task Force that Zilker was targeted for closure. Zilker and Barton Hills have stronger enrollment than Becker or Dawson, and for good reason—they are Exemplary schools. Projected enrollment for 2014-15 is Zilker 79%, BH 77%, Dawson 52%, Becker 44%--and that doesn't include transfers. So why close the higher-enrollment schools on this list? Zilker is not at 75% capacity; it's full or close to full. Two years ago the school had to add an extra section of kindergarten. If people want to transfer to Zilker, it means that Zilker is doing things right. The demographic analysis only counted babies born in a given zip code, which means the enrollment projections are inaccurate. The Task Force did not consult the people on these campus, most importantly teachers and administrators, before making these recommendations. The Task Force claims to have publicized these meetings well, but the literature we have received has been rather vague and in no way reflected the gravity of the situations nine schools would be facing. I understand that the TF probably didn't want to alarm or incite people's ire unnecessarily, but people needed to know what was at stake. The demographic consultants admitted, on Monday night, that they didn't take into account recent development in central Austin areas, such as multi-family units built on formerly single-family lots--and that's a problem. The Task Force has inadvertently pitted neighborhood against neighborhood, but we all share the same goal: keeping our neighborhood schools open. Zilker is diverse; and I am looking for diversity. At the Monday meeting, a TF member claimed all students affected by proposed changes would be able to walk to school, then shortly thereafter said no student would have to travel more than two miles. Two miles is not walking distance for

elementary school students. And the routes that Zilker kids would have to walk cross major thoroughfare (Lamar blvd.) and railroad tracks. Finally, the Task Force's recommendation flies in the face of city plans, to which AISD agree, to reduce urban sprawl. IF the Task Force's plans are set in motion, people will move out of Austin's central city and move to the suburbs; as result, the tax base will decrease.

As a parent and PTA President at Brentwood Elementary in north central Austin, I am well acquainted with the Task Force recommendation to close or consolidate AISD campuses in light of anticipated budget shortfalls. Just four years ago, Brentwood was under-enrolled at less than 65% capacity, and a few miles away Wooldridge Elementary was at more than 120%. In addition to other school closures and consolidations, the Task Force then recommended that AISD transfer 200 students from Wooldridge into Brentwood. Both communities fought the recommendation and succeeded. Although proponents of school closure and consolidation argue that such actions won't prevent the District from meeting the educational needs of the students affected, research suggests otherwise. There are hidden costs to these extreme measures. Closure and consolidation reduces parent involvement. There is a general consensus that parent involvement on campus is directly related to the positive academic performance of the students, and distance from campus is a leading factor in parent involvement. Sixty-three percent of AISD families are economically disadvantaged. Among economically disadvantaged families, lack of transportation has been noted as one of the primary barriers to participation. Closing neighborhood schools is a barrier to student attendance. The increased cost, risk and effort of getting to distant schools also increase the likelihood of truancy. AISD recognizes the importance of attendance given that it is tied to receiving state funding; every day a student is absent costs AISD \$45 in revenue from the state. In addition, the Texas state legislature has noted that high truancy rates are also tied to increased rates of juvenile crime. Closure and consolidation negatively impacts access to community resources. Businesses, civic organizations, and non-profits prefer to contribute to nearby schools; the closer, the better. Their involvement is essential to receiving in-kind donations, scholarship and grant opportunities, enrichment activities that reduce the likelihood of high-risk behaviors before and after school, and support services for needy families. Supporting our families and their participation before, at and after school is essential to the education of our students and the safety of our communities. In other words, AISD can't afford to abandon the neighborhood school model and close or consolidate campuses. At the crux of this budget crisis is not what we should cut, but whether or not taxpayers should accept these cuts in the first place. US Representative Lloyd Doggett pointed out in a recent letter to the New York Times, in part the budget shortfall that AISD and other Texas districts face is due to Governor Rick Perry's unwillingness to accept \$830 million dollars in federal money that Texas superintendents and major statewide education groups agreed was needed to support Texas schools. As Texans, we need to advocate more state spending on education as well. Texas already ranks 40th in per pupil spending, and it shows. Our state graduation rate is a dismal 61% (that ranks us #43 nationwide). AISD teacher

salaries and benefits are already low compared to other Texas districts; Texas teacher salaries rank #40 compared to other states. AISD campuses already share administrators and specialists like nurses, counselors, and special education professionals. Previous cuts have targeted vital classroom resources, and now we're being asked to eliminate the classrooms themselves. Closing neighborhood schools may cut infrastructure costs in the short term, but it will only create more expensive problems down the road. Our Board of Trustees can and must provide our communities with budgetneutral opportunities for reversing under-enrollment; Elementary's successful Brentwood rebuilding and revitalization efforts are only one example. The Board should also resolutely advocate on behalf of the needs of its students by vociferously rejecting the anticipated budget cuts, urging Governor Perry to take advantage of federal support and asking the state legislature to utilize the \$9 billion state savings account created to assist us in this kind of situation.

• As a parent and taxpayer whose child goes to Joslin, I don't think you should close smaller neighborhood schools just to save money. 1) Small Neighborhood schools are the best kind of schools for our kids: teachers get to know the kids better and the kids get to know one another better, so the kids have a smaller, more "family like" environment; teams of teachers function better in smaller settings; the PTA is typically more congenial and functional. 2) The closer a school is to the houses/apts of its kids, the better for our environment and our kids' health. Because they are closer they require less driving, thus less air pollution, and allow more to walk or ride bikes to school, thus increasing the health of kids (rather than

- decreasing it by more sitting in cars driving further to a school). 3) Small neighborhood schools are good for Austin and our neighborhoods. The Mayor was in quoted in the paper today as saying as much. Reasons: parents are drawn to live where they do in part because a neighborhood has good schools nearby. All the schools in south Austin slated for closing are just that, including Joslin. I know one family who transferred her kid to Joslin because of its reputation. As a city, we are trying to get people to live in town rather than out in the suburbs (because suburbanization is ruining so much of our environment and community feel), and smaller neighborhood schools, especially those with great reputations like those slated for closing, are one such draw. 4) The present plan to close Joslin shows that two of the other schools in the area will simply be overcapacity due to the move, meaning, I assume, they will put portables there, and very much appears they are just trying to fill up Boone. But doing it the way they propose just overloads two other schools without filling up Boone to capacity, requiring longer transportation times to and from school, more car trips, more pollution, less health. 5) There are other ways to save money - some of which are mentioned in the plan (selling AISD buildings downtown, etc). And if it comes down to it, as a parent and homeowner I would support a small tax increase to keep neighborhood schools open rather than save money by closing them.
- As a parent at Will Davis Elementary, I would like consideration for safety -i.e. parking, driveway, and cafeteria location. A multi-purpose space (like is typical in elementary school design) would greatly enhance the curriculum and high quality education in place.

- As a parent living in the inner city, I support keeping open as many inner city schools as feasible. The demographics are changing to support this and many of these schools have traditionally been the most successful. I think the District is wise to create programs such as dual language that appeal to many families and serve as ways to draw families to certain schools. Becker is a perfect case in point. After boundary changes made it impossible for the school to draw sufficient students, the dual language program is revitalizing the school with huge interest in the second year of the program. It is impossible to evaluate schools just on a facilities basis. The problem is more complex than just calculations of FCI, enrollment, etc. The political fallout of closing certain schools may end up shooting the District in the foot as families will choose to leave the District and send their kids to private school. If anything the District needs to be evaluating what to do to keep a strong mix of incomes in the school system as it strengthens the system overall. Making decisions that could result in families with higher incomes opting to go elsewhere does not seem like a good idea. It is important to incorporate population information about the influx of families with small children into central city neighborhoods such as Barton Hills, Zilker, Bouldin, Travis Heights and ensure that quality schools are available to these families so that they don't choose to send their children to private schools or transfer them to schools outside their neighborhood boundaries. Realignment of boundaries could address some of the unequal distribution of students. The gerrymandering from years past has created situations that make it impossible for some schools to draw enough students from surrounding areas due to overly small
- boundaries. Additionally, transportation costs are increased. It does not seem that costs saved by closures is being properly offset by costs of building new schools there is a cost to do this and it should be incorporated into the calculations. I hope the District is considering research when determining appropriate sizes of schools. Research does not support elementary schools that are too large. Cost savings need to be balanced with what research says is optimal for students.
- As a parent of a current Zilker student and a future Zilker student, I implore you to reconsider closing this incredible school/community. The ONLY reason we purchased our house is because it is zoned for Zilker Elementary. Any time I tell someone that my son goes to Zilker I hear "what a great school." or "your son is lucky."
- As a parent of a former Zilker Elementary student, a neighbor who lives directly behind Zilker and a taxpayer, I strenuously object to the proposed closing of Zilker. It is the heart of the Zilker neighborhood. It has educated generations of young Texans since the 1950s. The children who attend the school are able to be nurtured in their neighborhood by marvelous teachers, many of whom have taught there for years and are appreciative of the people who live in the surrounding community. Many of the students, as my son did, walk to campus. They enjoy playing there after school and on weekends because it is a combination school and city park. Neighborhood residents walk their dogs there and jog on the trail on the grounds and play basketball. For many neighborhood residents, Zilker Elementary is a leading reason for purchasing or leasing a home in area. We don't want young elementary students educated in schools that are too large or

crowded or far away from their homes. Zilker Elementary has exhibited a spirit that is in sync with the writers, artists and other creative people who live in the neighborhood. The young author days, the outdoor benefit music concerts, the Diez y Seis celebration and many other activities make Zilker more than just a school. We don't want to see this treasure of diversity and creativity disappears. One other point, and as a neighbor I'm particularly sensitive to this: If Zilker is underutilized, why are there so many portable buildings on the property? Stick with the maintenance of the main historic building and don't crowd in so many portables. That will save you some money. I urge you to not close Zilker or other neighborhood elementary schools for that matter. Instead, please consider selling the AISD's downtown headquarters real estate, which is in a prime, high-dollar zone on West Sixth Street and can fetch quite a bit of money for our district. The headquarters office could certainly move to another facility either currently owned by the district, or perhaps rented somewhere, such as Highland Mall or the industrial zone in that vicinity. Thank you for your careful consideration.

• As a parent of a kindergartner at one of the schools cited for closure, I am strongly opposed to the Task Force's short-sighted recommendations to close Exemplary, neighborhood schools in Central Austin. Our school, like the other neighborhood schools on the list, has outstanding teachers, strong parental involvement and community support. Remove these ingredients and the success of these schools and our students is at risk. Austin as a community supports urban living and each morning that my kindergartner and I ride our bikes to school, we benefit from the environmental-friendly aspect

having neighborhood schools. This too is removed if our neighborhood school is no longer in our neighborhood. When communities face economic challenges and hard choices, the choices they make define what a community values and fights for. Please stand up for healthy vibrant neighborhoods and the schools that are the heart of those communities.

- As a parent of a magnet student, it is imperative that AISD retain the transportation component that's been a part of the schools for so long. Without such transportation, the magnet schools cease to be an option for all students/parents. While the hub option is a step in the right direction, please be aware that many students do not live within a reasonable walking distance of any elementary, middle or high school. Therefore, I hope you will consider adding some neighborhood stops so that all magnet students will have safe access home from school.
- As a parent of an AISD student, I support budget cuts that do not take away from our teachers or the education they deliver.
 It is evident that spending reductions can be gained through school facilities efficiency improvements.
- As a parent of two kids currently enrolled at Zilker Elementary and one alum, I strongly urge the Task Force to reconsider their recommendation to close Zilker. Zilker is a successful school with effective academic programs, strong parental involvement and is a highly desired school by residents and non-residents of the Zilker neighborhood (as evidenced by the number of transfer students). While the district faces incredible budgetary challenges, it does not make sense to close a school that is working and working well. Such actions appear to contradict the mission of the district to provide

Exemplary education to Austin kids. Some considerations: 1) The district has spent considerable dollars over the last few years on improvements to the Zilker campus paid for with tax payer dollars. These improvements don't appear to have been considered in the FCI that was used to identify Zilker as a candidate for closure. 2) Transfer students are not included in the numbers of affected students - how is this possible? Why wouldn't these kids be included in those figures? It's worrisome to me that my kids - and others - aren't considered when we contribute to the success of the school as much as anyone else. 3) Task force members have stated publicly that educational quality was not considered when making recommendations for closure and that only facility quality was reviewed. That seems to run counter to the mission of the district as well. 4) Census data for much of the city will not be available until March at the earliest and demographics used by the Task Force are outdated and don't reflect the growth trends in Central Austin. I believe there are other options that can save money for the district and allow for efficient use of resources. It is my hope that as a community we can come up with better solutions for these challenges. Thank you for your time and for your consideration.

 As a parent of two Zilker Elementary students, a lifelong Austin resident and graduate of Pease Elementary School myself, I am horrified and deeply disappointed with the suggestion by the task force to close the small community public schools. As a transfer family, it is difficult to not feel like the consulting firm and task force have used the transfer numbers in an inequitable way. If you count the transfer students then Zilker and Barton Hill in particular are not under capacity. The numbers represented as students to move from Zilker and Barton Hills upon closure does not include transfer students. So where do they go? I've been told by a task force member that transfer students would move with their closing schools but this is not reflected in the numbers set forth by the task force. If in fact they do move with their closing schools, doesn't this put the accepting schools over capacity? I was also told by this task force member that transfer students would be accepted back at their 'home' schools. Our 'home' school is projected to be over capacity beginning in the 2012-2013 school year. So I ask again, where are the transfer students supposed to go? Both Zilker and Barton Hills have a large transfer population that is not truly being counted in the task force projections, which makes me feel that the numbers being used to propose consolidation are fundamentally flawed.

- As a parent, a property owner, a tax payer and a voter. Keep Zilker Elementary open. To say it is at about 40% capacity is not accurate. It is at 100% plus capacity.
- As a pastor on the Eastside, I want to make sure our community has access to the best resources possible. I hope that you will give the needs of Ortega students (as well as Pearce, Oak Springs and other Eastside schools) the highest consideration in your planning. Closing schools that are performing well and have good relationships in the community should not be our best option.
- As a person working in development, listening, and reading through the AISD website, if the determination is that neighborhood schools are something the District needs to move away from as they expand that is a theory that is based strictly on funds. It is unlikely, however; that they will find a

piece of real estate within the urban core that would accommodate a community school. An all or nothing approach appears extremely short sighted. Even the City of Austin created small lot amnesty, SF-4 zoning which now seems to becoming more of a standard compared to the original intent of urban infill. New subdivisions coming into the City are requiring less land area, therefore, being much denser in population. Schools being built to accommodate that density should be built on this new model. The City of Austin's densification goals within the urban core require educational facilities to remain. While the economy has spiraled, land value in particularly by Travis County Appraisal District, has not declined particularly here in Precinct 342. The voters have supported Bond Programs to rehabilitate many of the older facilities and that work is just now coming to conclusion. The Facility Condition Index quantification is questionable. I look at the Bond Improvements of Barton Hills Elementary, and even some of the other schools, and have yet to see the list of deficiencies, priority rating, and assessing those costs vs. Maintenance & Operations funds vs. future Bond Programs. In terms of real estate, while the Administrative Headquarters on 6th Street has great value, the buildings are outdated and inefficient. The House Park facility at 1301 Shoal Creek, if it were sold and developed as a mixed use residential project could promote inner city densification. While probably not an idea that some would embrace it has more value than the Administration Building. If House Park is generating funds now, where does that money go? Should it not go into Operations monies? Any income from rental of property must go back into Operational monies to defray any additional utility costs. Personally, I would cut the IT budget. As the economy bounces back more funds can e allotted at that time. If I just look at it as a person of the proposed closures schools many are Exemplary, that has many factors, but one of them is a strong community support. Perhaps another factor is simply the size of the facility. Utilization, Transfer Students, and our changing community, the rationale of the data is beyond comprehension. Constraints of S. Lamar the railroads tracks and our children's safety simply do not allow for closure. Keep Barton Hills Elementary open as well as the other Exemplary schools.

- As a resident and parent of 395A, I support the Facility Task Force's decision to remove Option 2.1 and the shifting of students from 395A from consideration. The District's data shows that 2.2C and specifically the decision to leave 395A students at Cowan is a wise, criteria-based move that increases utilization of facilities and decreases district operating costs, without shifting unnecessary students to do so. Thank you for the opportunity to share my views and comments. I'm from 395A and at Cowan Elementary School we want to stay.
- As a resident of Austin for over 50 years, I have seen A.I.S.D. experience many challenges and changes. One of the biggest is the huge increase in number and percent of low income students in our community, placing a great need for the highest quality educational programming to ensure the highest achievement for at-risk students. Mollie Dawson Elementary provides this, achieving great success as an Exemplary school serving over 92% of low income children. Their success also includes recognized high achievement on the regular TAKS test for the over 21% special education identified students in their

5 special units that the school district has placed at Dawson. Dawson's address on South First Street is an excellent location for access from many major streets and neighborhoods. Dawson's building is in excellent physical condition, and is extremely well suited for access to all campus areas by all students, with many ramps and covered areas for all the special needs students included there. The school also sits on a very large lot with tremendous room for expansion, as needed. I urge you to ensure that Dawson is never considered for closure, due to the many advantages it offers the school district: high achievement for all learners, special needs and other; prime location with tremendous expansion potential; excellent physical condition; and prime access to all campus areas for all special needs learners.

As a retired school teacher, closing any school that has improved to Exemplary seems shortsighted, at best. So far as Oak Springs is concerned, I'd like to write this on behalf of those below-poverty level families in the Oak Springs area that have no car and no computer. They will not be the "squeakiest wheel" as an estimated 60% of them do not have a computer and an estimated 75-80% have no car. As a result they can't use the internet or attend meetings to effectively protest the closing of their school. Have you considered the consequences closing Oak Springs and making students walk to Blackshear (Is Blackshear rated Exemplary?) will have. The children will have to walk across the light rail train tracks and through areas the Austin Police Dept identifies as having high gang activity, drug dealing and prostitution. If AISD uses buses to school and back, how much money has been saved? How do the students get to after school programs, such as tutoring, evening programs for

- families, Saturday school and Saturday events? No car, no bus, money. Is it really necessary to add more hardships to those already in such difficult situations? Keeping Oak Springs Elementary is the best option for children and families living in the Booker T. Washington Housing Project and the rest of the Oak Springs neighborhood.
- As a South Austin homeowner in the current Becker zone, with a toddler, I am torn about this proposal. On the one hand, I would love for my child to be able to attend either Zilker, Barton Hills, or Travis Heights because of the high academic performance there. However, Becker is improving quickly. My family is white and Asian, and to be frank, what's on the table here is some level of desegregation which I think is greatly needed. Becker is largely low-income students of color and the neighborhood still includes that demographic, but is changing to include a more professional, higher income population. I would like my son to be able to attend diverse, highperforming school that reflects South Austin as we know it. I'd like for whatever schools serve South Austin to each reflect the demographics of the aggregate neighborhoods, and perhaps this plan will accomplish that. However, there are two dangers. First, the combined schools may not perform as well academically as Zilker and Barton Hills. This plan is candid about not having considered school performance in generating the closure lists. This seems foolhardy. I hope it is only a preliminary state of affairs. Schools are not just buildings; they are communities of teachers and learners and, as importantly, of families and neighborhoods. The test scores (a crude but widespread measure) are only a reflection of the quality of the school. Small schools and parental involvement have both

been good predictors of school performance. I hope subsequent rounds of decision making will take academic performance into account. If it fails to do this, particularly in South Austin, there are two very real risks. It may drive most high income, highly educated families out of the public school system altogether. Or worse in my mind, out of the city center and into the suburban sprawl in search of educational quality. This will destroy the burgeoning urban density that is emerging in South Austin; take a toll on businesses and on the city's long range vision of centralization. This, in turn, will mean that Austin will be unable to attract national business and talent. Please keep in mind the city's overall objectives for the area just south of the river when making these school closure decisions. Thank you.

- As a tax-payer and voter, I would like to state my support for keeping the inner city schools open. They are an important part of our community and you should find a way to meet budget demands without closing important high performing schools.
- As a taxpayer in the AISD, I'm deeply appreciative of the time and effort the task force has put in to craft this plan. And I understand there will be no easy answers to the set of problems facing the district (and the state) at this juncture. But I strongly object to the plain laid out in this presentation. Two years ago, my wife and I moved into the Zilker neighborhood for the express purpose of enrolling our kids in Zilker Elementary. We are both the proud products of public schools and are committed to sending our children to public school as well. After our first child was born, we asked every parent we knew to recommend the city's best schools, and time and
- again. Zilker Elementary came up. Eventually we bought a house just a few blocks away from Zilker, and since then, we've found that on nearly every street there are families with young children who have done the same thing. This neighborhood is literally teeming with engaged, involved parents who have recently moved here specifically to send their children to a small, thriving, academically successful neighborhood school. (I have grave concerns that the outdated data the task force has been using does not adequately reflect this demographic shift.) That energy is remarkable; it's what has made Zilker one of the district's top schools. Zilker is currently one of the brightest spots in the district, a school that combines Exemplary academics, economic and ethnic diversity, parental involvement, and community spirit. The idea that the AISD would consider closing a gem like this and disrupting and possibly destroying this little ecosystem that exists around it is deeply discouraging. I know all too well the kinds of budget challenges the district faces, but this is a terrible solution. It threatens not only the mission of the AISD to give our kids a great education but also the community itself. Zilker Elementary is the heart of this beloved neighborhood, the center of gravity around which all of these families' lives are organized. I urge you and everyone else involved in this process not to choose a short-term fix that will create more problems than it solves. Keep Zilker open.
- As a teacher, the fact that all that AISD can come up with is cutting teachers (no matter what option) disgusts me. There are so many frivolous programs (TRACK, CATCH, TIP, Laying the Foundation) that could be cut to save money. Also, extra expenses such as hiring an "expert" to help campuses with

- Understanding by Design and requiring so many repetitive trainings (such as G/T renewals) seems wasteful. I am asking that you consider that cutting teachers is not the only option and to choose the plan that saves jobs.
- As a transfer parent to Barton Hills Elementary school, I would like to respectfully provide input to the committee. We disagree with the plans set forth by the committee. A few key comments: Transfers should be counted and are a huge positive in our mind for AISD. Providing choice to families is important and may alleviate some of the overcapacity at other schools. This is part of what makes schools Exemplary through the enormous commitment of parents to choose a school, make efforts to have their student in attendance and highly motivated to achieve. Barton Hills is not operating under capacity as the Task Force suggests. The Task Force states that total affected BHE students at 184; in fact, BHE's K-5 population is 347, and there is also a 6th grade class. This means that Barton Hills is well on the way to achieving AISD's "optimum" population utilization efficiency of 85-105% and is already in the "optimum" population range of 300-500 students. It seems that there may be a significant negative impact on South Central Austin in terms of attracting young families and professionals. The school is the most significant reason that parents move to this higher property value neighborhood. I have been in business in high tech for 20 years in Austin and one of the key attractions of top quality knowledge workers in Austin is the density of urban core, high performing students/AISD schools. This is a real negative for attracting young families with professionals and I am not clear that the data in use is up to date. Keep the \$ where the
- students are and are performing. These should be model schools, not shut down. Zilker and Pease are important diverse schools in our neighborhoods. Please consider moving administration to lower cost facilities, work from home etc. Need to provide cuts across the entire district to share the pain a bit and not shut schools. People are ready to be creative and work under more extreme efficiency as needed. Thank you
- As an AISD parent & community member with experience dealing with Zilker and Pease elementary schools, I am very upset that they might be closed. Schools like these are what attracted my family to Austin. They are both "Exemplary" rated schools that are providing kids with a great education. This is not easy to come by, and not easy to replicate. If our top concern is educating our children I don't think that closing two of our cities best schools is the answer to the budget problem.
- As an educated, voting, taxpayer of Austin, I am shocked and disgusted by the Facility Task Force's recommendations. They are not acting in the best interest of Texas children, Central Austin communities, or the COA in general. The Task Force had nine months to come up with a list of cost-saving ideas for AISD's Facility Master Plan. They announced the proposed school closures and gave us less than a week to research the issue and provide solutions. The statistics the Task Force used are old (2000 Census figures) and even their facility assessment data is more than two years old (some schools like Barton Hills have been making updates/renovations since that time, using voter-approved bond funds). As the parent of a child that transferred to Barton Hills, I'm am outraged that you didn't count transfers in the numbers you used to determine if Barton Hills was at capacity (which it is). I adamantly oppose

these preliminary options. It is absurd to ignore school quality, number of transfer students, and to use outdated/erroneous data. The Board members need to look at long-term population projections and studies on how small community schools contribute to academic achievement, community cohesion, walking and biking to school, parent involvement, and learning. Recommendations to find ways to cut our District's budget should come after a comprehensive examination of the above factors. Small, Exemplary, urban schools have taken years for the community to create, nurture, and develop. They are probably worth future investments and can serve as models for other schools in the city. The City of Austin wants to increase density within the inner-city and downtown areas and discourage sprawl. The potential decision of AISD to take money from small Exemplary urban schools plainly contradicts our city's goals. Also, some Task Force members believe that the talented and skilled teachers and principals at the closing Exemplary schools can be "redeployed" to the newer bigger schools, that they will follow the children. It takes years for a principal, teachers, staff, and families to make a great school, years of leadership, hard work, trust, and cooperation. The recommendations make sense in only the narrowest of visions. These recommendations are inappropriate and unsafe.

 As Central Texas faces serious budget cuts, it is important nonetheless to try to maintain as much as possible high standards and aspirations for public education. Neighborhoods and PTAs are critical factors in helping certain schools to thrive, not just academically but in providing communities that support as well diversity and strong moral and ethical development among children. The current sets of recommendations seem to account only for economic criteria without consideration for how poorly such plans may impact the children involved. If Austin's public schools do not continue to provide high quality education, those parents most capable of supporting and strengthening them will choose to remove their children and place them in private institutions, worsening the outlook for AISD. This has been the pattern in San Francisco and Austin could very well follow down the same path of a relentlessly shrinking student population, with the most affluent and active shifting to private institutions. There is still time to avoid this by recognizing and working to preserve those schools that have established reputations for excellence in education and to work with AISD's strengths. To dismantle such resources will only hasten the undermining of public education in Central Texas.

• As members of First Baptist Church-Austin, we urge you not to close Oak Springs Elementary school if closings become necessary. Oak Springs has made a remarkable turnaround and received an Exemplary rating; in a school that serves an overwhelmingly poor and disadvantaged population, including children in the Booker T. Washington Housing Project, it is a beacon of hope for families that have few other institutions to trust in. AISD has a window of opportunity to make a lasting change in that community and the larger Austin community by continuing to provide excellent education at Oak Springs. Further, closing Oak Springs is not an effective cost-saving measure if students have to be bused to Blackshear (due to safety issues for pedestrian traffic), because the cost of busing would offset most if not all of the projected savings. While we

make a particular plea for Oak Springs, we encourage AISD to reject the short-sighted plan to close any central city schools. Austin can do better than that; Austin is better than that. As President Obama said in Tucson, the most important thing any of us can do is make children's futures better. It is time to stop pinching pennies at the cost of all the good things those pennies can provide: hope, skill, confidence, productivity, citizenship, a break the cycle of poverty.

As mentioned when I spoke to the Task Force on Thursday, January 13 at Burger Center, LASA is the only AISD high school listed in the top 100 schools in America. It tops the Austin-area list, ranking above Westlake (EANESISD) and Westwood (RRISD). This high school and its feeder magnet middle schools are among the best and we should do everything necessary to keep them as part of the district's offering. Poorly thought-out plans for transportation will severely damage these programs and, I believe, will eventually kill the magnet program--creating more underutilized facilities. We spent years crafting, defining, and transforming the "academic magnet" for AISD and determined that the "academic magnet" designation would receive transportation. With that said, the hubs proposal would probably work in the morning, but please know that for working parents, hubs in the afternoon is not an option. Having their children attend a school for which there is no after-school, district-supplied transportation that gets the child within walking distance of home simply will not work. Additionally, these are students who are active in sports, band, etc. How would they get home with no late bus? It is unworkable and probably unsafe, leaving children stranded miles from home. As a parent and taxpayer, I do understand

that everyone will have to assist in relieving this budget crisis. All I ask is that you carefully consider long-term impact. We talk a lot about raising the educational standards of our schools, but inadvertently continue to perpetuate mediocrity by our actions. You have a jewel in the magnet schools and in addition to being academically excellent, these schools produce incredible citizens with sensitivity to people of all racial, ethnic, and socio-economic backgrounds. This was the surprise result of busing majority students to the minority side It worked. Please, please keep the regular transportation for the magnet programs, but especially, at the verv least, keep the regular after-school/evening transportation. Thank you for your time and consideration.

- As parents of a magnet program student, maintaining a reasonable bus program for students that do not live near their magnet school is of great importance. Please do not eliminate the magnet school bus program entirely. We can live with a reasonable bus hub program.
- As residents of Barton Hills, we purchased our home in 2008, anticipating that our sons would walk to an Exemplary school. Now that our oldest son is one year from entering Barton Hills Elementary, AISD is proposing to close the school. This will have a chilling effect on our property values. There will be even less taxpayer money to fund AISD if Exemplary schools in neighborhoods with high property values are closed. Barton Hills Elementary is the focus point of this community. We are active voters, educated people, and highly vocal as a group. I understand that the budget shortfall is serious. We as a community want to support our schools and are willing to make sacrifices, but not if the basis for such sacrifice is

- unfounded and faulty. Please review the planned capital expenditures again. If there is a budget shortfall then AISD should not be spending any money on capital unless absolutely necessary for children's safety or regulatory compliance. O&M budgets must be the focus of any long-term budget solution. Consolidating schools does not reduce teacher salaries & benefits (the bulk of O&M), unless AISD plans to increase classroom sizes. Please reevaluate the projections for students in Barton Hills Elementary over the next 5 years and use better data. I did not see any proposals to reduce AISD overhead in administration? Thank you for considering my comments.
- As the mother of a Barton Hills student, I am opposed to the recommendations proposed in the AISD Facility Master Plan. I don't understand how moving BHE & Zilker students to a building (Becker) that is 75 years old is considered efficient. It seems that the cost of up-keep and renovations to accommodate the additional students is like putting cash into a money pit. According to the FTF data, BHE currently operates relatively efficiently per student compared to other schools. Has anyone studied why this is? Instead of closing schools, I'd much rather see alternatives to deal with the budget shortfall. Look at selling the central administrative building and changing the administration to a virtual workforce, given the appropriate technology, most people could do an efficient job working from home without needing a building footprint that big. Also, although it might not be a popular option, I think the FTF should look at corporate sponsorship for AISD athletic facilities to raise additional revenue and you have to admit "HomeAway House Park" or "Mighty Fine Burger Stadium"

- have a catchy ring to them. Other school districts across the country have successfully done this, study their model.
- As the mother of three young children, please do not close our neighborhood school before we have a chance to attend. My little ones, as do several other preschoolers on the block, depend on a neighborhood school. This neighborhood gas growing families, not losing them. Since we moved in 5 years ago, we were one of two families with small children on our block. In the last five years, we've had an additional 14 babies born into the neighborhood or who have moved into the neighborhood. All because of Zilker's great reputation and high-performing reputation. Please don't close our school and close this neighborhood off from growth.
- As the parent of one of the vast number of transfer students left completely out of each option throughout the process, I can speak with authority when I say this has been utterly ignored.
- As the proud father of a 6 week old girl, I would like to say that my wife and I bought in the Zilker neighborhood two years ago specifically for the elementary school that's associated with it. Most people that I know have done the same. Zilker Elementary School has been a draw for many of us. Closing the school doesn't seem to take into account the baby boom currently taking place in the neighborhood (our two-block street has at least four babies and even more toddlers/preschool age children). Many of them moved onto the street in the last two years. Most families have made the difficult choice to forgo the 'space of the suburbs' in order to live near this high achieving elementary school which feeds into O'Henry and Austin High. The task force should use the

more accurate census information. Closing Zilker (and Barton Hills) would impact too many kids, approximately 900 including many students with autism that are doing well at Zilker. In addition, students would no longer be able to walk or bike to school. As a family that is committed to healthy living and the environment (we're a one car household), we are passionate about active transportation to school but would not cross Lamar or the train tracks; it's simply not safe. I also wonder why the task force determined that Bouldin neighborhood should have two elementary schools while two neighborhoods, Zilker and Barton Hills, should be left with none. That does not seem fair or equitable. Finally, Zilker is at 114% capacity and has room to grow on its large lot. It is high performing, ethnically diverse, and in demand. AISD should consider more than just the budget. Their other massive challenge is creating quality schools. Why eliminate something that is successful and working well. It is short-sighted and will create more problems in the future, including financial ones. Thank you for your consideration.

- AT least 70-% of Oak Springs Elementary do not have a car and cannot afford to ride the bus. Drug dealing, high crime, prostitution are activities in the area. Additional buses drives up the cost of the closure. Parent involvement is as high as it has been in years. For many of these families, Oak Springs Elementary is the most stable thing they know. It needs to stay open for reasons more than sentimentality. These are life issues.
- Austin ISD presently leases space around town for different groups. Please look into the feasibility of moving groups in leased space to unused spaces on campuses. Please continue

- to look into the feasibility of selling the CAC on Sixth Street. I know the real estate market is not booming, but other large spaces and buildings downtown have sold. Austin Community College and Travis County seem to have money to spend.
- Austin needs to consider the legitimacy of close-in ultra rich neighborhoods like Rollingwood's tax revenue going into Eanes ISD. There are millions of dollars lost when the bulk of high earning families in the Austin area are not subject to sharing the burden of the lowest income neighborhoods (east Austin). Eanes families get all the perks of living in one of best cities in America and conveniently get to drive west w/ their wages. It weakens the city. When AISD can't afford to function, the city must look to the west and consider claiming tax revenue that is otherwise hoarded and sheltered. We should function as one. The richest and poorest one city. The lucky and the unlucky. The PhD's and the fast food employees. We all want our children to succeed.
- Austin needs to keep Barton Hills Elementary, as well as all the neighborhood schools, open.
- Back to the drawing board. Don't close our schools.
- Barton Hills & Zilker local populations may not, in and of themselves, support the school population, but parents from all over Austin transfer their kids to these schools because you are doing something right there, that's why they are Exemplary. These inner city schools are what contribute to making Austin the city where so many people want to move, the entire dynamic of downtown would change.
- Barton Hills and Zilker Elementary schools are Exemplary schools, they are small schools that have a community that is rallying to keep them open and they will do anything to keep

them, please find other options. We cannot close our children's schools - please consider the transfer students in your numbers and I'm sure you will find that it's necessary to rethink this option.

- Barton Hills and Zilker should not be closed. If schools need to be consolidated or closed, then merge Dawson with Becker, both of which are at 50% capacity or less and both of which are in close proximity to each other, i.e. on the same side of Lamar. Then move AISD administration from downtown into the Dawson building, thereby freeing up the downtown building to be leased or sold.
- Barton Hills Elementary has proven itself to be an Exemplary school and many families want their children to go there. It's a tight knit community that is core to the Barton Hills neighborhood. It does not make sense to close a school of this caliber. This is true of the all the schools you are proposing to close. Why close schools that have proven that they work and have kept everyone happy? Those have kept Austin ISD's ratings high? Why close the downtown schools in core downtown neighborhoods and force them to move outside central Austin, Westlake or Round Rock. Has the Committee considered the added costs to accommodate additional students at Becker? There is not enough parking, no sidewalks, already overcrowded drop streets during drop off and pick up. How can you double the number of students there without having to figure that out? You may find you spend just as much money trying to remedy those problems. Also, that school is older than Barton Hills and that was one of the reasons you chose Barton Hills, its old. Won't closing Exemplary schools wind up lowering Austin ISD's ratings in other areas overall?

- Do you want this? Please find another way to save money. I think the suggestion of selling the downtown Austin ISD building was good and what about getting money from SXSW, ACL, Rodeo, and Formula One?
- Barton Hills Elementary is the heart of the neighborhood. The amount of labor and tax dollars invested in the school is beyond measure. We will remove any elected official that tampers with the school's viability.
- Barton Hills has been rated an Exemplary school by the state for each of the past two years, and has never been rated low performing. In fact, 8 of the 10 elementary school campuses being considered for closure, including Barton Hills, were rated Exemplary by the state last year, representing over 27% of all Exemplary elementary school campuses in AISD. A school is a critical part of the fabric of any community. Our school attracts homebuyers to central Austin, helping the city meet its goals of promoting population density and limiting sprawl. Leaving our neighborhood without a school will negatively affect the quality of life, property values, and neighborhood desirability for homeowners and businesses. Smaller neighborhood schools are more successful because they enable parent and community involvement. The Barton Hills PTA and the entire community have invested a lot of our own resources in things like teacher development, library improvements, and extracurricular activities. Barton Hills also has a widely renowned choir program that has performed at the Austin City Limits Music Festival and other venues. Barton Hills' unique location allows easy student access to one of the greatest treasures of Austin—the Greenbelt, which is regularly used by the science classes, 6th grade classes, and after-school

programs. Barton Hills should be renovated rather than closed. It's also important to note that \$2.8 million in Austin taxpayerapproved bond funds have already been used in the last few years to make improvements at both BHE and Zilker. It is wasteful and deceptive to close those schools after asking taxpayers to improve them. Austin city ordinances and impervious cover restrictions do not prohibit further development of the BHE campus infrastructure. Barton Hills is not operating under capacity as the Task Force suggests. The Task Force states that total affected BHE students at 184; in fact, BHE's K-5 population is 347, and there is also a 6th grade class. This means that Barton Hills is well on the way to achieving AISD's "optimum" population utilization efficiency of 85-105% and is already in the "optimum" population range of 300-500 students. The population projections are not consistent with recent growth patterns. The Barton Hills neighborhood is changing rapidly as aging homeowners make way for young families with children. It is not clear how the Task Force or its consultants arrived at the projected rate of growth (from a current student population of 74%, growing to 79% in 2014—only 10 new students). That estimate seems low given the dynamics of Barton Hills in recent years. In fact, we added more students at Barton Hills in the last four months. The federal government will release new U.S. Census data for Texas by April of this year. Those numbers will provide a much better picture of the population currently served by Barton Hills Elementary, and will possibly show that the neighborhood is exceeding the projections provided by the AISD consultants. The cost savings documented by the Task Force are questionable, and yet appear to be the only advantage of closing Barton Hills Elementary. The Task Force does not appear to be considering all of the costs necessary to renovate Becker to accommodate an influx of Barton Hills students or bus them to Becker. It also does not appear to consider the added cost of transfer students currently attending Barton Hills. Given the potential for a major negative impact to property values in South-Central Austin, the Task Force should calculate estimates of property value impact and include those revenue losses in the final calculation of costs and savings. The impact on transfer students is largely unaddressed by the Task Force. It is unclear how the district can predict where the hundreds of transfer students currently enrolled at BHE and other schools will go and how that will affect the population, capacity, costs, and savings within AISD. A larger review of the AISD transfer policy may be warranted now or in the future, but it is unfair to abruptly remove those transfer students whose parents chose BHE, sometimes after camping out in line in front of AISD offices overnight to file transfer papers. It amounts to a breach of contract by the district. We know that AISD must find ways to cut the budget, but closing neighborhood schools is not the way to go. This is not just about the 10 schools on the chopping block today. It's about every small neighborhood school in Austin. To close any of these schools because of short-term budget issues seems incredibly short-sighted. It would be much more reasonable to invest in capital infrastructure improvements at Exemplary schools like BHE. Temporary measures that can be undone with minimal cost and disruption are preferable to permanent ones. The Facility Master Plan recommendations at this stage are completely detached from AISD's larger budget picture. In

- other words, there is no comparison or prioritization of the savings of school closures versus teacher layoffs versus administrative cuts versus other options.
- Barton Hills is a wonderful neighborhood school, the teachers know every student at the school and take personnel pride in making sure every child's needs are meet. We have had three children go through Barton Hills, O.Henry, and Austin High and we loved our time at Barton Hills. The school has been the heart of our neighborhood since 1964. Please don't close Barton Hills; lets come up with another solution.
- Barton Hills School should not be shut down. This is an outrage. Pleas listen to the opinions of your clients. These ideas are as horrible as the death of Christina Green. Please reconsider this plan.
- Based on the options for closing Joslin, moving students to SSV and Boone and Cunningham. The projection for later years indicates the Cunningham could be over capacity. Why not assign more students to Boone since the movement of 150 kids will not put them above 90% capacity? Boone's facilities can handle the move. Boone needs more students to efficiently use district resources. This change should have been made at the last boundary changes in the last year. I hope the board has the backbone to follow through on all of the recommendations this committee has worked so hard to suggest. I hope the board does not crater under public pressure and the press. Do what is right for our district and kids. Saving money this way potentially opens money for more district programming and avoids more staff layoffs. Please do what you can to encourage the board to take a stand in these tough budget times.

Based on your decision criteria, the proposal to close Zilker does not make sense. Educational Enhancement, Zilker is an Exemplary school with 30% on FRL and 15% special ed or involved in IMPACT process. Breaking up this school and its team of teachers and moving the children to larger schools does not enhance the education of these students. Efficient space utilization, Zilker is at 114%, not far off from the optimal and as stated above portables are not a big deal compared to the impact of closure. Cost Savings, capital costs of keeping Zilker open have been grossly overestimated, have already been incurred, or are unavoidable. Thus, the current comparative analysis of the savings of closing the campus vs. other options is fatally flawed. Community Impact - The costs are huge, the gain zero. This guts the Zilker neighborhood, encourages flight to the suburbs, prevents children from walking to school, and devastates special ed students dependent on Zilker's services. Future Growth, growth predictions are inaccurate and do not reflect the burgeoning kinder and pre-K population and baby boom in the Zilker neighborhood. Facility Condition, as stated, the facility condition is far better than the 2009 FCI analysis indicates. Details on the above: 1. The FCI used is inaccurate. A) It was established 9 months ago and does not represent the current state of these campuses. Some, like Zilker and Barton Hills, have had substantial improvements made in the last nine months. B) It includes "nice-to-haves" - defined as priority 5 that likely will never be funded, or at the very least do not justify closing a campus. C) It includes priority 1 items defined as things that must be done in order for the school to open next year. Given that costs were defined over 9 months ago

and the proposed closures do not take effect until 2012, these costs are unavoidable or have already been incurred Therefore comparing schools based on an FCI that includes both priority 1 and 5 items is misleading and irresponsible. It misrepresents to the District the actual cost avoidance of closing a school and may lead to the wrong schools being closed. 2. The demographic projections are inaccurate at the local, single school level. By the demographer's own admission to board, when the sample size gets small enough the numbers are unreliable. The largest student groups at Zilker are pre-k, kinder, and 1st grade. Zilker kindergarten has been closed to non-priority transfers for two years and 80% of these children are from the local areas. There is also a baby boom in the neighborhood. The Zilker population is growing. 3. The proposal does not take account for special education students or transfer students. By defining transfer students simply by their home address, the study ignores the fact that some students were placed at or transferred to Zilker because their home schools do not provide the services that exist at Zilker, PPCD, SCORES, SBS... To not list those students in the "students" affected" statistic is inaccurate and irresponsible. The assumption is that they will simply return to their home schools and they can't. Their home schools do not have the services Zilker provides. Given that further cuts to special education are expected, even imminent, the promise that those services will somehow be provided by the home schools where they aren't today rings hollow. 4 The proposal ignores transfer students generally. The District has the power to limit transfers and has exercised it in the past, and intends to limit transfers further in the future. But every transfer was applied

for by parents and approved by the District. For the District to now consider those students "unaffected" by these closures is inaccurate and insensitive. These children will have undergone the same disruptions and readjustments as any other student. 5. The proposal seems to embody an aversion to portables generally, and focuses on permanent capacity. A) Parents care less about their children walking to and from portables than they do about being able to walk to and from school. B) The city demographer Ryan Robinson specifically advised the board to retain flexibility if at all possible. Portables provide that flexibility inexpensively. 6. The proposal ignores many advantages of campuses that do not show up in the FCI, such as Little Zilker Park adjacent to Zilker or the park adjacent to Joslin, the new playscape and covered outdoor sport court at Zilker, or the proximity to the Barton Creek green belt at Barton Hills. Zilker is downgraded because a high FCI that includes \$2.4M for a new gym that isn't needed. Again, this is Austin and not Ohio or Minnesota. Phys ed can often take place outdoors.

• Becker must remain open. The facilities are in good condition and it has a large permanent capacity, as the Task Force objectively observed. It is also Exemplary and has a transformational DL program, one of only 4 two-way DL programs in the school district, programs in which teachers teach and students (whose primary language is either English or Spanish) learn in both languages. As the Superintendent said, "The research speaks for itself: dual language is one of the best academic designs especially for preparing our kids for a globally competitive economy." Becker is in an upward enrollment trajectory and has attracted an estimated more

than 100 new transfers for next school year. Indeed, Becker is in the middle of a DL application process, ending in February and that process needs to be respected. In fact, kids who entered the DL program this year as pre-K, K or 1st graders were asked to commit to stay in the program through the end of 5th grade to ensure their academic success in both languages. They have had limited English language instruction this year due to the expectation that they will catch up with English-language literacy over the next few years. It would be devastating and unfair to those students academically to disrupt their DL education. Becker is the model school, a school with a high percentage of economically disadvantaged students, which has worked hard to become academically exceptional and to truly embrace its bilingual and multicultural population. I believe that there are boundary adjustments that can and should be made to address overcrowding and to maximize utilization of every seat in the district and limit future bond packages and public financing to build costly new schools. Boundary changes could go a long way to alleviate the inequitable tracking patterns currently in place in the district. I am opposed to any schools closing and being consolidated but if that does occur, I believe consolidated schools should track to the new feeder patterns, hopefully leading to greater equity and less gerrymandering in Austin's schools. It is fundamentally unfair that if you live West of S. Lamar you track to a better school for middle and high school than if you live East of Lamar. Barton Hills and Zilker should track to Fulmore and Travis on the south side. Furthermore, I cannot identify a nondiscriminatory motive for not putting any of the students currently zoned to Akins into Bowie when Bowie has greater capacity and lower enrollment than Crockett. Akins kids should be rezoned to BOTH Bowie and Crockett. I am strongly against all the wealthy west-side schools all maintaining their track to the same wealthy middle and high schools. I believe the current patterns only reinforce the disadvantages the large majority of AISD's population faces. All Austin schools should better reflect the economic diversity of the city's population and together we can bring all Austin schools up.

- Becker would better serving as a complete Spanish immersion school not a dual language school. Austin is in dire need of an elementary magnet school and Becker has the capacity and potential to fill that need. I refuse to send my child to a school where she does not feel safe.
- Being a retired administrator, I know about budget decisions. Education and schools are most important. AISD administration can use some budget cuts. The Supt. should not take any of the bonus money. If she cares about the kids, she will not do it. Put some administrators back in the classrooms. Do not close schools, even randomly, because the kids and their education is our future. We are not competing even with other states. As we used to say, thank goodness for Mississippi, then it was Louisiana, now people are saying Texas. Neighborhood schools are very important. Kids, who live together, go to school together, play together, have activities together, are better citizens and have a real connection. I pay a lot of taxes on multiple houses and I do not mind, even though I have no children in school. Taxes provide services. Times are hard, but we can make it.
- Being a retired Special Education teacher at Dawson Elementary for 23 years I would like to submit my views on

that campus. We fought long and hard to make sure that campus was truly accessible and functional for any type of special needs children. The idea of special needs children at that school is as normal as any other child in any given grade. The building layout, facilities, accessibility and school climate are any Special Education dream. I have been so proud in these past years watching Dawson basically get a make-over with a new roof, windows, fresh paint and many replaced floors. It is bright, inviting and makes the neighborhood look fresh and new. With its visibility right on South 1st, it is a credit to AISD because of its looks. This is a building that the district has spend many dollars on and it would be a shame to see those dollars wasted when money is the key issue right not. Dawson has always had a wonderful name within the district and I am sure that parents would be very pleased to have their children attend such an outstanding educational community. Thank you for your consideration not to close Dawson and let it be one of the receiving schools.

• BHE preservation will actually help AISD in meeting the budget shortfall while maintaining educational excellence. 1. Much of the capital savings figure is based on fuzzy accounting and a dream list [not in present urgent upgrading needs] . 2. All near term requirements already taken care of by recent strong bond investment [already done]. 3. Figured potential yearly savings can be matched by AISD revenue loss due the estimated property value loss [so much harm and no gain]. 4. 400 students disrupted when moving to Becker including transfers [much less if Becker comes to BHE] 5. 9 acres available at BHE for inner city expansion [see note 1]. 6. BHE consistent high educational standing built and maintained over the years. 7.

Strong moving in trend by families with kids at BH in the last years [need to use updated 2010 demographic info]. 8. Efficient BHE operation [with average student cost to AISD]. 9. Strong community engagement in support of BHE operation. 10. Good access for students, parents and buses [good location in the heart of BH including 4th of July parade and others] [increase in busing costs if BH kids and BH transfers are relocated]. 11. By shaping up and adding up, BHE can help the budget crunch [while increasing educational level] at AISD. 12. AISD should see the BH capability and willingness to help in the change as a real asset. Note 1: neighbors have reviewed SOS restrictions; they seem to allow for expansion at BHE [including possibility for 2 stories if needed]. Note 2: need to understand source of huge budget deficits at AISD, if long-term obligations [defined-benefit pensions], administrative costs, etc wedge in, students should be first.

• Both Zilker and Barton Hills Elementary Schools are the Umlauf Sculpture Garden & Museum's neighborhood schools. The Umlauf was the first Austin museum to adopt an entire elementary school and Zilker Elementary was the school we adopted (49% subsidized lunches when we started our partnership). Several of the Umlauf children went to school there and when Zilker Elementary celebrated its 50th anniversary we hosted its appreciation lunch here at the museum. In the spring the kids from Barton Hills Elementary School walk down to the Umlauf for a field trip,learning about native Texas plants and trees on their way to our xeriscape garden and, once inside the museum gates, about the visual and verbal language of sculpture and the work of noted 20th century American sculptor Charles Umlauf - Austin resident

and their neighbor. Their traditional and healthy walk saves both bus money and fumes. Barton Hills students have also used the Umlauf for their New Jersey Writing Project activities. And, for years the Umlauf has exhibited art from both schools during Youth Art Month in March, 4 different exhibits, one each week, with an official Saturday Opening, complete with animal crackers and lemonade, for the artists and their parents and friends.

- Boundary Changes: Agree with boundary changes for Maplewood and Campbell. Agree with boundary changes for Crockett and Atkins. Closures: Agree with closure for Pearce MS. Agree with closure for Pease El. Options to consider: Close only one or the other of Barton Hills or Zilker. Pease students and perhaps other transfer students attend Mathews, near downtown.
- Breaking apart school dynamics that are working, as in Exemplary classification, does not make sense. You cannot create the inner workings of established & long standing successful school communities by combining two diverse, or even slightly similar, communities. What is the purpose of a School District? To educate children, of course. You foster a learning environment with disruption. Children thrive on routine, the routine they are in now. I am a retired school librarian from CCISD (outside of Houston) my 2 granddaughters attended Barton Hills & are now in Texas State Univ & in GEO. Washington Univ. Law School. Barton Hills gave them an excellent foundation. Please don't deny the current children now attending.
- Briefly responding to the proposed closure of Barton Hills and Zilker Elementary (and partly to the process as a whole), I feel

that the Task Force has not adequately factored in near-term growth in the population of elementary-aged children in its analysis of capacity, nor considered the effects of cramming so many students from high-performing schools into a lowerperforming, much poorer facility (Becker) would do to AISD performance or the affected students and families. The two affected neighborhoods are virtually teeming with infants and toddlers in ways not seen since our family moved into the neighborhood in spring 1983. (FYI, two of my daughters graduated from AISD high schools (Austin and LASA), one of whom went to BHE, and we have served on CACs and the DAC during their time in AISD.) Moreover, Becker lacks parking access to support the levels of parental involvement BHE and Zilker enjoy and it would be much more dangerous for our older elementary children to get to the school each day due to the Lamar/Railroad barrier. The process should explicitly take into account school performance and look more carefully at projected student populations.

- Close all 9 schools. Becker should also close.
- Close Becker Elementary; send to Dawson Close Barton Hills, Send to Zilker. Bouldin Creek neighborhood can no way handle the traffic going not only over the railroad tracks, over Lamar but the neighborhood streets in Bouldin are too small and parking is already overcrowded. Also this goes in direct conflict with AISD's plan to walk to school and reduce traffic. The many transfers that go to Zilker go for a reason and you will lose more than half of them not going back to Becker but to home school and private school programs.
- Close Pease and Becker; sell those properties, Pease to ACC and Becker to the City of Austin for a museum space or youth

hostel. Move Becker's Dual Language Program to Zilker or Barton Hills. 2. Don't build a new ES south of the river: assign students to Sanchez (keep Sanchez open). 3. Close Dawson, very unsafe location on S. 1st. 4. On many of the options sheets, transportation cost is omitted and students will have to be bussed. Fuel prices are rising again. 5. Close Brooke; poor condition. 6. Keep Zilker open and recruit parents to mobilize for building maintenance (has a high FCI) 7. Let transfer students continue attendance at Zilker and Barton and include them in enrollment reports. 8. Phasing will be difficult because of unpopularity of the many closures making passage of future bond programs difficult. 9. Don't close Joslin or Govalle since the nearby schools will soon reach overcapacity.

- Close Sanchez and Joslin.
- Closing any community school is a bad idea. Closing Zilker is a terrible idea. Zilker is an iconic "brand" that has been developed over the last 60 years that no other Austin ISD school has. It has a very desirable, cultural identity and a history of success. Parents want to send their children to Zilker. It has a large campus in terms of acreage and could be expanded in decades to come to accommodate neighborhood children and even more transfers. It is next to a five-acre city park ("Little Zilker") that has been recently renovated. Zilker should be the focal point in terms of an inner-city school to serve children in this area of town. If money is to be spent to receive more kids, it should be spent on improving the Zilker campus. No other school has this brand. Further, closing any neighborhood school is not a conversation worth having until the CAB on 6th Street is sold and central office administrators are working in portables on existing school property or in a

lower rent part of town. This is not to detract from valuable work that takes place at CAB. But, the CAB is expendable in comparison to selling off our community schools. We cannot expect Zilker children to walk and ride their bikes across Lamar and the railroad tracks. This is dangerous. It will necessitate more bus service and/or children being dropped off by their parents in automobiles. The Becker neighborhood cannot handle the traffic. Zilker has worked for the last decade to regain its "Exemplary" award. It has finally achieved that again. It takes a special chemistry of children, parents and teachers to do this. Closing Zilker and sending the kids to Becker will not translate into academic success.

- Closing any of the neighborhood schools in Austin is not an option. Please rethink and support inner city schools. Imagine an Austin with a vibrant inner city. Healthy kids walking to school and highly sought after neighborhoods with Exemplary schools.
- Closing Barton Hills Elementary is not a good option. Besides being an excellent school, it is a neighborhood school and a big part of the community. I understood that AISD was trying to save neighborhood schools and strengthen neighborhood communities. Busing the children to a different school out of their neighborhood would be expensive, cause traffic and parking problems and last but not least, very traumatic for the children. And isn't it all about the children. Please ask us if we will pay more taxes in order to keep Barton Hills Elementary open for our children and grandchildren. Closing schools and disrupting lives is not a good option.
- Closing Barton Hills Elementary without completing a count of future students is not handling the closures of schools

- responsibly. Once a school is closed it is very difficult to revive that plant. Barton Hills and Zilker Elementary Schools form an important part of keeping these neighborhoods alive. The intercity neighborhoods are very important in keeping Austin a strong city. The Barton Hills neighborhood has been bussed across town already and now you want to send them to a school that has almost no grounds and is in worse repair than Barton Hills. There has been a lot of money spent on the school previous to these years. What a waste to now close the school.
- Closing Barton Hills lacks any kind of long-term vision and is not sustainable, nor will it solve any budget problems. Instead, it will raise a number of significant new problems and affect the communities of south Austin in a profoundly negative way. Barton Hills is Exemplary and is not under-enrolled. Your population statistics are not accurate. My husband and I moved into this district 18 months ago with our now kindergarten-aged daughter and preschool-aged daughter. We moved into this neighborhood because of the school. And will move out of it if Barton Hills is closed. Forcing children to go to a large school that is on the other side of a very busy five lane road fragments the community and will only harm the educational experience and process. The supposed costsavings that will come from closing Barton and Zilker are erroneous and based on inflated improvement costs that include unnecessary and superfluous changes that can wait until the recession is over and tax revenue rebounds. Instead, the task force and AISD should be pushing Gov. Perry to accept federal education dollars and allocate them to saving Exemplary schools like Barton Hills.
- Closing both Zilker and Barton Hills Elementary Schools makes absolutely no sense, from an education point of view. The elimination of two high performing schools flies in the face of the purported goal of providing excellent education for the children of Austin. It is a penny wise and pound foolish measure that will harm the Zilker and Barton Hills neighborhoods and will create permanent animosity towards AISD is this area.
- Closing both Zilker and Barton Hills Elementary would leave a large area of the south central city without a neighborhood school. This seems unnecessarily harsh. Why not close Becker, a much older building with many more repair needs, and divide its current students between Zilker and Barton Hills?
- Closing central city schools and leaving swaths of the city with no schools cannot be 'equitable.' Out small central city schools do more with less. More kids in poverty with high performance. More choice for working parents to transfer their kids to schools that work for them. More to bring families into our inner city. More to keep the middle class in our school district. If these plans are adopted and central city schools closed money will be lost to this school district in the long term. Families will flee, their trust and tax dollars gone forever. Taskforce, the charge and data you were given by the district was inadequate and deceptive. Reject it and refuse to submit a proposal to the school board. You can do that, and in fact I believe you have an obligation to do it. Or, ask to amend your charge to truly consider all the costs of your proposals. Then use thus to begin a real just evaluation process with correct complete data and a true and early community input process.

- Closing down a well performing school such as Ortega is unfair to the kids and their future. Aren't there other ways to save on budget without taking a good education about from the children that need it the most?
- Closing down Barton Hills Elementary would be a huge mistake. We are a young family of four living in Barton Hills and if you shut down this school, we will either move to Eanes ISD or send our kids to private school. This entire process has been based on the premise that the Barton Hills kids will just bus over to Becker but it won't happen. Parents who care about their kids' education will pull their kids out of AISD, sell their homes, and do whatever it takes to get the kids in a better situation. You are going to end up with a school district where only the kids whose parents can't afford anything else will attend the public schools. And we'll never vote for another AISD bond proposal again. Don't sell out the future of young families in Austin to save a few bucks in the short term.
- Closing down small neighborhood schools would seem counter to the larger livable city goals of the City of Austin.
- Closing exceptional schools that are effectively educating our children is simply not a solution. Fiscal concerns are nothing new and will not cease with this decision. The simple fact is, the people of Austin will pay higher taxes rather than close these schools. Many of us feel that is the real intent in listing these high profile schools on the chopping block. One can't help but wonder why Casis and Bryker Woods were not considered on this list. The fact that Texas is consistently behind the national average in education is no doubt due to a long line of the powers that be putting money before children. I would like to see a comparison in the percentage increase in

- faculty over the last 10 years opposed to the increase in student body. If we as a community continue to teach to the lowest common denominator, where will that leave us in the future? The bottom line is that given the myriad issues facing our education system as a whole, the lack of community support in many areas and the overall failure of public schools actually preparing our children for college and the world we cannot close the schools that are doing it right. Period.
- Closing Exemplary schools does not add up. Keep Barton Hills Elementary and others open.
- Closing Exemplary Schools does not make sense. Children from Barton Hills and Zilker would have to cross busy Lamar traffic and a railroad track. There is no explanation of why transfer students were not figured into the process or what will happen to them. Becker Elementary is not in physical shape to handle the influx of BHE students. The neighborhood is crowded, with no parking or even really room for more people to pick up their children. I do not believe that you will not be laying off teachers. How did you arrive at the savings number for salaries for Zilker and BHE? Why can we not see that data? Why can we not see the data that the capital cost savings are based on? If you look at other school districts that have "mothballed" schools, they end up opening the schools back up, at great cost. Upkeep on "mothballed" schools is more expensive than reported. No money ends up being saved. Geographic Data is flawed. More children with families are actually moving into these neighborhoods not out. The dual language program at Becker is proving to be a huge draw. Dumping BHE students into BHE will effectively kill that program, because there will be no more room for it to grow. Faulty assumptions that dumping

one good school into another will just yield another good school make me think you have not been in any of these schools. Your first priority should be keeping high performing schools open. This plan to kill these neighborhood schools, will also adversely affect property tax values and therefore revenue, it will stop growth in the downtown area, and runs counter to growth plans for the city. Please stop considering closure of these exceptional schools.

Closing Exemplary schools that have a high demand and are slotted to be at maximum capacity themselves in the next five years (I am a Realtor and have been for years and personally know the numbers of families that have moved into the Zilker district in the last five years alone specifically because they want their pre-school aged and younger kids to go to Zilker) makes no sense, fiscally or otherwise. We have seen what huge Walmart sized schools do (or do not do) for communities all across this nation and thus why so many people are willing to pay the exorbitant property taxes and home price tags to have their kids in a small community school such as Zilker or Barton Hills. Moving Zilker kids to Becker and Dawson is shameful if for nothing else one of them is not even handicapped accessible (Becker). Not to mention the real question now on my mind as to whether or not AISD is using the deficit that they have known about for some time and have chosen not to properly disclose to the residents they serve to move the high performing, highly involved, and extremely committed community members into their under-performing schools such as Dawson, Becker, Fulmore, and Travis High to receive the federal grants available for pulling up said low-performing schools. Likewise, if North Austin needs so many new schools built why can't they pay the huge property taxes that we have been paying for years for the schools in our communities? They cannot produce the number of Exemplary schools that we do in the heart of South-Central Austin due to our sheer parent/community involvement that has existed for 61 years yet they want us to pay for their new schools and give up the hearts of what has made our neighborhoods desirable, in highdemand even in the worst housing slump this Nation has ever seen, and an icon amongst Austin and Central Texas alike. I also want to know why AISD has not given up their prime real estate of offices on W. 6th Street in downtown Austin before taking any child's education away. Shame on you AISD. You have been charged with the job of giving our children the best education you can and now you want to take away more Exemplary schools than what you leave us with. Can we not disperse the AISD offices into the "underutilized schools" such as Becker or Dawson and bring in income from the long-term lease or SALE of their prime office spaces? I question if this task force is really concerned with the education of children or keeping AISD official's jobs and bragging rights. The economic, environmental, health, and most importantly, educational impacts are so sever and far-reaching that I cannot even imaging how the option to close successful, highly desirable, high-performing schools like Zilker Elementary has ever come up. Again, I question if it is not to garner the Federal Grant Money for taking the easy way out on pulling up the underperforming schools while at the same time allowing our hard work and tax dollars to transfer to other areas of the community. I am all for pulling up low-performing schools and in my opinion that starts with giving incentives to our residents

who send their kids to private schools. Maybe offering a tax-deferment or lowering of property taxes to those residents in said under-performing districts who currently have their kids in private schools if they enroll them in the public school of their neighborhood. Trust me, in an economy like the one we all face currently, many residents would be happy to not only save the money on their taxes but also happily save the money on the expensive and sub-par private educations they are paying for in hopes of having a decent public option in their area. Thank you, regardless of my disagreement, for I do know there are tough choices to be made and the effects will be undoubtedly far-reaching for our entire city.

Closing Exemplary schools will have a ripple effect on the budgets of the city and the county, which are based on taxes derived from the property values. The property values in areas where there are Exemplary schools are high, and they will fall, affecting not just AISD's future budget, but also the city and county's. This will bring a lot of instability at all levels of government, and hurt all property owners. For many people, home investments in these areas have been the investments that have not lost money during this economic downturn. Your plan will not only wreck communities formed around neighborhood schools, but also all property owners in these areas - including owners who do not have kids in AISD, as well as wreck the budgets of the city and the county. This task force has had a very narrow view of the effects of its actions; it will affect not just those few hundred students at each school, but the community at large on many, many levels. AISD should sell its Central Austin HQ, let its staff telecommute or let its staff move to space that is not utilized at the various public schools,

- and sell that property, how can you not inconvenience yourselves in those nice offices and wreck the entire community with your proposal? This task force should be thinking more "outside the box." The Comptroller's FAST report has a lot of ideas about thinking outside the box and it should be required reading for the Task Force. ACC needs more space right now, so they bought part of Highland Mall. Maybe they or UT could rent class space for evening classes while they are constructing their space? Maybe you could make money by allowing businesses to operate on your property, and they could hire students who could work there on site as their after school job and learn valuable job skills right there? Where are the creative ideas for making your land make money and strengthen the community? Just closing and cutting is not creative and it is very destructive.
- Closing Exemplary schools with bad data is criminal. They should be the model of what the other overcrowded schools should be. I grew up in Houston ISD in a school that was overcrowded. It was like a prison. Teachers were too worked to care. Zilker and Barton Hills are truly more special than you can understand unless you have a child that attends. My daughter has attended Zilker since Pre-K, and is now in 3rd grade. She is a straight A student and loved her school. The older kids have always taken the younger kids under their wing like older siblings. The teachers are incredible. The community is so unique. Local businesses do anything asked for the students. I pay \$7,000 more per year just so my child can walk to school. I sacrifice by driving a car with 240,000 miles on it so my child can have the experience attended a rare gem in the public education system. If asked, the parents will do anything

to help AISD keep these schools open. Zilker is not underutilized. You guys are not counting the transfers. And parent in Austin would try to get their kid into Barton Hills or Zilker if the space was available. And, you know it's not. 2 years ago, parents slept outside AISD to get their kids transferred into Zilker. Do not create subpar overcrowded schools. My child would have to cross the busiest road in Austin and a railroad track where a student of AISD was killed walking home from school. Ask the parents who have created www.saveaustinschools.com to help come up with solutions. We would have done it for free. Not a company that has a history of doing the same exact thing in several cities. Destroying schools and communities. Save Austin Schools is made of Computer Scientists, Engineers, Musicians, Lawyers, Realtors, Business Leaders and everything else. Zilker and Barton Hills are doing it right. Don't destroy them. This country is already so far behind the World in education. Don't make it worse.

- Closing Exemplary schools would be a negligent and irresponsible decision on AISD's part. The success and spirit of the students at Zilker and other Exemplary schools are a testament to the schools invaluable worth. Please don't impede our children's education. Please don't close Zilker.
- Closing high performing neighborhood and community schools is antithetical to the goals of the school district, the city, and the county. Elementary schools should be as close to home as possible. Earlier school boards, city officials and county officials are officially on record as supporting this concept.
- Closing high performing schools like Zilker and Barton Hills does not make sense. Based on this master plan, it appears

our school district is making an attempt to move students from high performing schools into lower performing schools to bring up the lower performing schools. I suspect from an administrative perspective a plan like this makes good sense, but from my perspective as the father of a daughter that will soon attend public schools in Austin, the consequences of overcrowded classrooms and less interaction with teachers would be tragic. My wife and I were both raised by high school educated; single mothers who struggled to ensure we received a quality education. Attending Zilker Elementary is a memory we both share and we firmly believe that Zilker provided us with the foundation to each pursue higher education. Today, we have Masters Degrees, own a home in Central Austin and are now instilling the values of hard work, perseverance and public service in our daughter. If this master plan is implemented, the future will not be as bright for our daughter as it was for us. Closing Zilker, Barton Hills, Pease, Matthews, and/or Maplewood Elementaries would be a huge mistake and goes against everything that Austin stands for.

- Closing high quality, well attended schools, like Zilker Elementary are counterproductive to our primary goal of educating children. In addition, this is bad for our already crowded roadways and not in the best interest for a thriving intercity neighborhood. I am a tax payer and do not have children. There must be other solutions.
- Closing neighborhood schools in the city's core runs counter to
 the "smart growth" initiative to lure residents to the center of
 the city and discourage suburban sprawl. It is not in the longterm best interests of AISD to base decisions on school
 closures on arbitrarily limited criteria (facility maintenance and

- capacity) while pointedly ignoring other relevant criteria, such as educational performance, transportation, and local logistics. Allowing students to transfer to other schools within the district is a good thing. It appeases parents who believe their children's needs can be met better at a school other than their home school, and it diversifies the population at the receiving school. Still, if reducing transfer students is a goal, the focus should be on improving the home schools from which those students are transferring. It makes no sense to close the schools that are achieving and/or exceeding their educational goals. Closing neighborhood schools will have a negative impact on the neighborhoods and the city, reducing property values and property taxes.
- Closing neighborhood schools is bad for the community. Please find a better way to save money for the school district. Sometimes "needed renovations" are not really needed -- Please do not close Exemplary schools such as Zilker, find another way. Our community is willing to do a lot to prevent the closure. This is an Exemplary school. My daughter is in college and I have no other children attending but it is a remarkable school and nicely integrated which is unusual.
- Closing neighborhood schools is in direct conflict with the
 objective of community-centered living that is walkable/
 bikeable. I do not support closing high-performing schools and
 shifting those populations to other, less well-performing.
 Besides, any residence that loses a neighborhood school
 should automatically receive a tax/property re-evaluation,
 since they will surely lose value due to the loss of such a vital
 amenity.
- Closing neighborhood schools should not be an option in this fiscal disaster. When a neighborhood school is closed, there is a message that is sent out: Communities don't matter. Communities do matter. Communities matter most in these financially difficult times. Schools are the center of communities. Our kids are the most important thing to us. A horrible statement is sent out when one is closed. What I have learned from this process so far is that Austin is full of closeknit communities that are so united against possible closure of their neighborhood school. Communities are key. When there is no money, we depend on people to get us through the hard times. It really takes a village to get us and our kids through. When you take away our schools, you crush our "village." Please reach further into these amazing Austin communities and work with them to find solutions to the budget shortfall. We need this unity. We need our communities. We cannot destroy them. Community and parent involvement are essential for my kids to be safe, socially conscious, cared for, well educated, and also to grow up in a neighborhood where we know everyone and every house and look out for each other.
- Closing neighborhood schools will contribute to suburban sprawl, which is detrimental to all. Closing neighborhood schools leaves children who rely on walking or biking to school (since many parents work and rely on schools that are close to home) vulnerable because of safety issues. Closing neighborhood schools reduces property values thus this plan is not fiscally responsible nor would it safe the district money in the long run. Because the task force is using data from 2000, I think it will be discovered that more and more families are

moving to these neighborhoods because of the schools. It keeps people in the city, reduces traffic, and keeps property values higher. And we are going to be facing an overcrowding situation and I believe it will happen sooner rather than later. Then what? The plan to close any neighborhood school is, I believe, short-sighted. I know the task force has worked hard and I know that they are focusing on facilities, but we really need to include many other factors when determining how to cut the budget. These schools are what is right about AISD.

- Closing Pease Elementary is a no-brainer. Retain the building for historical purposes for lease or for future program facility (such as Ann Richards or Garza). Realign Crockett and Akins boundaries. Do not implement the scenario where a new elementary needs to be built. It will be impossible to convince the public that closing elementary schools was necessary only to turn around to ask for funding to build a new one. Loss of public trust would be inevitable, not only on this issue, but any other financial issue requiring public buy-in.
- Closing performing schools is not the answer. Closing performing schools and building new schools is not the answer. We need to use the facilities we already have to the best of our abilities. Over the last 2 years millions of dollars have been spent upgrading several of the schools slated to be closed, so they are in better shape than these reports suggest. Small neighborhood schools are nurturing and help children thrive. We are transfers to Zilker Elementary. My daughter has Apergers and the small size of Zilker helps her be successful. She still struggles with the Gym and Cafeteria but it gets better every year. In a larger school she would be isolated from the general population because she would be over stimulated a

large portion of the time. Smaller schools allow students like my daughter to be included in the mainstream. If schools we currently have open are under capacity. Redraw boundaries to fill the schools we have instead of closing schools and buying land and building new schools, where is the logic in that process? Also, children on the Eastside in high crime areas need schools close to their homes so they are not forced to walk in the dark through dangerous neighborhoods and intersections to get the education they need. In addition, there has to be other ways AISD can cut budgets to help with this crisis. Cut landscaping services. Do you know how many times I see fields being watered that are unused? Yes we want campuses to be pretty but if we have to choose between pretty and our children getting the education they deserve; I pick the education every time. Sell prime real estate.

- Closing schools hurts communities. The hurts are long lasting.
 Find another option. Look at boundaries, look at transfers, look
 at selling the 6th admin building and moving central staff into
 existing spaces. Closing schools in the inner city will only hurt
 Austin in the long run. Please do not do this to our
 neighborhoods and our children.
- Closing schools that are clearly excellent? Makes no sense. Do not close these schools. Look for your cost savings elsewhere.
- Closing schools when Texas is lagging behind the nation and world in education is not the way to go. Please keep our schools open. Don't close down Ortega.
- Closing some of the best schools in Austin is not a way to fix anything. Please do not close our school; Zilker elementary is a wonderful school. My son has been going there since

- Kindergarten and we were planning on our two year old going there as well. Please save our school. Thank you.
- Closing successful urban schools may save money in the short term but will loss the District money in the long term. I believe closing any of the schools to be a bad idea financially and academically. If closures have to be made, I want to make sure that those in the decision-making position know what a treasure Becker Elementary is to Austin. My family is zoned to go to Lee Elementary. While Lee is an excellent school is many ways, it does not offer the 2-way dual language program. AISD asked my family to make a 6-year commitment to send our daughter to Becker and to keep her there. We agreed. We believe this to be positive for us and for the District. Becker becomes a thriving, successful school, and our daughter receives the bilingual education that should be the standard for all. What we found at Becker was so much more than we imagined. The social and economic diversity of the campus creates a laboratory for learning and growing for all of the kids. The smaller classroom size is also a contributing factor to success. The mix has created demonstrable results in this Exemplary school. The green classroom and art program and beautiful, historic building and active parental involvement and truly motivated and capable teachers and administrators. The list of Becker treasures go on and on. Also, these urban schools are located in the heart of the Austin arts district. The kids have access to after school programs at Dougherty Arts Center, Austin Lyric Opera, and Zachary Scott Theater. All within walking distance from Becker and very close to all the schools. Student transfers into these schools happen for many reasons, not the least of which parents who work downtown
- and want to be active in their children's education need to have the schools close. The schools are successful because parents are in the mix. Move the kids farther away from their parents, we will not be able to be as involved and our children's education will suffer. I ask that AISD honor the agreement they made to us and allow our children to continue in dual language at Becker.
- Closing successful urban schools will deteriorate property values in central Austin neighborhoods, ultimately resulting in tax revenue reductions for the district far in excess of the savings associated with the closures. Raising taxes to cover the district's deficit, even in a tough economy, is an infinitely better choice for the Austin community over the long term.
- Closing these local schools would drain the communities and absolutely lower property values in those neighborhoods. Within the Zilker neighborhood, property values have shot up because there is a larger trend in the community that values the assets of a close-in city neighborhood with excellent schools. Far from being on the decline, the Zilker neighborhood is in a huge upswing. The same can be said for the Barton Hills and Pease neighborhoods. This plan is in so many ways shortsighted. You will seriously drain city resources if you force families to move to the suburbs, thus completely changing the character and nature of Austin, adding to its sprawl, and disrupting a sense of community that parents know is key to raising secure children. In large part, the reason why these schools are so successful is because of a very engaged community that supports them and raises a lot of \$ for them too. In a larger more generic school this would not be the case. The mechanisms at work in these schools are also working for

the children who attend them, break up the team of teachers and administrators who are making this possible and you're forced to start from scratch. Why tear apart something that is working so well, for a gamble? How can you gamble with the education of young children? AISD needs to stop giving outrageous bonuses to its top brass, sell its headquarters on 6th street, furlough employees over the summer, and consider making one day a week a shortened day (this was done in California and saved big money). Set Wed. as a half day for students in 3rd and under. There are so many things that can be done, why the slash and burn? What we need is more adept problem-solving here, which takes the kids and the larger community into consideration. As for the schools being at lower capacity, allow more transfer students. Students are begging to go to Barton HIlls and Zilker, not fleeing from them. Improve the lottery system and its organization so that there is higher capacity in the functioning schools, not higher capacity in the low-functioning schools. This system naturally points out those schools that are low-performing and potential candidates for closure. We will not accept that there are no other options. This task force must reprioritize and take another look at a complicated issue.

• Closing these schools will affect the long term quality of life in Austin as well as the future profitability of the city. Quality education for kids leads to children who will lead our city into the future. Find a way to keep these schools open. Raise our electricity rates by 1 cent/kwh if you need to. I don't have kids that will be affected by this but the entire city has become what it is today by who the children are becoming. Closing two (2) schools within one large neighborhood (Barton Hills and Zilker) is inappropriate for many reasons. No other AISD neighborhood will be as grossly affected as BH and Zilker by the Task Force decision to close the 2 schools located within those neighborhoods. The task force will be directly impacting the livelihood of all the neighborhood residents of all schools affected by reducing property values and weakening community support for AISD and future and imminent bond proposals. If you close neighborhood schools and then anticipate approval of new funds through a bond election (the only way to get funds for a looming fiscal crisis as AISD presented) the AISD voting population will not support such a measure. It was previously heard via the media and the 1/13 AISD meeting, that no solutions were heard to response to AISD Task Force proposals. Being a member of the Austin Design and Construction community, a project manager who directly just completed 2 school projects for the RRISD under budget and on time (1 being an elementary school)I offer this proposal to Option 4.4B: Close Barton Hills ES and remodel/update Zilker ES to handle the new larger population as the main ES for the Barton Hills and Zilker neighborhoods. The proposal 4.4B will still take place as described. Close Barton Hills and Zilker ES and move all students to Becker and Dawson, however, this is only temporary while renovation to Zilker ES takes place. Being directly involved with the construction of previous elementary schools I feel that updating, renovating and placing new additions to Zilker ES can happen within a 14 month time frame (close 06/12 reopen 08/13). This type of solution will satisfy all of the neighborhood concerns regarding walkable schools, property values, quality

education and also satisfy AISD requirements of a more efficient campus while keeping the voting population happy so that bonds for this construction option can be approved. I understand there will be design challenges including a small site and impervious cover challenges, however I feel those can easily be overcome with an experienced design and construction team by going to 2 stories among other options. Thank you for your time and the AISD public is anxious awaiting your proposals that will be presented to the AISD School Board. Closing Zilker and Barton Hills are not the answer to the budget problems. It is dangerous to our children and only a temporary band-aid. There are other far better options.

Closing Zilker Elementary would cause extreme detriment to the students, teachers, families and neighbors in the community. I myself, together with my husband and daughter moved into this neighborbood after my husband was injured in a car accident (leaving him a T-3 paraplegic) specifically so our daughter could attend Zilker, based on its Exemplary standing, as well as it's small campus, and inclusion program. Our daughter has been attending Zilker for 4 years, and despite the hardship of adjusting to her father's paralysis, her grandmothers passing from cancer 2 years ago, and a very rough financial situation, she is thriving. She is an honor roll student in the gifted and talented program, and is thriving socially due to the small campus size, and very compassionate teachers. Our family is looking to buy a duplex in this area as we speak. If Zilker would to close, I would look into other neighborhoods, and put our daughter in private school. The parents at Zilker fund raiser mightily, and have provided

- amazing restoration to the school. Financially, it may make a small sense to close a couple of schools, but ultimately, the cost to the neighborhood, and most importantly, the students and teachers, as well as property holders would be extremely high. To close such an amazing school would force up classroom sizes, it would difficulty as far as busing etc. It would also cause extreme mental distress to not only my daughter, but the special needs kids and the other children and their siblings, and the parents. I also feel that many items that were cited for the study are outdated and completely wrong. I don't think it's responsible to close Zilker without up to date FACTS regarding Zilker. Thank you (2)
- Closing Zilker ES will lower property values and contribute to overcrowding at the "consolidated" schools. This will have only negative impact on both funding sources and education quality. Closing Zilker ES is not a wise budget strategy. You note in the Presentation that you have 27 schools below 85% utilization. Is Zilker one of them? If not, why is it being proposed to be closed? Only a few years ago, Becker was considered for closure. Why is it now becoming the "consolidated" school? There are no details of why each school that is proposed for closure was selected. It is very hard to evaluate and comment on your selections without more information. In the Options Handout, you note that Zilker ES has been over capacity for the last two years. Why is it being proposed for closure if it is over capacity? Why not close schools that are below the 85% utilization level instead? The Zilker neighborhood population is child dense; part of the appeal of the neighborhood is the high quality, locally available elementary school. Economically driven reductions in property

- values are creating the current budgetary deficits. However, closing Zilker will work to lower property values in the neighborhood further, exacerbating the budget deficit.
- Closing Zilker is a loss to the inclusion community. They have an excellent special education program. Closing Pease is a loss from a historical perspective.
- Closing Zilker, a thriving school located midtown with a huge transfer population that consistently is Exemplary over selling a lucrative piece of property in downtown Austin where the district is located does not make fiscal sense to me. The community is outraged at the thought. We are a family that transfers in to Zilker because of the school's education, diversity, parent involvement and quaint, Austin atmosphere. Please don't close our school.
- Closings schools in east and central Austin are weak options.
 Does not demonstrate the quality of analysis that we expect from our high school student yet these are suggestions from our adults. Make it a high school business class assignment and you will get more thoughtful analysis.
- Comment on option 3.6 Closing Pease School. I was part of the design team for the upgrades and new Gymnasium for Pease constructed in 1997-1998 and have knowledge of the past and present condition of this building. The primary factor for the recommendation for the closure of Pease appears to be the FCI. I believe the number is inaccurate. Many parents of Pease are leading Austin architects, planners, engineers, contractors, and construction industry consultants. The consensus among this group is that the FCI numbers has been inflated, are not objective, and adjusted at a disadvantage to Pease. This number should be re-evaluated or the Board

- should note that local industry leaders do not agree with the FCI and should not be a leading factor in the Board's decision. The Board should also take into careful consideration that this school is an all transfer school. This is a clear indicator that the community values Pease Elementary highly. Closing an Exemplary, diverse, community sought after educational facility is not in A.I.S.D.'s best interest.
- Comment on option 4.4B closing two Exemplary neighborhood schools is devastating to the community west of Lamar. We will be left without an easily accessible school that the community can rally around and identify with. Barton Hills Elementary is a focal point of our close knit community and a desired transfer school; upgrades to the school have been made with taxpayer money and would be wasted if the school were closed now. The savings from closing the school do not appear to take into consideration continued expenses for security and building upkeep to repurpose the school at a later point; nor do we find documentation about costs to ready Becker for a sudden influx of students, transportation of Barton Hills Students to Becker, safety along school routes from Barton Hills to Becker. Essentially it is unsafe for children to cross Lamar and the rail road tracks. The access from Barton Hills to Becker is limited (Riverside Drive, Oltorf, Mary) and traffic around Becker will be a disaster given the limited capacity of streets surrounding Becker. Barton Hills Elementary school is not only rated Exemplary, but is also sending high percentages of students to the district's magnet programs or to honors and pre-AP classes in middle school. The community support has been essential in this effort. Just an example: with parent support BHE sponsored the Odyssey of the Mind

enrichment program. In 2008-2009 one of our teams qualified for World Finals in Iowa and was honored for this accomplishment by the School Board. Not only parent involvement and student talent made this success possible. Retired community members supported and coached our team, the neighborhood association contributed financial support to make the trip possible, and so did local businesses. They did so because they identify with the school and because they are proud of it. This level of community engagement and support does not transfer to another location. And lastly, many, many families are moving into the neighborhood because of the reputation of BHE. Our neighborhood was built in the 1960s and there is a turnover in homes from original owners now in their 70s to young families. The new census and a neighborhood survey will demonstrate the population shift. The closure of BHE will have a negative impact on property values and taxes and ultimately hurt the district. Families will lose faith in public education and leave the district.

- Community based elementary schools are the cornerstone to an educational system that prepares children for higher education. Closing Sanchez and redistricting Maplewood will destroy two of the most strongly knit educational communities in the city. With the level of parent involvement and community integration and support that they enjoy, these schools should be models for the rest of the district to emulate, rather than being on the chopping block. Don't teach our children that neighborhoods are disposable and that community has no value. Keep Maplewood and Sanchez intact.
- Concerned about impact of removing neighborhood schools will it be harder for parents to volunteer? Will fewer kids walk

- to and from school (healthy kids)? Will kids be prevented from attending after school activities if they must take a bus? What is the additional cost of bus transportation? Where will the new schools, approved by previous bond elections, be built? Does it make sense to build them with the district's economic condition?
- Consider the children. Performing Exemplary Consider the location. Children can walk to and from school. No train tracks to cross, no heavy traffic to cross (i.e. Lamar) parents and children feel safe. (1) Consider the facts: Barton Hills in as quoted at the meeting, 125% capacity. The transfers were not considered. The transfers come to BHE and parents pay their own cost to transport. Who pays for bussing a whole school to another area? Taxpayers. (2) Neighborhood schools are our backbone. Parents are always concerned about their children's education, how close the school is to their home, and the quality of the education. BHE currently has all 3. I received in email a proclamation signed by the school board that says this and I believe the current Pres. of the school board signed it. We hope it will be circulated soon. (3) Go back to the drawing board: Keep our parents in the AISD. This is a grave concern for our property values, publicity for our City of Austin, State of Texas, and certainly for companies located in Austin trying to relocate family's into Austin area.
- Considering that the population of Austin continues to grow every near and is expected to for several years to come it seems completely irresponsible to close campuses. One of the worst problems in AISD is disparity and overly high student to teacher ratios. Many studies have been done and every top school administrator will tell you that the key to successfully

educating students at the highest level is to reduce the number of students per teacher so closing schools is not the answer. The problem with AISD in balancing this is that they too often listen to and succumb to the ranting of elitist parents that object to their children mixing other children that they deem less desirable. AISD has continued to perpetuate a level of bigotry and class separation at many (if not most) of their elementary schools because the AISD administration is too cowardly to do what is right for student education and what is fiscally responsible in setting school boundaries that represent the actual populations of the communities around each school. I seriously doubt that it would not be possible to redistrict every single school such that it had a full staff of teacher and 85%-90% capacity. AISD needs to quite playing favorites, giving in to parent lobbying, and do what is fiscally and educationally the right thing to do system-wide.

• Considering the Facility Master Plan in the above presentation, I would like to address multiple issues. As a student at the Liberal Arts and Science Academy at LBJ high school, I feel that the funding for magnet school transportation is vital. LASA is a top high school in Texas and is highly ranked even nationally, and it is growing each year. (The current freshmen class is noticeably larger this year than the year before and so on.) Being a magnet school, LASA attracts students from all around the Austin area all who have different financial situations and family situations. Many children will no longer be able to attend the school if the funding for the buses is cut. As a current junior, the city buses were cut after my freshmen year, likely for financial reasons. The school buses that we are using now are vital to the success and maintenance of the school.

Transportation to more wealthy school areas where the students live closer is being provided without being considered of being cut down, while the magnet school(s) with overall less wealthy families who live much further away from the school are being considered to be cut down. I find this highly unfair because LASA students are known for their high performance and with the decline of potential students' access to the campus; participation and appeal of the school will go down. LASA specifically, is a magnet school that has (gladly) been sharing a campus with LBJ for its entire existence, thus dismissing the cost for a separate campus. A potential possibility to cut down on money for the budget plan is to do the same with other schools around Austin where it is fit, thus cutting down the cost of maintaining 'extra' campuses. I feel that this should be taken into consideration because the Facility Master Plan had a goal to, "Achieve District-wide facility efficiency through shared sacrifice." It would not be shared or at least not even near equal sacrifice if some of the wealthier and more fortunate campuses were unnoticeably affected by the budget plan while others were highly and negatively affected. Overall, I feel that there is a negative hype about magnet schools in the eyes of certain Austinites, and would like (when budget cut decisions are being made) to recommend giving magnet schools such as LASA the benefit of the doubt and consider my above words.

 Considering the sad state of public education I would recommend the task force and the board study what is working and emulate not destroy it. The data used to come up with this consolidation plan is flawed and needs to be reevaluated and audited. This plan will not save as much as

reported and will cost more than expected. Furthermore if you close Exemplary schools you will destroy the public's confidence and trust in you. If you close small schools you are ignoring what works. It is not a coincidence that the Exemplary schools on this list are small. Small schools work. My home school, Barton hills elementary would be devastated by closure but many of us would move out of AISD altogether to secure a quality education elsewhere. Sadly, the families of the outstanding east Austin schools you are proposing to cut will not likely have the means to pursue other options for their children. Isn't it ironic that one of the stated goals of AISD is to close the achievement gap, yet they are willing to close the few good schools in the poorest socioeconomic areas and gamble that they can put humpty dumpty back together? Regarding the budget shortfall, look to other solutions. First of all, look at the whole AISD system, not just facilities. If you are recommending closing facilities look to the ones that are administrative. Also look for ways to increase revenue at Burger and Delco centers. It may appear you are achieving short-term savings closing small schools but you are not taking in account all the variables. I believe if you itemize the costs associated with moving the population to other schools including transportation and building costs for the receiving schools to accommodate, at best it is a wash. That does not even take into account indirect costs such as property values decreasing and the economic effect of closing good schools.

- Cut the budget somewhere else. These schools are a vital part of this community.
- Cutting funding for well-performing schools and expecting that this can be replicated elsewhere without the planning, staffing

- and community involvement is irrational, wasteful, and poorly planned. Are communities simply made of interchangeable parts and not something built with heart, sacrifice and commitment? Is AISD committed to its people and future or simply to a budget? This is just a poor short-term solution to a bigger problem AISD doesn't want to deal with. People don't want to send their children away to school, they want to keep them as part of their community where they belong with the teachers and staff that know and invest in them. Don't squander the existing investment.
- Cutting schools in the heart of urban neighborhoods removes community connections to education and perpetuates the flight of families to the suburbs. If we want dense neighborhoods in the urban core, we need to keep these schools open and focus on the real issues, which include permitting denser development so that housing costs for families are lower, the tax base per square mile increases, and the schools become full because young families can afford to live in the community. We can't afford sprawl in the long term. Fixing density and boosting the tax base is a longer-term vision. Closing schools in the urban core is not.
- Davis Elementary needs to expand its facility to accommodate the students. Expansion is a necessary step for us to continue our ever-growing science and technology studies. This will be a vital part of our children's future. There is an unreasonable amount of parking spaces. The current situation is also causing major safety issues during drop-off and pick-up times.
- Dawson and Becker Elementary are listed as Group A schools in your November 11, 2010 Framework for Facility Usage study.
 Group A schools are recommended for closure, etc. Barton

Hills and Zilker are listed as Group C and recommended for study. Why are they reversed in your recommendation? The recommendation in the report was clear, close/repurpose Group A schools, study Group C schools. Schools in the Group C listing have no business being recommended for closure when you have to consider that are actually in Group A. You have 2 schools in the immediate area of Barton Hills and Zilker Elementary shaded in blue which are on the Group A list. These are the two schools that you should be considering, not Zilker or Barton Hills.

- Dawson Elementary has a rich history in our Austin community.
 How many other schools can say that former first lady Laura
 Bush was their Librarian? I had the pleasure of teaching PE and
 Adapted PE to the many children with special needs from
 1985-1995. Dawson was working hard then to meet the many
 needs of the diverse population it served and continues to do
 the same now. Dawson is a great place to learn.
- Dear AISD Facilities Master Plan Task Force Members: The looming budget crisis for AISD is real, but the recommendation that Zilker Elementary school, or any well-performing, well-attended neighborhood school, should be closed is just wrong. The notion that a school's academic achievement would not be considered as top criteria for evaluation is unthinkable. Zilker is rated an Exemplary school and has sustained recognition for many years. It's high achievement and long-term commitment by staff and faculty is especially noteworthy because of the ethnic and economic diversity of its student population. Zilker also offers special-needs children and families programs, support and physical accommodations that can't be found at other AISD schools. Most importantly, the Zilker enrollment

cited does not include the transfer students, either in attendance at Zilker or in their home districts. An accurate count would greatly influence cost-per-student figures and projected enrollment for all schools. At 536, enrollment Zilker is at 114% capacity; it is not under-attended. more expensive to maintain than other schools. It has used \$1.3 million in bond money for repairs and renovations including HVAC, technology, bathrooms, roofing and physical plant. Zilker also has a City of Austin-maintained adjacent park with running track and playground that the school and neighborhood residents both benefit from without upkeep cost. It does not need state-of-the art facilities, such as a new gymnasium, to deliver the quality education it has provided for decades. The neighborhood has seen an uptick in construction of family-size homes. Many young families have taken on the financial burden of high property taxes expressly so that their preschool-age children may soon attend our school. Zilker School has seen an increase of 27% more K-2 children over grades 3-5 in the last 6 six years. The tax base continues to increase its contribution to AISD because of its neighborhood school. Property taxes will surely decline if the school is closed, resulting in lost tax revenue from residential property and area businesses. This is a neighborhood of highly motivated and involved community members who contribute an enormous amount of their time, money and effort directly into the classroom, facilities and fundraising efforts of the school. The same level of involvement could not be expected from a fractured community. Closing any neighborhood school, especially a high-performing one, defies the City of Austin initiative that calls for increased urban density and strong

schools in the central city. Our mayor, state district representative and congressman have all decried the closing of neighborhood schools in reaction to this recommendation's study. If the school is closed, students' safety, health and attendance would be compromised with relocation. The Zilker area is mostly landlocked by main arterial streets and a railroad. Many students walk to school either by choice to benefit their health, reduce auto emissions, or necessity. Other schools (Becker was suggested as the alternative school) could not handle the increased traffic. Accidents would surely happen at busy intersections where students have only ten seconds to cross. Busing would have to be considered and sidewalks would need to be constructed. The frequent train schedule would result in rampant tardiness that would cost the district funding or worse, bodily injury or death resulting in possible litigation against the district. Since the study's primary focuses on facilities, rather than the well-being and academic achievement of students, AISD should look at every square foot of its real estate holdings as a potential source of revenue, including the sale of the high-value administrative office on Sixth Street. Other properties could be leased, sold or underwritten by sponsors. Vacant or under-utilized property, including school campuses, should be considered for administrative purposes. The district needs to "go back to school" to learn to solve challenges and reach out to the community for original ideas for additional revenue sources such as foundations, business sponsorship, educational funding from special events like Austin City Limits and from new venues such as Formula 1. Yes, cuts will need to be made, but finding new sources of revenue should be a high-priority

- solution. The entire Austin community was shocked by this announcement and then given vague responses to questions regarding assessment criteria and data with only five days to digest the study and research potential solutions. Clearly the process needs to be halted to gather accurate census data, make school site visits and explore more innovative ideas for funding to manage this unprecedented budget shortfall.
- Dear AISD Facility Master Plan Members, I have been a part of the East Austin community for 2-3 years and in that time have watched this community the need for better education for children and youth that reside here. These days without a good education and laying the foundation early on the children & youth of this community don't have much of a fighting chance to reach success in their later years. They must have a good education early on to be able to be prepared to attend college and have an opportunity to better themselves. I would like to see the children & youth of this community being given the opportunity to have a good education, so that they become role models for future generations and help make this community a thriving community that's full of change and hope for everyone. Because of this I ask that the AISD Facility Master Plan Task Force take the East Austin College Prep proposal to lease Eastside Memorial High School seriously. I believe this proposal offers a way for AISD to save money in this hard economic time and gives our community what it needs, an option for quality education for our children. For too long our children, their education and their opportunities to succeed have been ignored. As we look to the future we want partnerships and solutions that offer opportunities to our families. The East Austin College Prep option of leasing out a

school that is underutilized and under-performing does just that. I ask that AISD lease Eastside Memorial High School, either its entirety or a portion of the building, to East Austin College Prep. They would take over related operational and facilities costs of running the school from AISD through a longterm, low-cost lease. East Austin College Prep would continue to offer the services it currently provides to the community, including a quality education, school-based health clinic, employment services, childcare services, cultural arts programs, afterschool programs and parental education. This arrangement will enable two very significant things to happen: 1. AISD could save significant funding annually by not having to operate this underutilized school. The cost savings could then be redirected to help AISD keep other campuses open and operating. 2. It would offer our community, and our children, with the stable and consistent resource of a quality education that prepares them for successful futures, in particular to attend and succeed in college. This has been lacking in our community and our children deserve this.

• Dear AISD Task Force members, please reconsider your idea to close Zilker. If you close Zilker, you're making a big mistake. Zilker has years of experience and loving teachers. Zilker teaches the students to be respectful to peers, kind to others, and responsible for their things. I'm a Zilker student, and I do respect you, but you need to listen to all the protestors. You don't know what Zilker has done, what it's doing, or what it will do. I believe that someday, Zilker may be hundreds of years old. That's many other people's dreams, too. So technically, if you close Zilker, you're crushing many people's dreams for the future. If AISD has turned to crushing many

- people's dreams for money, it is a sad day for us all. Attend just 1 school day at Zilker and you'll be amazed. Clean students, neat teachers. Every way you look, in some form, people are learning. You are taking away many devoted teacher's homes. They provide us with fantastic presentations that help us to learn. You see, all of the community participates in Zilker somehow. Please don't close our school.
- Dear AISD Task Force, AISD needs to put forth Zilker Elementary as a model school, as an example of what the school district is capable of accomplishing when they are committed to putting education and children first. Zilker is a shining example of Exemplary test scores, high academic achievement, parental involvement, community involvement, creativity and innovative technology. Both Zilker and Barton Hills Elementary Schools are vital to their community and produce amazing educational results. These are vibrant schools with strong administrators, great teachers, and excellent academics. Many of the schools targeted for closure are model schools. Allowing AISD to close these schools sets a dangerous precedent that impacts every Austin resident. Eliminating model schools demonstrates that AISD is uninterested in the quality of education, which will have a huge impact on the survival of AISD (and Austin), costing valuable resources and creating a larger, long-term struggle for AISD. Zilker Elementary is a state-of-the-art school with the most up-to-date technology. Almost every classroom at Zilker Elementary was outfitted with an "Innovation Station" this past year, at the cost of nearly \$4,000 per classroom. Why would AISD devote such a large amount of AISD's technology resources to a school that you would consider tearing it down? Additionally, Zilker

Elementary raises between \$25-\$35.000 annually for technology through independent fund-raising efforts. Zilker Elem. has also recently won several grants, such as the HEB Excellence in Education Award, which provided Zilker with a \$10,000 technology grant. By closing neighborhood schools, families will move to other areas, such as Eanes and Oak Hill. AISD and Austin will lose revenue from the high taxes families are currently paying to assure that their children will attend Zilker Elementary, Barton Hills Elementary, etc. Zilker Elementary is the reason our family lives in the heart of Austin. If you take away our trust in AISD, we will consider moving out of the district. You will possibly lose my two amazing sons, who both make straight A's and have excellent attendance records. My son (who scored 100% on his TAKS tests) recently participated in the Young Authors' Conference, at the urging of his amazing writing teacher at Zilker Elementary. He will now advance to represent Zilker Elem. as an outstanding writer at the regional level. Zilker is full of Exemplary students, due in large part to Zilker's outstanding teachers and parental involvement. You will lose many of them to outlying school districts and private schools, causing AISD's academic ratings to diminish. Why would families want to remain in a school district that is willing to tear down its best schools, schools which communities have devoted countless hours and resources to? You are sending out a very negative message to Austin as a whole. The "negative costs" of implementing the plan must be considered, including: recent bond money spent to upgrade schools that are now being targeted for closure; costs of upgrading/modifying schools that would receive an enormous influx of students; transportation, safety and

parking costs; loss of property tax revenue as neighborhoods that lose their schools experience declines in property values; loss of students to private education, charter schools and other school districts; and hundreds of transfer students were left out of all cost calculations entirely. Closing Zilker Elementary is a reactionary move that will lead to overcrowded schools and more expenditures within five years. Closing schools is a permanent decision with long-term implications. I urge you to use current census information, academic achievements, community growth projections, and projected school enrollment info before reaching your decision. AISD should consider closing administrative headquarters on 6th Street has an estimated market value of \$29 million and selling underutilized properties. Zilker Elementary is not an underutilized property. It is a thriving learning center, full of bright children, and consistently being utilized to its fullest potential. You cannot afford to lose this valuable asset. Please, show Austin (and all of Texas) that Zilker is an incredible example of education that works.

• Dear AISD Task Force, Please do not close any downtown schools. My children attend Travis Heights, where the parents have had quite an impact in the past few years. Please do not touch Travis Heights either. Living in 78704, we have tons of friends with kids in both Zilker and Barton Hills. They are both beloved schools, and our friends literally choose to move into Zilker and Barton Hills so their children can attend these fine schools. If you think the community does not care about these schools closing, think again. They keep the neighborhoods active and safe, full of home owners and not transient renters. Your plan to reduce/eliminate busing is ridiculous. Can you

- imagine a third grader trying to cross Lamar? Unsafe to say the least.
- Dear Facilities Master Plan Task Force, I am writing to you to express my strong conviction that Zilker Elementary School should not be closed. I encourage you to make this recommendation to the AISD Board of Trustees for the following reasons: Zilker is a thriving, high-performing school, a jewel in AISD's crown. Zilker is one of the most sought-after schools in AISD because of its diversity, parent support, special needs programs and academic excellence. The District's mission to provide Exemplary education for our children. It simply does not make sense to close one of the most Exemplary schools in the district. Closing one of the most Exemplary and highly demanded schools in the district goes against the mission. AISD has recently invested millions in bond money to improve the Zilker campus, including new technology, a state-of-the-art library, new bathrooms, roofing, HVAC improvements, and a new playscape. Situated next to a top city park, students have some of the best opportunities in the city for outdoor recreation and physical education. Given recent investments and Zilker's ample physical space, the school should be updated or expanded, not closed. -The number of school-age children in the Zilker neighborhood has been increasing and is expected to continue increasing, based on projected development trends. This year, the school was not even able to accept non-priority transfers in the kindergarten class because of this growth. We need to keep the school open to accommodate a growing population of school-age children. Neighborhood schools like Zilker promote parent and community involvement. With the support of
- parents, neighbors, and dozens of local businesses, the Zilker PTA raises more than \$60,000 a year for arts and cultural programming, technology, tutoring for struggling students and enrichment programs. In just the last year, parents have created both a Spanish and an after-school math program. Closing Zilker is in direct conflict with the City of Austin's Tomorrow Plan, which promotes sustainable development and walkable communities. More than 100 students walk or bike to Zilker every day keeping cars off the street, our air cleaner, and our children healthier. Closing Zilker would create numerous problems related to traffic, parking and transportation safety. Finally - Our family has had the privilege to have our daughter Dahlia Rocha be accepted as a transfer student. We live in a community where we would not be able to give the kind of education Zilker has to offer. Our daughter with only five years of age had expressed a great concern and is very sad to possibly lose her school. Please as a parent, please do everything possible to keep this elementary school open. The school will help our daughter tremendously now and in the future. Please work to ensure that Zilker Elementary remains open. (4)
- Dear Facility Master Plan Task Force, closing small neighborhood schools is a very bad idea for any community. Why would we take the one place away from our children, where their academic successes are nurtured and they are surrounded and supported by loving teachers, parents and neighbors? My children love going to Barton Hills Elementary. Barton Hills Elementary and its staff are responsible for my children's great academic successes. We should never consider closing schools for any reason. Our children have the right to

- great schools. There are other ways to save money and to meet budgets.
- Dear Facility Master Plan Task Force, Thanks to the Task Force for all their efforts on these proposals. I recognize this is a thankless task, but it is a lot of work and I do understand the budget constraints that make it necessary. I am writing on behalf of the Zilker Elementary community to urge you to consider keeping Zilker open. My husband and I moved to the neighborhood eight years ago when we were expecting our first child because we wanted our children to attend Zilker. We agonized over this decision quite a bit because we really couldn't easily afford to purchase a home in the neighborhood. It has been a difficult stretch with rising property taxes, but we've managed to hang in there, and now that our oldest is in 2nd grade there, we could not be happier. We have always planned to stay in the neighborhood until our younger two children have finished school at Zilker. I know that facilities are your main concern and not the relative performance of the schools under consideration. But I must guestion the wisdom of closing successful schools like Zilker. What incentive do students, teachers and family have to work hard at creating an environment where students are succeeding, if it can all be pulled out from under them with little warning simply because facilities are expensive or problematic? Surely buildings are easier to "fix" than underperforming schools. Let's keep successful schools going and find other ways to cut costs. Closing schools, especially high-performing ones, should be the last possible option after everything else has been pared back. Thank you for your time and consideration and I wish AISD the best of luck in these challenging times ahead.
- Dear Facility Master Plan Task Force: I am but one of the many individuals who recently purchased a home in the Zilker area. I chose to purchase a home in this area, partially due to the proximately to a wonderful community elementary school. It is shocking that a valued, highly rated, and desirable school that has been open for more than 50 years, would suddenly be shut down. While the economic situation in AISD is serious, the solution is not to close down a highly rated and valued school that has served parents and children so well for decades. It would be a disservice to our neighborhood, a great tax base for AISD, to close our only community elementary schools (Zilker and Barton Hills), and force parents to drive their kids to a school in a totally different neighborhood, across a busy street. I for one had planned to walk my children to school, and if Zilker is closed, this will no longer be an option. Please seriously consider the impact of your decision on the families in this amazing neighborhood.
- Dear Facility Task Force Members, fellow Austinites, I reject the recommendations you have made to close Exemplary Neighborhood Schools. Your report calls them facilities. I recommend that you study these successful learning facilities and implement the best of practices into less desired facilities. I recommend counting all students that attend current facilities I recommend that facilities with less than an Exemplary rating be further studied for possible consolidation or closure. Any closed facilities could be smartly utilized as a new CAC. I recommend facilities that are under-utilized or underpopulated have boundaries studied and modified to bring them to a desirable utilization number; a facility that is "state of the art" and under-utilized or under-populated should be

brought to desirable utilization. Any newly constructed community facility could be justified to replace an older community facility. The older facility to be utilized as some form of a CAC. Downtown CAC could be leased for mega bucks. I recommend the sale of property located in Travis Country that has been labeled as not appropriate for future AISD facility construction. Or build a small community neighborhood facility. I recommend the lease of CAC in one form or another, with staff moving to a home office (in your home.) or other facility (Vacated school). After the budget crisis has passed and leases have expired, the facilities group may consider re-inhabiting the downtown property. I recommend hiring a consulting firm that studies facility efficiency and hits it out of the park. Solar panels, anyone? Triple pane windows on the west side, maybe? Mothballing should not be an option. I recommend placing advertising on schools buses, if raising revenue will help the situation. I heard great suggestions regarding ACL and SXSW as ways to draw income or scholarships. Would love to hear more about creative scenarios such as this. Get consultants if necessary. I whole-heartedly recommend taking the time to come up with a solution that will not have the devastating impact of relocating thousands of children, change traffic patterns, affect property values, and most importantly, break down a community. Thank you for your work in promoting educational excellence in our public schools. It is my hope that AISD, the task force community, and parent community collaborate in a meaningful and sensible way.

 Dear Members of the Facility Master Plan Task Force, Thank you for your dedication and for undertaking this difficult task. I also appreciate you welcoming comments. I have a few below: Magnet Transportation Thank you for eliminating the options of totally cutting magnet transportation or charging for it. Now students across the district and in every zip code can continue to benefit from a magnet education. The option of having hubs for magnet students is a more feasible alternative given the current fiscal situation. I do have a concern that I believe, can be easily addressed. The current idea is for the hubs to be in area schools. However, not every student lives within walking distance or a safe walk from their nearest campus. In order to insure their safety and equal access to their school, I suggest that the district implement alternative neighborhood bus routes in those cases. No student, regardless of what school or program they attend, should have to cross major thoroughfares or live too far from their bus stop. The safety standards for magnet students should be no less than for students attending their neighborhood schools or other special programs. School Closures I have some concerns about the school closures: 1. Austin enjoys a great sense of community. Good small schools are at the heart of this sense of community. It takes a village to raise a child, and closing these gem schools would be taking that richness away. These neighborhood schools give the community a sense of ownership and belonging that enriches the education of those children. The values implemented would be different than those of the community. The culture of the Austin community would undergo irreparable damage. 2. Closing excelling schools in disadvantaged neighborhoods sends those communities the message that their efforts are irrelevant. What a defeating message to send our children. We would be going backwards.

3. The city of Austin and AISD have initiatives and goals to be more environmentally responsible. Closing urban schools and moving those students further away means increasing busing and preventing young children from walking or riding their bikes to school. It contradicts the green message to the community and the commitment to the environment. 4. AISD parents, worried about their wonderful schools closing, have been looking at private schools. Admissions inquiries at private schools are multiplied since the Task Force options became public. Has the district taken into account the loss on revenue by an exodus to private schools? How about the loss of tax income once home values decrease because the excelling schools are no longer there? I wonder if the projected savings take into account the loss of revenue and the increased cost of busing. 5. I understand that the numbers used to project school population were based on old data and that the 2010 census data was not used. Our demographics have changed. If the Task Force has used old information, those changes may not have been taken into account. I know of elementary schools that were mostly transfer and are now frozen because younger families have moved to those neighborhoods in the last few years. One of those schools is Bryker Woods. Another one is Barton Hills. In addition, I can think of a couple of schools that were built with a certain projection, only to be overcrowded when they opened. One is Mills; another one is Clayton. I am concerned that the district's track record in forecasting school population has been faulty, and it would be a tragedy to close excellent schools to then find that the population could have sustained them. 6. I understand the projections were used without including transfer students. Transfer students also enrich a school community and diversify it. It would be detrimental to our city to eliminate them. Choice is important. My children have enjoyed the benefit of being transfer students in a small neighborhood school, which is one of the main reasons we transferred them there. Revenue I also have some thoughts about how to make money. 1. If more students attended school regularly, we would be in much better shape. Has the district researched other districts in the country that have been successful at having a good attendance? I know AISD has tried to boost attendance. Personally, I think if the schools had programs that the students were excited about, their attendance would improve. Signature schools may provide that incentive. I would suggest researching what works. 2. I liked the suggestion made at the Burger Center meeting of putting ads on the buses. This idea had come up previously and I had not liked it because it felt like commercializing public education. However, I rather have ads than close schools. 3. Coordinate with the City of Austin about revenue from ACL and SxSW, as was also suggested. The Mayor supports keeping urban schools open, and this may be the right time to further foster the relationship between the district and the city, and gather support for increased revenue. I also support increased taxes. 4. I imagine this is being done, but advocating at the legislature level is crucial. Thank you for reading all the way to the end. I'm sure you've been doing lots of reading. I appreciate your time and dedication to the education of our children.

Dear School Board Members and Facility Task Force Members,
I appreciate your time serving on the task force, however I am
going to cut to the chase. Let's not confuse the issues. This

discussion should not be about the immediate budget crisis, or about teachers keeping their jobs. It is unfair and a cheap political shot to do that. These school closures are about a 10year Master Facility Plan initiated 9 months ago and are technically supposed to be separate from the budget issue, however the budget crunch has forced this more to the forefront. The closures wouldn't take place until the school year 2012-2013, which would not help the immediate crisis. This proposal on school closures makes little sense. Even your own consultant group does not include closing some of these Exemplary schools; instead it suggests studying them to understand why so many families transfer their children here and to learn from their successes. The task force and the district need to slow down, wait for 2010 census date (which will come out in a few months), and perhaps even review their criteria for closures. I also propose, if it has not happened, that all task force members visit the individual schools proposed for closure/consolidation to personally examine the facilities first hand to see if their recommendations are realistic. All documents, including ones posted on the AISD website, indicate it is vital to include school performance in part of the criteria for making facility decisions. The school board members and the task force did not deem this advice necessary. I find this amazing considering in every other arena, achievement is the 'Brass Ring,' and yet for your purpose, you basically threw all the kids hard work in the trash. Why should they even take the dreaded and detested TAKS if it is going to be so completely discounted on something so important? The district has this policy, therefore include these students. I understand there are some facilities in the district that possibly need consolidation, however, I don't think sacrificing successful schools where children can walk to school (therefore saving the district transportation costs) should be closed and essentially 'mothballed.' Some of these schools have had millions of dollars of recent renovations, which were voted and approved in the 2004 and 2008 Bond Elections. How voters would feel knowing that these schools, (Barton Hills alone had over \$2.5 million worth of recent improvements), were to be shuttered after spending that kind of money? I am also concerned about a comment spoken at this past Monday's School Board meeting, when the Task Force presented their plan. Board Member Annette La Voi inquired 'if the number of schools proposed for closure was a direct correlation (1:1) with Dr. Cruz's (works with Dr. Carstarphen) programs that the district would like to implement,' but has no buildings for. I hope these great neighborhood schools and communities are not being thrown under the proverbial school bus just so the district can implement new programs. These are great schools that shouldn't be sacrificed, especially when the district has no money. Instead the district needs to sell their downtown building valued at \$29 million--quit talking about it and hire a realtor already. I would suggest to the task force to take a closer look. It makes more sense to combine Dawson and Becker, both of whom are operating well below capacity and are in the same general vicinity. If you look closely at your suggested closures, with Joslin, Barton Hills and Zilker, you are suggesting closing 3 schools in a south-north line, west of Manchaca, essentially from Ben White all the way to Barton Springs Drive. That would leave a huge hole in the area, pulling three schools out of the mix. Meanwhile, you are leaving

Galindo, Dawson, Becker and Travis Heights, in a similar, parallel swath untouched. That makes no sense. I can't speak to the boundaries of the other schools you are proposing to close because I am less familiar with those areas, but it sounds like many of those proposed closures don't make sense either. One has to wonder if the district decided to implement the Dual Language program at Becker and other schools, so they would be more attractive to keep open. This program is movable. I invite you to visit these schools you are proposing to close during drop off or afternoon pick-up and see how many children walk safely to their neighborhood schools on non-busy streets. Please don't blow these communities up, which is what you will be doing on many levels. There are more and more families in these neighborhoods. The area Episcopal Church can attest to the number of new children that have come into the community in the last 5-10 years. It is really amazing. These areas are vital to the south central Austin economy due to its close proximity to downtown. Please hear our voices, as well as our data, which doesn't quite jive with yours. But our data is what we can see with our eyes each day we take our children to school. Yours is just on a piece of paper. Thank you for your time and consideration of these comments and concerns. Keep our neighborhood schools. You would be making a huge mistake.

Dear Task Force Members, I am a parent to two children, one
of whom graduated from Zilker Elementary last year and the
other is currently in Zilker Elementary. I transferred my older
son after two years at a brand new, highly successful school in
Southwest Austin because of the services and community
available at Zilker. The transfer made all the difference in the

world for my son, both academically and socially. I knew the building at Zilker was old. I knew I would need to drive beyond my neighborhood to get to Zilker. I made the decision to transfer anyway because the benefits immensely outweigh the inconveniences. I implore you to take into consideration the quality of education being offered at these small neighborhood schools you are proposing to close. Just as the city of Austin has rallied behind local businesses because of the benefits they bring to the community, so should we, as a community, do the same for these small neighborhood schools. I believe closing these schools—any of them—will only bring about the decline of quality education currently serving hundreds of Austin's children.

Dear Task Force Members, I am sorry that you are faced with such difficult decisions in order to move AISD forward. I applaud the decision to value teachers over facilities, as we all know that great teachers are at the heart of great education. Nonetheless, I believe the information that has been provided in support of closing Austin neighborhood schools as a cost saving measure is severely flawed. Austin needs neighborhood schools to promote growth at its urban core. Children tend to do better academically at neighborhood schools, not because the schools are close by, but because they facilitate the building of learning communities where students, teachers, parents and staff share a sense of common mission in supporting their child's excellence. This kind of (comm)unity can be harder to build when people are feeling displaced. I do not know the details behind all of the schools under consideration for closure, but I do know that Zilker elementary does not meet the criteria for closure shown in the

presentation. Zilker is not underutilized. 30% of its students are not being counted because they are students like my daughter who have chosen to transfer to Zilker because of the Exemplary learning community it houses. Some of these students have transferred to be a part of Zilker's special programs, some have transferred from overfull school districts and some like us, have transferred because they wanted to be a part of the unique learning community it offers. We cannot afford to live within the Zilker school district, but proximity to Zilker was still one of the top criteria when we bought our house (a 15 minute drive away) last year. The elementary school age population around Zilker is not in decline. On the contrary, we have seen many of our friends move into the district to be closer to the school and many pre-school age children in the existing neighborhood. There are many more current transfer families like ourselves who have pre-school age children who we hope will be able to have the opportunity to transfer to Zilker in the future. When our child enrolled in 2008 an additional kindergarten class had to be added at the last minute because of the large number of unanticipated in district enrollees. Zilker campus is not in disrepair. The library is gorgeous, the bathrooms have all just been renovated, a new playground was installed last year. Cafeteria renovations took place the year before. Just this past semester murals went up, portables were painted and trees were planted. The campus and its adjoining parkland are well cared for by school staff, students and community volunteers. The Zilker community cannot easily be transplanted to another campus. Zilker is more than the sum of its parts. Teachers, students and parents who come to Zilker are inspired by those around them

and those who came before them. Of course, I believe they can be successful if dispersed across AISD however, I do not think it will be an easy transition and I believe it to be an unfair hurdle to place before a group of people who have already worked so hard and so successfully to make Zilker a consistently Exemplary school and great place for kids. I have been to both Becker and Dawson campuses and do not believe they can easily or inexpensively absorb Zilker and Barton Hills kids. In addition, the route to Becker and Dawson would require children to cross Lamar (a very busy main street) and the traintracks both of which make the school route unwalkable for elementary age children and the train crossing in particular could cause a large portion of students to be tardy on a regular basis. It does not make any sense to me to propose the closure of a thriving fully enrolled Exemplary school like Zilker. I pray that the task force can find more sensible solutions to the troubles facing AISD. Thank you for your careful consideration in this matter.

• Dear Task Force Members, I appreciate that AISD has commissioned a study of its facilities. However, I am completely opposed to the closure of our small central city "Exemplary" schools. Take into account more factors before making recommendation. Recommendations to find ways to cut our District's budget should come after a comprehensive examination of the Facility-related findings and findings from other existing studies and current data. Other factors to consider include long-term population projections and studies on how small community schools contribute to academic achievement, community cohesion, walking and biking to school, parent involvement, and learning. The AISD school

board should also align its recommendations with the goals of the City of Austin. For example, Mayor Leffingwell supports our cause, saying that Austin's goal to attract families to the central city will be hampered by the closure of high-quality schools. The goals of the City of Austin are to increase density within the inner-city and downtown areas and discourage sprawl. The potential decision of AISD to take money from small Exemplary urban schools would fly in the face of our city's goals. AND, the AISD Board, the City of Austin, and Travis County adopted a joint resolution just two years ago pledging to "continue support for neighborhood-based schools." Acknowledge that small Exemplary schools take years to develop and deserve future investments. I read that some Task Force members believe that the talented and skilled teachers and principals at the closing Exemplary schools can be "redeployed" to the newer bigger schools, that they will follow the children. This is an bad idea. It takes years for a principal, teachers, staff, and families to make a great school, years of leadership, hard work, trust, and cooperation. Exemplary schools are probably worth future investments and can serve as models for other schools in the city. Refer to the Texas Comptroller's FAST Study. The Texas Comptroller's FAST study examined and compared all schools in the state of Texas. The State of Texas will be using the FAST study as it determines how to allocate funds to school districts. Many of the schools on the list for closure received high marks from the FAST study. Pease Elementary received the highest (5 stars). Consider property taxes. If our neighborhood school closes, property tax revenues will fall. It is estimated that they will fall by 10%. Our family moved to Barton Hills neighborhood specifically so that our son could attend Barton Hills Elementary. neighborhood is particularly desirable because of the school. Better utilize population data. The Census data used for population projections is outdated. The American Community Survey, done every two years, only offers city- and countywide estimates. The 2010 Census Block data, which will allow population projections at the school boundary level, will be released in a few months. Additionally, long-term planning should not be based on short-term population projections. Rather, planners generally use 25-30 projections. I am certain that AISD is unprepared to close and open schools every 10-15 years as neighborhoods transition from those with many older "empty-nesters" to young families with children. Consider repercussions related to private school enrollment. I don't want to live in a city, like Washington D.C., Manhattan, or L.A., where all the upper-middle class people send their kids to private school because they are dissatisfied with the public school system. It makes me sad to say that if these closures do occur, my son will drop out of the public system and attend a private school. As a result, Austin ISD will lose money because of the daily attendance payments. The process seems purposely designed to stifle community input. 1) Of the 72 appointed members of the task force created to study this issue, not a single member is a stakeholder or representative of any of the schools now recommended for closure. 2) Randomly selected two-minute slots at two meetings, far from the affected neighborhoods, prohibit good debate. 3) The Campus Advisory Councils of each school were insufficiently notified. 4) Task Force members desire alternative solutions from community members. Please give me a break. We have

had one week to process the information regarding closures. We do not have sufficient information to come up with well-though out alternative solutions. At least two of the affected schools, Barton Hills and Zilker, were not even recommended for closure by the efficiency study performed by the AISD Board's own paid consultant. I do have two ideas to explore:

1) Sell the AISD property on 6th street and move into Highland Mall with ACC. 2) Cut administration first. Let's hope that in light of these and other facts AISD finds a better way to address their short-term budget difficulties and pet projects than gutting neighborhoods and traumatizing families.

Dear Task Force Members, If you close Zilker Elementary School, not only will it have a negative impact on our students, but the community, area businesses and property values will all decline and suffer. In the FMP Community Meeting Number 3 Document it is stated (on page 7) that "Residential Property Values are declining". This is not the case in the Zilker neighborhood. Property values, and taxes, have been on the rise at a steady and consistent pace. We have personally experienced a 10% increase for the last 6 years that would be even higher without our Homestead Exemption cap. The entire Zilker neighborhood (as well as Barton Hills) pays for a significant share of AISD revenue. Our school supports our neighborhood and our neighborhood supports our school. Closing Zilker is not a solution. Lastly, the option to move Zilker to Becker will be disastrous for several reasons. In comparison to Zilker Elementary; Becker is 10 years older; it is a two story building (which would limit the ability of our children with special needs to remain with their classmates); the campus only offers street parking with no drop off area; Zilker students

- would have to cross Lamar and a set of train tracks (the train pass 12 times daily) on foot; and it is also worth noting, that in the past 8 years, there were 4 different principals and high turnover among the teaching staff at Becker. Meanwhile, Zilker remains a thriving, Exemplary campus, where parents choose to send their children, either by moving into the neighborhood, or camping all night long just to get on OUR waiting list for transfers. And why is this? Because Zilker really is "A Great Place for Kids". Closing Zilker is not a solution.
- Dear Task Force members, please extend the deadline for presentation of the proposals to the Austin ISD board. I urge you to add more public meetings to both listen to community concerns and answer questions. Use the best and latest data, including the 2010 census data. Ensure that all the data used is accessible and the decisions transparent. Find cuts that do not have long-term unintended consequences (loss of property tax revenue, movement of students to Eanes and private schools, organized opposition to future AISD bond proposals) and that are easily reversible. Cut a small percentage from athletics/sports. This change is easily reversible and will not break the fabric of communities. It also spreads the pain across the district. A sliding scale could be used to help maintain equity. I understand that this was an option under consideration. Is it still on the table? If not, why is it no longer an option? Selling the central administration district is said to need "further study." Please take the time to study this now. It is not the time to play the market. I read that one reason it needs more study is that the gains will not be realized this year. Any savings from closing schools will also not be realized this year. Mayor Lee Leffingwell recently expressed his concern

about the closing of schools in the urban core. I ask Task Force members and the board to use this as a starting point for a dialogue with city leaders looking for ways for the city to help with this budget deficit. Thank you for your time and service. I know the decisions will be difficult and painful, but let us try to make school closings the last option.

Dear Task Force Members: I am a life-long Austinite of 37 years and I consider myself very lucky to still live in the same beautiful, special neighborhood I grew up in. I have three children currently attending Barton Hills Elementary in grades Kinder, 3rd and 5th. My children walk to and from school every day, and when they have after-school activities, they can still safely walk home hours after school is out. They all dearly love their school, their teachers and their friends, which is obviously a huge part of their lives, and ours. If you close this school down, you must understand that you will be changing ALL of our lives and our futures in pretty much the most extreme and dramatic way I can imagine. Not the least of which, one of the most important reasons I love my hometown and the home we have invested our lives in over the past 12 years. If our vertical alignment changes in addition, that will be a blow too difficult to stomach. You will be changing the hearts and homes of native and long-time Austinites in a way you may not be able to imagine. As of now, I cannot even be sure that my children will be slated to attend my alma maters, O'Henry Middle School and S. F. Austin High School, where my mother is currently head teacher over one of the departments, and of which I am a third generation graduate. For these and many other reasons, I want to implore you to advocate tracking to the nearest high school when making your recommendations.

I have been to the community meeting at our school that you held with three of your members, I've had the opportunity to meet with one of you informally, I've read countless arguments for saving our school(s) online, including the Friends of BHE report released today (the 17th), and I have attended the community meeting last Thursday evening. I appreciate what you all have tried to do with the limited time and information you've been given, and appreciate the difficult positions you are all in. I don't want to repeat everything you've already heard before. You are all intelligent people and I believe your hearts are in the right places. Thank you for hearing me out and for listening to all of our voices. At Thursday's meeting, a few people spoke about how you cannot simply move around teachers, students, and admin. Like a child's blocks, and expect to end up with the same, effective, efficient, successful schools that you currently have. This, because community takes time to build, parental involvement often cannot and will not BE as high in a school that is further away, and students' families will move or transfer away, among other reasons. I agree wholeheartedly. I know you have not had a chance to look at the uniqueness of schools yet, and I believe that should factor into your decisions. I strongly believe that you must visit the campuses in person in order to determine the viability of your proposals. If you do nothing else, please do this. And drive the routes that students will be asked to drive or walk. Closing down Zilker AND Barton Hills Elementary Schools would leave no elementary school at all in our geographically isolated neighboring hoods. And asking everyone here to drive (or worse, walk) across S. Lamar on Mary St. and over the train tracks to get to and from school would present incredible

traffic, safety and logistical concerns that I do not believe have been well considered or foreseen. It's equally unreasonable not to consider our transfer students in this picture at all - the students who were allowed by AISD policy to transfer in and become critical parts of our communities, best friends of our children. Suddenly displacing these young students now could have an incredible impact on their successful school experiences, and it would impact us all. Speaking of uniqueness, just so you know, not a soul at Barton Hills cares that we are at 150% capacity at present. We don't feel it in part because of the large size of our campus. We welcome our transfer students with open arms, and see them as no different. We also use our close proximity to the greenbelt often and in every grade, which is something that cannot be replicated just anywhere. One new thing from our neighborhood's own survey, though: we're already showing with only 65% of our families participating, reported enrollment by 2014-15 at 20% above the projections you've used in your calculations. (233 reported in our survey, versus your 194.) We'll be providing more complete results soon, to be sure. To conclude, it is not fair to make decisions with incorrect and incomplete data, and it is not right to close schools based on building efficiency alone. Also, even if you cannot predict all of the unknown negative impacts these school closures would certainly have on communities, you must try to at least consider what you can, such as factoring in a 10% decrease in property values, the quality of life, health and safety issues, right down to transportation flow, city goals of limiting sprawl and creating more walking neighborhoods, and the short and long-term impacts to the environment. I've heard of many people already considering moving from or stopping the purchase of houses in our areas just because of these proposals. Please take a look at the bigger picture, and consider new data and the requests and points made by the Friends of Barton Hills. I hope you tell AISD that Austinites deserve much better than this, and that everything should be on the table. Small schools are positively associated with student engagement, attendance, and achievement. They make sense in so very many ways, and communities that lose schools like this do not recover from it. Like we heard the other night, "Keep the money as close to the children as possible." Let's think outside the box, let's do whatever we can.

Dear Task Force, I am a resident within the Zilker Elementary School district; in fact, I live directly across the street from Zilker. My husband I moved into our home four years ago with the intent for our future children to attend Zilker. We now have an almost three year old and an eight-week old. I can tell you, my family was not included in the 2000 census data; in fact, most of the current residents in this neighborhood were not. The neighborhood is diverse and filled with young families which also what drew us to the area. Austin has been able to revitalize the south central areas over the past five years namely because young professionals with young children have moved into the 78704, and we represent the explicit goals of our current mayor and the city planners. Your plan to close two strong elementary schools in the 78704 goes directly against the stated goals of our city: increased central urbanization. You take away the schools, and then the young families with children are left with no good local options. Our options will become the following: send our kids to, potentially, a 900 child

elementary school filled with overcrowded classrooms, trailers as classrooms, and less community; move to other districts and increase enrollment there (Casis/Bryker/Eanes district), move out to the planned communities (such as the dreaded Circle C) where the schools are outstanding, the houses cheaper, and then contribute to the dreadful commuter situation; or begin to consider private schools. If the schools close and people leave the neighborhood, you also risk lowering our property taxes which will then lower revenue which will then adversely affect your budget, especially if we move out of the area or send our children into private schools. Fewer kids in your district mean fewer allocated funds. I have not even begun to discuss the faulty logic in not waiting for the 2010 census data to demonstrate what the community already knows. We are not in "decline"; rather, this neighborhood has turned noticeably in the past decade and more and more young families are trying to buy in before they are priced out of the area. If you are truly using data and statistics to get the full picture and weigh your options at the very least use the most recent and most accurate data. Any good researcher and statistician will tell you that, and as a PhD holder trained in research methods, I would expect nothing less from an ethical researcher. Furthermore, the concept that you would only look at facility costs as the basis for closing a school is not only disheartening, it is ridiculous. In the last year, both Barton hills and Zilker were Exemplary schools. They are schools with strong parent involvement, dedicated teachers, great state test scores, and they represent the model public school. By ignoring all of those things and choosing to put them up for closure indicates you all may be willing to cut off your nose to spite your face. If you want a district recognized by the state as outstanding, one that consistently does well on testing and leaves no child behind, then closing the schools that are meeting those goals is counter-intuitive. I appreciate that you have a budget crisis and tough decisions to make. I know there are viable alternate options rather than closing Exemplary schools and going against the stated goals of the city. Sell your land on 6th street, target schools that are underperforming, look at the 2010 census data and see where the families are living, etc., etc. Do not close our neighborhood schools, particularly Zilker and Barton Hills. I worry too what will happen if you do close the schools, then discover in three years you need them back because of overcrowding, what the ultimate cost will be to the district. I find it reasonable that the cost of then re-opening these schools will go against any potential "savings" you may be making now. I could continue to list reason after reason, but I will stop here.

• Dear Task Force, I implore you to go back and consider other data. Specifically waiting until 2010 census stats are available. The closing down of the 9 proposed schools would cause so much upset in their communities. I came into the decision to send my kindergartener to Barton Hills Elementary as a transfer student after much agonizing thinking about private vs. public schools. I considered many arguments for both sides and finally decided to put my faith in the public school system. Barton Hills, Zilker, and Pease Elementaries were all on my radar as schools with excellent standards and communities. My family took a big leap of faith in trusting that the public school system was worthy of our participation. This whole process has diminished my faith in the stewardship of our

children and our communities to the local, state, and federal governments. If the proposed changes go through, we will go back to private schools. This will be true for my 2 year old future Barton Hills student. I have been amazed and impressed with the openness of the Task Force's call for input. Albeit, late in the game, but I appreciate it. Please search out other solutions for this very serious budget deficit. I would be very happy to hear that the 6th street offices were leased out or sold. Please don't displace these children.

- Dear Task Force, Our children attend Doss Elementary and I wanted to remind the District that we are beyond capacity in our school. There is simply no more room for additional classrooms and the campus has added at least one new class every year we've been in attendance there. We're in need of additional facilities at Doss and Murchison and that these needs should not be overlooked in light of the difficult cuts that are being proposed. There is a serious issue with overcrowding in the North and Northwest areas of Austin. We would like to see some action to address this issue.
- Dear Task Force: Last night I attended one of the meetings regarding the budget cuts at AISD. While I was there to protest the proposed cutting of transportation to magnet schools, I was stunned to see how many schools are in danger of being closed by the proposal. Many are Exemplary schools such as Zilker and Barton Hills. But there also seemed to be many on the east side of Austin, too. The common thread between all the proposed cuts was that they seemed to disproportionately affect those areas that are less affluent and consequently those areas that have more minority students. Nothing was mentioned of cutting administrative costs, such as salaries or

bonuses or even selling the AISD building downtown and moving headquarters to less valuable land already owned by the district. If magnet transportation is cut, then many families in the magnet program could not afford the gas it would take to drive their kids to LASA, Fulmore or Kealing. Having a negative cash flow now, I know we won't be able to send our child to one of these schools if that happens. The magnet program would become for the wealthiest and as a consequence, lose its diverse student body. As a Latina, I feel slighted because the magnet program allowed me to provide the equivalent of a private school education for my child who desperately needs to be challenged. Now, I have to watch all the kids from the wealthiest families drive their kids to school while my child is left behind. It breaks my heart. Even if you do the hub system, how am I going to be able to leave the job I am hoping to find, to go pick up my kid at one of these hubs after school? This is an unfair burden on the working poor. I believe that most of the proposals were very elitist and not only harm the students but also affect the entire communities surrounding these schools. Closing schools in a neighborhood depresses property values, thereby causing the district to lose even more tax money. In a sense, these actions will lead to even more reduced revenue next year. As the children from the closed schools are transferred to other schools, the schools receiving the kids will become overcrowded and risk losing their Exemplary status. So not only are these decisions going to lead to lost revenue but they can lead to a decline in the quality of our kids' education district wide. One reason I heard for closing these schools is that they are in need of repair. Give parents a chance to do some of that work. I'm sure they would

- be happy to help out. This is a recession, why you are considering building new schools this year is appalling and irresponsible. That money could be applied to fixing up schools that desperately need it. Please go back and reconsider these decisions. Why do the poorest in the district have to bear the whole burden of the entire school system?
- Dear Task Force: The excellent learning environment at Zilker Elementary is due to the unique combination of teachers, staff, parents, and students. This neighborhood cannot be reproduced by breaking up the elementary school team and sending them across South Lamar and the railroad track. Now that it is obvious that Zilker is such a wonderful school, why would you want to change it? Please keep Zilker and all the other schools open. Fire a few high-salaried administrators who contribute absolutely nothing to the education of children.
- Dear Trustees, without reservation, I must emphatically encourage extra consideration for our Exemplary Oak Springs Elementary. This school's faculty, staff, parents, and outside supporters strongly encourage the board to keep this Exemplary school open. The students and the parents have worked extremely hard to attain such a high standard under monumentally difficult circumstances. Uprooting these students and forcing unsatisfactory transportation issues by having the students physically walking the rail road tracks, non-available carpooling, or busing is just not a viable option for these students and parents. Please extend extra attention and support to Oak Springs Elementary and celebrate its successes throughout the AISD System.

- District-provided transportation is a cornerstone of the magnet school program. The proposed hub system for bus pickup and drop-off leaves too many students too far from their homes. Especially in the afternoons, when pickup from a hub is much more difficult to working parents to manage, dropping off students at a school several miles and several busy streets from their homes is simply not an option. The relatively small savings offered by the hub setup cannot compensate for the very real result of cutting many current and aspiring magnet students out of the programs.
- Ditto on 99.99% of all the things you have already heard. The options proposed are the ones that negatively impact the students of the district the most. I would rather follow the state budget guidance to a point (10% pay cuts for those positions making over \$100,000 and 5% cuts for others), except only make the cuts on those over \$100k a year and make up the remaining gap with a tax rate hike. We are all in this together. Thank you for your time
- Do not close any of these schools. I've been going to all these meetings because this is very important to me, my family, especially my daughter and her classmates, and to my neighborhood. I feel everyone has made their cases for why their schools are great and why they should not be closed. I feel like the task force's reaction is that they've heard it all before and are not impressed by emotional pleas. I gather that what is being asked of the community is to come up with a better idea for saving money. At first I did that. I made suggestions via e-mails and comment cards. I don't know if they have been incorporated. Then I stopped and I realized, this is not my job. This is your job. My job is to make sure my

daughters get the best education possible, at home and at school. 'I make sure they get enough sleep, eat a good breakfast, get to school on time every day, respect their teachers and classmates, and do their homework. I make sure they remember to take their backpacks and wear a coat. I pack their lunches. I ask them about their day when I pick them up and get to know their friends' parents. I chaperone field trips. I make copies for their teachers and attend PTA meetings. I read stories to them at bedtime. And I am their voice when someone threatens to take away what they consider to be their whole world outside of our house. I try my best to shield them from the awful choices grown-ups sometimes make. My job is to make sure they have a stable environment and that they have a sense of security and self-worth that comes in large part from consistency and familiarity. Your job is to allow that to happen and encourage it when it does. Your job is to listen to me when I tell you what I know is best for my child and her peers. Your job is to take my concerns seriously. My job is to pay my taxes and vote in every single election. Your job is to represent this community and value its successes. Your job is to educate our children.

- Do not close Barton Hills Elementary School an Exemplary School. That will hurt the students, teachers, and our neighborhood.
- Do not close Barton Hills Elementary. It has been an excellent school and forcing overcrowding at Becker. Also failed to include extra cost of transporting students from their neighborhoods to the new school so cost savings are minimized. Further, will force current students who have been using Barton Hills as a transfer school back to their

- neighborhood school or to other schools, thereby increasing crowding there.
- Do not close Barton Hills Elementary. You guys really need to give some additional thought to this decision. There are probably other locations that can be considered for change, but this school should remain open.
- Do not close Barton Hills Elementary. Do not close any neighborhood schools. It is disingenuous not to count as "affected students" those students in the schools to which students from closed schools would migrate. The current students in those schools will see an increase in enrollment, more classrooms per grade level and/or more students in classrooms, new teachers, and more traffic around the schools as students arrive by car from farther from the neighborhood. Make cuts in facilities district-wide, spreading the pain across all schools, and not directed to a handful of schools that are not low-performing. Do not allow any improvements in the next 5 years that are not absolutely necessary. That is, all discretionary facilities' projects are not done. Cut any facilities that are used district-wide for teacher training or parent training. Cut some facilities at the main district building.
- Do not close Barton Hills, Zilker or any well performing Exemplary school. These are essential magnets for attracting young parents into the AISD. Even discussing this possibility has already devalued neighborhood property values and tax revenues. Surely, this runs counter to financial savings. For real cost savings the target should be the massive school bureaucracy: 1. Sell or rent the 6th Ave administration building and move administrators into less expensive or unused school properties. Savings? >\$29 million. 2. Cut 25% administrative

- staff. 3. Cut administrative staff salaries until they are no more and ideally less than teacher salaries. By cutting administrative costs and keeping the focus on quality schools and teachers that are already successful the AISD will be able to constructively remedy the current financial crisis.
- Do not close elementary schools. Closing elementary schools is a very poor way to reduce costs. Building new schools to replace old schools also does not add up. Neighborhood schools are the key to success; bigger schools and bus trips for elementary school remove the community from the school. Most AISD schools are supplemented with major fundraising efforts by the PTA and parents to obtain basic needs that AISD will not supply. Who will support a school their child was forced to relocate to? How does building a new school save \$\$\$\$, construction costs have not gone down, just charge more to the public in bond money? Cut admin costs, lease space, underutilized bldgs (Baker Center), no overseas travel for any admin, vacation days, AISD central office bldg, reduce salaries above \$80,000 or higher. Where is the list of options that the public was allowed to balance budget with by choosing cuts to total \$40 million? Specific cuts for administration and planning periods for teachers is no longer on options list. How about non-paid furlough days for all admins making over \$75,000 salary? Expand after-care programs at schools. Focus should be on reducing administrative costs and salaries/bonuses and-like trips for administrators.
- Do not close Exemplary and recognized schools. To propose closing more than one quarter of the Exemplary schools in Austin is short-sighted, extremely damaging to the quality of

education in our city, and damaging to our children. These schools are their homes. Places where they are nourished, nurtured, educated, and loved. Schools do not become Exemplary at an elementary level purely through academics. They all have unique cultures that make our children feel safe and nurtured. Big box schools cannot provide this. My husband is a teacher and I am an ACC nursing student. We choose to live in a tiny house in the Zilker neighborhood with our two children largely for the schools and the sense of community that these neighborhoods engender even though they are close in to the city center. Although we love and support Zilker Elementary, we chose to send our children to Barton Hills because it is smaller. At Barton Hills the principal is able to know every child. She knows their names, their home situations, their strengths and weaknesses. As well as being principal, she (and many of our teachers) is a neighborhood resident and a parent in our school. Our Exemplary rating is not just about career advancement for her. She is a vested member of our school's community as a parent, neighbor, and principal. You cannot tell me that if my child is reassigned to a school of 1,000 kids, we are going to have a principal who is all of these things. In addition, I cannot think of a single teacher or staff member at our school that is not equally as vested and involved in our community. I do not see how closing our school would save money. Anyone who has taken a statistics course knows that numbers can be manipulated to say many things. The task force's numbers for "savings" with the closure of Barton Hills (BHE) are missing some rather large expenditures that would have to be undertaken in the move. To move all of BHE and half of Zilker to Becker would cost a fair

amount of money. Lamar is just about the busiest street in Austin. Several hundred children crossing it twice a day would be a hazard and a nightmare. Would any of you want your child walking across Lamar? There are plenty of 5 and 6 year old children who walk to school with only older siblings or other neighborhood kids as companions. Even with a crossing guard, I fear for their safety (and the guard's safety) crossing such a busy street. Most days I avoid even driving on Lamar because it is so crowded. Hundreds of children crossing it a day is a truly terrifying idea. After crossing Lamar, the children would have to walk along Mary Street (with no sidewalks) to cross the RR tracks. These are busy RR tracks with both passenger trains and many long freight trains using them throughout the day. Will there be a guard on both sides of the tracks too? How are we going to respond when that kid who's lost in thought or daring his friends rushes to beat a train and doesn't? It is unconscionable to send several hundred kids a day on foot across those tracks. Of course, many parents will drive their kids whenever possible. That will bring hundreds of cars to the Becker neighborhood twice a day. The streets around Becker are tiny, and there is very little parking. As they are now pick up and drop off would be impossible to manage on those streets for that many more cars. Finally, the Zilker and BHE neighborhoods are strong vibrant communities. They are some of the most sought after communities in Austin. In retur, our small houses are assessed at a high market value and we pay lots in taxes. Our 1,000 square foot, single-bath home costs us over \$6,000 a year in taxes. Without Zilker and BHE our property values will drop significantly as will our taxes. Where is this loss of tax revenue figured in your numbers?

- Do not close Joslin Elementary School. The school is a top performing elementary school which serves our neighborhood children. We have already lost our neighborhood middle school. Many of the children that attend Joslin Elementary School are low income which would lead one to expect that they would not perform as well as other students. However, due to the commitment, excellence, and sense of community belonging they receive from the faculty and staff of Joslin they excel in spite of economic hardship. This speaks more for the excellence of the school than any words I can write to you. It makes little sense to close top performing schools. This will hurt our neighborhood and hurt our children. Please eliminate closing Joslin from consideration. Do not close our schools. How can you call it a school district when you are busy closing the schools? How can you claim to have a goal of excellence in schools when you are closing high performing schools? How can you proclaim a devotion to the education of children and propose such a damaging plan that forces the children you are supposedly devoted to cross dangerous streets and railroad crossings? Keep the schools open. Cut the unnecessary fat at the central administration level. Nearly two decades of bad decisions and spending habits at the central administration level are what has brought us to the shortfall. They need to be accountable, not the children.
- Do not close Pease Elementary (or any of the other high performing schools). AISD needs support, not ridicule.
- Do not close Pease Elementary, Pease is one of the best schools in Austin.
- Do not close schools. (2)

- Do not close Zilker and Barton Elementary Schools. These schools are obviously doing a great job. It makes no sense to throw all of these kids into a huge school and automatically see all of the achievements go down.
- Do not close Zilker Elementary school. I own a townhouse in the Zilker neighborhood and may have children in the next several years who would attend Zilker, that's part of the reason I chose the Zilker neighborhood. I also have friends who currently have children attending or who will be attending in the next several years.
- Do not close Zilker Elementary School. If you do so, you take years of investment that my family and other families have made in the school and in the neighborhood and throw it back in our faces. We have managed to create Exemplary results with scarce resources. We have been lead to believe by previous resolutions that our city leaders valued a vibrant urban core, and that they valued the presence of families in it. They vowed to support and protect community schools. On the basis of this shared value for quality community schools, we've bought and improved houses, paid high taxes, passed every single bond to improve our schools and made great personal investments of time, energy and money to improve the experiences at our school today. Why? We believe in living close to where we work. We believe in diversity. We believe that sprawl is bad, and that gates do not necessarily make a better neighborhood. We believe that bigger isn't always better. And most of all, we believe that a city is best when families thrive there. The cost savings cited by closing Zilker Elementary are illusory. Dollars will be spent improving other schools to house our students, and even more than that, to
- recreate the quality of programs we already have. Our programs go beyond the basics to emphasize creative thinking. Good management, stability and active parental involvement have attracted quality teachers and still more parental involvement. We go beyond teaching the test; though teach the test we must. If you insist on measuring educational success by testing our children mercilessly, how dare you punish us for making a success of it? The programs at Zilker are unique in creativity and caring, and serve the needs of many who don't fit the mold. Our population is diverse, from ethnicity to ability, from socioeconomics to family composition; we are a community because of a shared set of values. These values include quality education, work-life balance, green living, and an appreciation for difference. Until now, our neighborhood has been growing with new families attracted to our mix of community and education. You can't move what we have to another location without significant loss. Our community will be broken up and our resources scattered. Many will leave our neighborhood, more will leave AISD. Closure of our school will be a costly decision. I urge you to find other creative, smart and far-seeing solutions to the budget shortfall. Austin is not just another cookie cutter city. And we, its citizens, don't want big-box schools. Efficiency does not equal educational excellence, and suburban living is not the only way to raise strong families. Work with us to continue making Austin the special city that it is by supporting our wishes to maintain Zilker Elementary.
- Do not outsource education. Sticking my child in a "big box" mega-school is not a solution. Outsourcing doesn't work for American business, and it won't work for American education.

Research has not supported large elementary schools for many years. Fact: Small schools work. Don't guit on success. The question isn't, "How do we get students to stop transferring to certain schools?" The question should be, "How do we replicate the success of certain schools throughout the rest of Austin?" Don't ignore transfer students. How can you *not* count transfer students as students affected by school closures? They won't all just disappear and return to their home schools. If our home school was as good as Zilker, we wouldn't transfer. End of story. Don't ignore Special Ed. My son is able to be in a regular second-grade classroom at Zilker because he gets support from teaching assistants through SCORES-the AISD autism program. Our home school (Sunset Valley) does not have a SCORES program. Under federal law, AISD must provide services for my son. If our current school (Zilker) is closed and our home school doesn't have SCORES, the district will have to spend money to provide SCORES somewhere else or to transport my son to a school that already has SCORES. How is that cost-effective? If AISD won't serve my son and other autistic students like him, there will be lawsuits. How does that help balance the budget?

• Do not realign Maplewood boundaries. In the current proposal, doing so would result in zero district savings, and would gut the Cherrywood community. Maplewood is the pulse of the Cherrywood Neighborhood, and THE major partner of our very active and vibrant Cherrywood Neighborhood Association. Sending Cherrywood families outside the neighborhood will deteriorate the unity of our community, and limit walkability of students. Why are Mueller families, located at a greater distance and with its own neighborhood community being

favored over Cherrywood families? This is unfair and out of touch with history and spirit of our very special community. I am a native Cherrywood resident, I along with all of my siblings attended Maplewood and now my children attend Maplewood. The boundary lines show blatant disregard for our community. Please do not approve this change and leave our community intact.

- Don't back down to the pressure. Stay firm to close most if not all of the schools. Eventually, the open checkbook that is the taxpayer will eventually shut. It might be hard to pass bonds in the future if the district shows no commitment to saving money and streamlining the district. That being said, be careful about Zilker and Barton Hills, and do not overly antagonize the parents who do actually pay property taxes and have a choice whether to invest in the district with their time, efforts, expertise, and children instead of just burdening the district with the task of raising their children. They might eventually learn the ins and outs of funding and how to pressure it and, thus, the district.
- Don't "mothball" schools that we will need in the future.
 Schools are communities of learners and if you disrupt them that will do a lot of damage and that is not something that people will get over. Budget cuts can be found elsewhere.
- Don't close Barton Hills Elementary School. For one thing, the figures used to estimate the number of students that would be affected by closing BHES is not accurate. They do not appear to include transfer students. The meeting notes of December 14 list total affected BHE students at 184; in fact, BHE's K-5 population is 347, and there is also a 6th grade class. Do not rush into this decision. Wait and see how the financial situation

the state budget issues will result in legislation designed to ease "unfunded mandates" and give school districts more financial flexibility article (see at http://www.texastribune.org/texas-education/publiceducation/key-education-mandates-could-be-cut-to-savemoney/). In addition, it is also likely that another school finance lawsuit will be filed by MALDEF, LULAC, and other groups soon after the end of the legislative session (see article at http://www.mysanantonio.com/news/article/Schoolfinancesui t-onhold-876118.php). These legislative and legal actions will greatly change the assumptions under which the Task Force and AISD are operating today.

will change during this legislative session. It is highly likely that

- Don't close Becker.
- Don't close high performing inner city schools. It will lead to more sprawl in a city that wants to fight sprawl.
- Don't close schools. Cut the salaries of the highest earning employees of Austin ISD. Raise taxes if necessary. If some schools must close to fix the budget, close underperforming schools and not the successful ones.
- Don't close Zilker ES. (2)
- Education Secretary Rod Paige once said, "If we are less competitive educationally, we will soon become less competitive economically. That's just a cruel fact." Is the answer then to close schools like Barton Hills? No. Studies have shown that the smallest schools are consistently among the best performing schools. Barton Hills is an Exemplary school and has been so for years. Small schools are models for innovation in curriculum and power of mission. Barton Hills

- falls into this category. So if we focus not on a need to save money but on something bigger, the strength and success of our country as a whole, the conclusion should not be to close small schools like Barton Hills that generate high performers and develop best practice solutions.
- Eliminating both Zilker & Barton Hills would gut elementary education in this neighborhood, and snuff out two AISD schools that successfully educate kids.
- Eliminating or limiting busing for the magnet schools will prevent some students from attending magnet schools. Students who attend magnet schools must travel farther (and get up earlier) than other AISD students. Eliminating their buses, or creating hubs that require them to be driven a few miles each way, will effectively eliminate the magnet programs from their options. Working parents, especially single parents, cannot get their kids to school without the buses. I would much rather see the district sell their downtown facility and move to Reagan HS than keep students from attending magnet schools.
- End National Board, end stipends, end REACH, end dual language, do not close Exemplary schools. Reasons to Oppose Closing Barton Hills Elementary. Barton Hills has been rated an Exemplary school by the state for each of the past two years, and has never been rated low performing. In fact, 8 of the 10 elementary school campuses being considered for closure, including Barton Hills, were rated Exemplary by the state last year, representing over 27% of all Exemplary elementary school campuses in AISD. A school is a critical part of the fabric of any community. Our school attracts homebuyers to central Austin, helping the city meet its goals of promoting population

density and limiting sprawl. Leaving our neighborhood without a school will negatively affect the quality of life, property values, and neighborhood desirability for homeowners and businesses. Smaller neighborhood schools are more successful because they enable parent and community involvement. The Barton Hills PTA and the entire community have invested a lot of our own resources in things like teacher development, library improvements, and extracurricular activities. Barton Hills also has a widely renowned choir program that has performed at the Austin City Limits Music Festival and other venues. Barton Hills' unique location allows easy student access to one of the greatest treasures of Austin, the Greenbelt, which is regularly used by the science classes, 6th grade classes, and after-school programs. Barton Hills should be renovated rather than closed. It's also important to note that \$2.8 million in Austin taxpayer-approved bond funds have already been used in the last few years to make improvements at both BHE and Zilker. It is wasteful and deceptive to close those schools after asking taxpayers to improve them. Austin city ordinances and impervious cover restrictions do not prohibit further development of the BHE campus infrastructure. Barton Hills is not operating under capacity as the Task Force suggests. The Task Force states that total affected BHE students at 184; in fact, BHE's K-5 population is 347, and there is also a 6th grade class. This means that Barton Hills is well on the way to achieving AISD's "optimum" population utilization efficiency of 85-105% and is already in the "optimum" population range of 300-500 students. The Task Force's population projections are not consistent with recent growth patterns. The Barton Hills neighborhood is changing rapidly as aging homeowners make way for young families with children. It is not clear how the Task Force or its consultants arrived at the projected rate of growth (from a current student population of 74%, growing to 79% in 2014 only 10 new students). That estimate seems low given the dynamics of Barton Hills in recent years. In fact, we added more students at Barton Hills in the last four months. The federal government will release new U.S. Census data for Texas by April of this year. Those numbers will provide a much better picture of the population currently served by Barton Hills Elementary, and will possibly show that the neighborhood is exceeding the projections provided by the AISD consultants. The cost savings documented by the Task Force are questionable, and yet appear to be the only advantage of closing Barton Hills Elementary. The Task Force does not appear to be considering all of the costs necessary to renovate Becker to accommodate an influx of Barton Hills students or bus them to Becker. It also does not appear to consider the added cost of transfer students currently attending Barton Hills. Given the potential for a major negative impact to property values in South-Central Austin, the Task Force should calculate estimates of property value impact and include those revenue losses in the final calculation of costs and savings. The impact on transfer students is largely unaddressed by the Task Force. It is unclear how the district can predict where the hundreds of transfer students currently enrolled at BHE and other schools will go and how that will affect the population, capacity, costs, and savings within AISD. A larger review of the AISD transfer policy may be warranted now or in the future, but it is unfair to abruptly remove those transfer students

whose parents chose BHE, sometimes after camping out in line in front of AISD offices overnight to file transfer papers. It amounts to a breach of contract by the district. We know that AISD must find ways to cut the budget. But closing neighborhood schools is not the way to go. This is not just about the 10 schools on the chopping block today. It's about every small neighborhood school in Austin. To close any of these schools because of short-term budget issues seems incredibly short-sighted. It would be much more reasonable to invest in capital infrastructure improvements at Exemplary schools like BHE. Temporary measures that can be undone with minimal cost and disruption are preferable to permanent ones. The Facility Master Plan recommendations at this stage are completely detached from AISD's larger budget picture. In other words, there is no comparison or prioritization of the savings of school closures versus teacher layoffs versus administrative cuts versus other options.

- Even the report in the Austin American Statesman states that studies show that students perform better in smaller campuses. Parents know this and do whatever they can to get their students into these smaller schools that are now recommended to be closed.
- eventually the economy of Austin will rebound and we will regret having closed some of our most successful neighborhood schools during a temporary economic downturn. The Austin Independent School District board of trustees should look at all other options, including raising property taxes or selling their building on 6th street. Furthermore, while I don't oppose closing Pearce, the city needs to provide another, better option for NE Austin.

Transferring the students from one enormous, unsuccessful middle school to another is not going to improve educational performance among that vulnerable cohort. My own children are not affected by this proposal, but I simply think this is very bad public policy that will have ultimately negative implications for the city as a whole.

- Everything is conspiring to stifle our neighborhood. McMansion ordinance and now this. Makes me really think harder about moving to another neighborhood. It's a shame since we need more livable downtown neighborhoods. The city gets it, why doesn't AISD? We'd be a perfect case study for why to leave. Moved there for downtown proximity and to raise our family in a place we could grow and that had good schools. Now both those reasons are gone. If AISD wants to save \$\$, why don't they move out of their Taj Majal admin bldg on the most prime real estate in all of Travis County at 6th & Lamar.
- Exemplary schools should not be closed under any circumstances. In fact, they should be treasured and used as a template for the other schools. Pease is a diverse and Exemplary school that represents the values of the 2010-2015 strategic plan. Closing Pease would be devastating to the children that go there and would decrease the quality of AISD overall. I don't believe my daughter can get a better education at any of the other proposed alternatives.
- Facilities Efficiency Taskforce Austin Independent School District January 14th, 2011 Taskforce Members, We, the Campus Advisory Council of Barton Hills Elementary School would like to respond to the proposal that Barton Hills Elementary be closed. As you know, Campus Advisory Councils

- (CACs) have been established by law to speak to campus specific issues. To our knowledge, CACs have not been included in your decision making process. Since your process is ongoing, we request that the CAC of Barton Hills and the CACs of each effected campus be consulted by you. Campus Advisory Council of Barton Hills Elementary.
- Facility Task Force, Thank you for holding public meetings last week. I do wish time had been given to covering the reasoning and data behind the options presented. As a taxpayer not directly involved in any school mentioned, I have a few comments. It does seem fiscally responsible to close/ consolidate some of the smaller, old elementary schools. While my children attend school with 1000+ elementary students, I don't feel that is best for all students. Smaller schools that have embraced, as a community, special programming, life skills, dual-language, etc. and accept students from outside of their immediate neighborhood should remain open. Specifically, I support closing Joslin, Pease, and Brooke. I would support closing Oak Springs if transportation/crossing guards/consideration of the train tracks that I think exist in this area are taken into account. This is not really an area where we want young children walking without adults for very far. I do not support option 3.9c. In place of 4.4B, I support closing Barton Hills and transferring those kids to Zilker. Add portables to Zilker until up to 120% of capacity. I also support option 16.2. As a parent, I know that not every school is right for every child. Options are a good thing. I'm surprised to see Reagan HS not listed as an option for closing. However, I would like to see it utilized. Perhaps create another IB program there, or strong trade-oriented
- magnet. I would like to see an analysis of the cost of bussing kids to an IB, LASA-type program, etc to Reagan HS for 20 years vs the cost of building a new HS in the SW, which is more fiscally responsible? Thanks for all your work.
- Figure out some other way to get out of this budget shortfall.
 Austin needs its community schools.
- Finally cut backs. Please continue cutting as much as possible
 and remember the taxpayers who don't have kids in AISD.
 We're tired of continually raising taxes. Do more with less, like
 the rest of us have to? Close underutilized and expensive to
 maintain schools. Remove programs that parents should be
 paying for, sports, art, and music. Slash salaries and eliminate
 redundant positions. Sell district headquarters on 5th street.
- First and foremost AISD needs to leave the 6th street location and either lease the space or sell the property and use one of the available buildings for administration. Sell or lease other unused buildings. I don't really know enough about the closings of schools, but I can't imagine that operating a school that is under 60% capacity very wise. Options other states have: 1/2 day Kindergarten No state funded preschool. I didn't go to preschool and graduated from TCU with honors. Maybe AISD is too large and we need to separate the district like San Antonio did. South AISD, North AISD or something like that.
- First and foremost, I understand the difficulty that all face in light of the numbers. However, I cannot help but state that I cannot see how closing Exemplary schools, and so many, appears to be the preferred option. Furthermore, for my family, I cannot believe we possibly face the possibility of not having an elementary school in our neighborhood. I live closest to Barton Hills, and I acknowledge that Zilker is not that much

further. But how could our entire neighborhood face not having a school available to us except by crossing Lamar and a railroad? Furthermore, how could a treasure such as Pease be considered for closure? Pease is a city-wide gem. Its diversity and academic performance should be a model. Indeed, as the task force's own consultant cited, Barton Hills is also a model, one worthy of study. This may be anecdotal, but I suspect we would not be alone. In 2014 my daughter will hopefully still be attending Barton Hills as a 5th grader. My 1 year old will still be in pre-K, and hopefully anxiously awaiting Kindergarten at Barton Hills. But of course, per 'data' he doesn't exist does he? Neither does the child to be born of our friends who moved near Zilker so that they and their kids could walk to Zilker as we now walk and bike to Barton Hills. Walk around our neighborhood and Zilker and ask the young couples why they moved here. And then you can go ahead and ask them when their child is due. Their child that in 2014 will be hopefully on his/her way to being a Zilker or BHE student. Adults should lead by example. Sell the building on 6th. Find space in the other under-utilized buildings and 'consolidate' the administration, not the kids.

First I will say that I am not oblivious to the challenges that AISD faces with the pending budget shortfall. I appreciate the difficulties that the leaders of AISD face and the decisions they must make. I know that the ramifications of those decisions, in any form, will affect the families who attend AISD schools including my own family. With that said, the recommendations to close successful Exemplary schools with strong supportive communities flies in the face of what our educational system should stand for. Throughout the state and country, our schools continue to decline (Texas being at the bottom of the list) and you want to close down shining examples of success? What kind of example does that set and send? I fear that the public school system faces a future of mega schools churning out high score test takers who cannot think for themselves, can't lead and will not make a difference in this world. That is my emotional response. My rational response is that you are considering making these recommendations using outdated demographic data and false student numbers. You're going go to hear this over and over again, but to make these recommendations based on 2000 census data, which is most surely going to be refuted by 2010 data, for these neighborhoods and based on invisible transfer students is irresponsible and wrong. How can you propose closing down nine schools using old data? In addition, closing centrally located Exemplary schools goes against the city's goals of encouraging and sustaining urban growth and preventing suburban sprawl. Where will these new families go to school? My best guess is it will cost more to maintain these "mothballed" schools and then get them up and running again the reality sets in that they are needed, than the money that will supposedly be saved by shutting them down. In addition, what is the solution for the ignored transfer students? Using the example of Barton Hills specifically, if the real student population (including transfers) moves to Becker. Becker, a school with an inferior facilities rating to BHE, the school will be overcrowded and not suitable for that large a student body. And then there's the issue of all of those neighborhood children walking across Lamar and railroad tracks. Please tell me where the cost savings and the benefit come in here? I

truly do not see it. Lastly, I implore you to see the value in keeping small successful neighborhood schools open. It's good for property values (i.e., revenue for the district), the city of Austin, teachers and staff and, most importantly, our children. We are one of those transfer families who made the difficult decision of leaving our own neighborhood school for BHE because of the smaller size, supportive community and excellent staff. Our neighborhood school is overcrowded and continues to face redrawing of boundaries. The community there speaks of itself as wounded and recovering from trauma and that's just from opening the relief valve only a little bit. They have fewer students now, but it's still overcrowded. Please do not do that to another school. In my mind and in my heart I believe that smaller schools are better, even if they are older facilities. They provide elementary school-age children with the support, attention and education they need to get through the rest of our sometimes chaotic pressurefilled school systems. I believe that my daughter thrives at BHE because it is exactly the way that it is. Closing the school will, without a doubt, be a detriment to her and the other students. They will survive and they will learn, but not at the same level of excellence. Is that what we want?

First of all, thx for your willingness to tackle the herculean task of dealing with the serious budget deficit at AISD. While I can't speak to the entire plan, I want to communicate my concerns regarding the proposed closure of Oak Springs Elementary. As I suspect you know, Oak Springs, formerly one of the lowest performing schools into the district is rated Exemplary. Closing of Oak Springs is not the way to reward and affirm the students, families and faculty. Secondly, over 50% of the Oak

Springs families have no access to computers or email. Nor do they have automobiles. The Booker T. Washington project and the Oak Springs neighborhood needs a center of support. Finally, requiring Oak Springs students to cross the light rail train tracks walking through the Blackshear neighborhood populated with significant drug and gang activity is a risk too high. If you would permit me one question, have you asked Oak Spring administrators, faculty and parents, how they might address the district financial issues as they relate to Oak Springs. Thx for the opportunity to share my concerns. I wish you great success.

- First of all, we must stop teaching to the lowest common denominator in all of our schools. This is why people transfer away from schools. The middle school situation is dire. Secondly, please get the crazy transfer policy under control and look at redrawing boundaries on a regular basis. Third, why not close Webb and move the students to Pearce? Webb is up in the corner of the area and Pearce is in the center. You could call it Webb. And finally, I think you continue to underestimate the future population of the Mueller development. Typical demographics do not apply.
- First, closing an Exemplary school is never a good way to save money. Taking something which has achieved excellence, recognition, something functional, in favor of saving money in the short term when it is needed, is not beneficial. It dismantles whole neighborhoods and whole families are permanently affected when any school closes, let alone outstanding schools. The urban schools (each of the schools around the actual city, east and west) are important for more than just the Exemplary education. It become s a city planning

issue with devastating consequences for all when urban neighborhoods are harmed. Closing schools is immediately and permanently harmful to community. Many people who can afford to will move away when an overly large school facility far from walking distance is imposed. Then the businesses in that neighborhood close. Then the downtown areas have no foot traffic and stroller traffic, and then the desirable businesses which bring money to Austin's economy move to other more thoughtful cities. Austin right now is desirable, and was able to remain highly recession-proofed, thanks to the desirability of the city and its strengths. This is before the devastating tampering with the urban schools, which if enacted would tamper with the whole Austin economy. Think Pottersville from It's a Wonderful Life. Local businesses would lose residents and their pay, neighborhoods and all of Austin would lose tax money collected from the higher tax areas that are being tampered with in the Zilker/Barton plan. You cannot make money alone build an Exemplary school, and taking the kids away from the schools by closing any one of them will cost everyone more money over the long haul. Second, I am deeply troubled by the out of date data used for the Zilker/Barton plan. The demographics have changed so drastically in the past 8 years that it is not even the same neighborhood (Zilker) than we moved into 10 years ago. Every neighbor of ours, and most streets are the same way, has one or 2 young children, literally, who are under 4 years old. What will happen to all the children throughout Zilker if Barton is closed, with the same baby boom there? What will happen if this task force goes through with their plan? They will have a substandard overcrowded set of, or one mega, school and even more folks moving away or going private. Less tax funds for Austin, less parent involvement and sagging school scores. All around disaster, from a neighborhood point of view and from an educational point of view. But what troubles me the most is that you have an Eastside Elementary school which has achieved Exemplary status located directly across from the projects, they have earned that, and you are willing to even think about closing that school? That is so wrong that I do not understand how it could have even been suggested. And meanwhile AISD has a facility that is located on West 6th Street, the very most expensive and valuable location in the entire city. Do you mean that you are willing to tear up neighborhoods and children's lives this way, these people who have worked so hard and achieved an Exemplary status for their children's school, knowing that a real estate sale of the AISD property and a relocation of that property instead could more than fund a bunch of these Exemplary schools? What are the AISD offices even for? To provide excellent education for AISD kids. Not cushy offices I am sure. I know that there are decisions which make sense here. Closing even one Exemplary status school is not ok. Closing functional, excellent urban schools is not OK for all of Austin. Everyone suffers those decisions. A heart takes a lot of energy in a living biological system, too, but you don't see doctors trying to remove the heart of a patient to free up energy reserves for the rest of the body.

 First, don't close Zilker. You have been working since March 2010, but you have not been working with stakeholders since then. Parents have only found out about this recently. It's unfair. Deciding what school to close solely based on facilities is not smart. You are destroying schools that work well as a school and are Exemplary. If you used parent involvement index or economic diversity index instead of facility index you would better serve education. As it stands you are hurting it rather than helping it. Small schools work better than big schools. You should have counted transfer students.

- First, I appreciate the efforts of the task force to date, and I appreciate the opportunity to provide feedback. To be sure, the challenge you face is difficult and it appears that you are making good progress. As you continue your work, please be sure to address the overcrowding problems that exist with Doss ES and Murchison MS by considering a permanent capacity expansion at each school. I like how you shared the data analysis in the Options handout. Please consider releasing the same level of data for all schools in the district or direct me to the info if it's already available.
- First, thank you for your time and as you have heard from so many we understand you are in a difficult position. Please take the time to reconsider your recommendation for closing our neighborhood schools. I do not think you were given current and accurate data (using 2000 census numbers, not counting transfers in your school population, not counting portable building as classrooms). The Barton Hills and Zilker neighborhoods are growing rapidly as new, young families move in. Mayors Wynn and Leffingwell have made it a city initiative to attract families to downtown or close-to-downtown living and prevent suburban sprawl. The city's initiative has been and success in large part to the Exemplary elementary schools that are in the neighborhoods. When the 2010 census numbers are released we will see the growth that has happened in the last ten years. It is already being predicted

that our schools will be overpopulated in the 2015-2016 school year. Closing schools in 2012-2013 will only result in having to reopen them a mere three years later. The cost savings for having closed the schools and mothballed them will then be negated by the cost to reopen and redistribute students. Other factors to consider are safety, tardiness and attendance. The proposal to have BHE students attend Becker would mean students having to cross the Lamar Blvd. during high traffic times. There are also train tracks that would need to be crossed. I understand you will probably be factoring in the safety factors and suggest we have our students ride the bus to negate the safety factor. If that is the case, then safety has been addressed and I can move on to tardiness. The trains cross the tracks often and irregularly. It raises a huge concern for student tardiness. So far, my son has never been tardy to class. We can plan for traffic and schedule our morning appropriately so he is in his seat and ready to go when the bell rings. Not being able to factor in the time it will take for train crossings is a major concern. We take attendance and tardiness seriously. Starting off the day late is a distraction that prevents students from focusing on their school work. Barton Hills Elementary is a community supported school. Our PTA pays for our computer programs and other needed education programs. The Barton Hills Neighborhood Association donates money to our school and supports us in many ways. The President of BHNA has publicly said we will continue to have their financial support. AISD has a huge task to solve the budget deficit. Some possible solutions are: Sell the property on 6th and Baylor and relocating those offices to schools that are "under capacity". Sell the AISD/Travis Country land that is

- currently for sale. Increase student attendance by making stronger attendance policies. Increase revenue at the Burger and Delco centers. In summary, there is a huge task at hand and trying to find a solution when looking at old data and inaccurate numbers is not conducive to finding a reasonable solution. Please reconsider and look into other solutions.
- First: thank you for your service and your efforts, and for putting up with comments that I know are at times insulting and poorly informed. I know that you have the best interest of our children at heart and appreciate your volunteer service. I am a professor at Texas State University-San Marcos, but I moved to the Zilker district in October for the express reason of having my children attend Zilker elementary. I have attended the Jan. 12 and 13 meetings. A few points that I don't believe were emphasized: 1. At a qualitative level, it should be noted that the creation of excellent schools requires the alignment of multiple factors in interaction; these cannot merely be dismantled and relocated. While I realize that there is a current budget shortfall due to poor economic conditions, this is also a temporary situation. The economy will improve and revenues will increase. I believe it is short-sighted to dismantle Exemplary programs to solve a short-term problem. This is akin to a homeowner dealing with high utility costs by tearing apart one's house and using the boards for firewood, it certainly provides heat temporarily, but with the loss of the house that required much work to assemble. It takes significant effort to develop an Exemplary school, as it does to assemble a house. Taking either apart as a solution to a shortterm problem is short-sighted and destructive. I hope that you will consider this perspective alongside the quantitative budget

data. 2. Closing both Barton Hills and Zilker will require 500+ students to cross S. Lamar together at either Barton Springs, Mary St., or Oltorf at approximately the same time. With 12 trains running/day, Mary St. and Oltorf will be blocked, creating significant traffic jams. This also creates significant danger to our children, and I view this as an unacceptable increase in risk of physical harm. If both Barton Hills and Zilker cannot remain open, I strongly urge consideration of some form of consolidation that would allow students to remain on one side of S. Lamar to avoid this dangerous crossing. It is inevitable that with 500 children crossing Lamar plus train tracks twice per day, one or more children will be injured or killed by a motor vehicle or train collision; this increased risk is not necessary if these children can remain on the West side of S. Lamar. Zilker has abundant space for the placement of additional portable buildings to accommodate students from Barton Hills if needed. 3. My understanding is that the high cost linked to Zilker involves mostly unnecessary, low-priority replacement/repair/upgrades. If so, then Zilker's costs are being unfairly and inaccurately exaggerated. Given the extremely high quality of education and the Exemplary rating of Zilker, it would be foolish to close the school on the basis of unrealistically high cost estimates for non-essential repairs. 4. I have seen research-based estimates indicating that property values would decline by 9-19% in the Zilker and Barton Hills neighborhood. If so, the property tax base would shrink proportionately, potentially offsetting all or most of the projected savings (i.e., approximately \$1.9 million would be lost in property tax revenue annually). 5. Zilker and Barton Hills are both Exemplary (as are some of the other schools

slated for closure). Rather than closing them and sending students elsewhere, why not simply re-draw district boundaries to draw additional students to these excellent schools. GreatSchools rates Barton Hills and Zilker at 9/10, whereas Dawson, where our kids would be sent, is rated at 6/10. Far better to have boundaries redrawn to ensure maximum capacity in the Exemplary schools rather than closing them down and sending the kids to lower-performing schools. 6. I did not see any proposals to hold a referendum to temporarily increase taxes as a solution to the current revenue shortfalls. Given that the economy will eventually turn around, there would be no requirement for permanently increased taxes; however, a temporary (perhaps 3-year with a specified termination date) modest tax increase approved by referendum could significantly increase revenues to meet the temporary shortfall. Again, I want to emphasize that I believe the short-term nature of our budget problems should not be solved by the significant, long-term disruption of currently Exemplary schools that would be caused by even a temporary closure of these schools. Again, thank you for your time and your effort, and thank you for considering this input.

• For AISD to move forward with its strategic goals, I support the recommended Facilities Task Force options. Some of these schools have been on underutilized lists for years. These schools made the mistake of not being present during the 9 months of meetings, and understanding the process. The Task Force meetings were open to the public, and rows of empty seats were at every meeting. So, for these schools to act like they never knew anything about this is incorrect. Also, one of the options presented in a previous community meeting was to

build a brand new elementary school in central Austin, but was opposed by the central Austin community. It is insulting to the overcrowded schools in Austin when their kids eat lunch at 10:00 a.m., can only go to the library one time every two weeks, and are crowded in every classroom. It's unfortunate that it's ok to spend two times as much per student, and millions more on facilities, so that central Austin can keep its small schools. Central Austin will still have Exemplary schools, but will just be more consolidated. This Task Force is taking the heat saying that a bunch of volunteers made these decisions. However, unlike past Task Forces, this one has a consulting group, and many staff members and educators also serving on this task force. They have worked hard for many months, and should be commended on their willingness to serve you, the Austin community.

- For the magnet school bus transportation hubs, please consider adding local libraries to the list of hubs. These are accessible options for buses loading/unloading students and provide more safe routes for students to walk home from their stops.
- For the move of school boundaries between Maplewood and Campbell, what is the justification for moving the boundaries to remove houses that have always gone to Maplewood. The boundaries should be redrawn so that newer Mueller houses have to move rather than houses that have gone to Maplewood for generations. Shouldn't there be some consideration of tenure in this case? Maplewood would not be over capacity if we did not have to take on students residing in the brand new Mueller community.

For the past eight years and a half years I have been a volunteer and mentor every week at Oak Springs Elementary. I've watched this school change from one of the lowest rated schools in Austin to the achievement last spring of the highest rating for all Texas schools of Exemplary. Oak Springs Elementary families, staff and faculty achieved this Exemplary rating while dealing with many unique challenges. 77% of the families are at or below poverty level. 98% of the children are in the free lunch program. Most of the children are in single parent homes or have a relative raising them. An estimated 60% of the families do not have a computer at home. Lack of email addresses makes quick organization of this community much more of a challenge. No internet connection limits their voice in online surveys and limits their access to information. The families, children, faculty and staff of Oak Springs Elementary face these challenges daily with grace, dignity and perseverance. But the unique challenge that I want to make you most aware of is this: An estimated 75% to 80% of the Oak Springs families do not own a car and cannot afford bus fare. Can you imagine what that must be like? Just think about what kind of transportation challenges that presents for most of the families at Oak Springs Elementary. I've read that the preliminary proposed option is to send the Oak Springs children to Blackshear Elementary. If the Oak Springs children attend Blackshear, they will have to walk 1.5 miles to and from school, across the light rail train tracks and through neighborhoods that Austin Police Dept have identified as having high gang activity, drug dealing and prostitution. Older elementary children (10 & 11 year olds) will have the responsibility of supervising younger children on this walk. If AISD decides that for safety reasons they need to provide buses for the children in the Oak Springs neighborhood, then the added cost of buses for 300+ children every morning and afternoon should be considered in your proposal. Buses only solve the problem of getting the children to and from school each day. The parents and children will have the continuing challenge of transportation when they try to participate in after school programs (including tutoring), evening programs for families, Saturday school and Saturday events. Parent volunteerism and participation at Oak Springs is the highest I have seen in the past eight years. The location of the school right across the street from the Booker T. Washington Housing Project is the best option for this community that faces so many challenges with grace, dignity and perseverance. The ability of the parents, children and teachers to walk to and from their school safely and frequently is directly related to the Exemplary rating the school achieved last spring. When you are preparing your proposal, please take into consideration the very practical transportation hardship 75% to 80% of the Oak Springs families face because they do not have a car and cannot afford city bus fare. Please make a proposal that will enable the entire Oak Springs community to continue to succeed in the way they have already proven they can. from: the Save Barton Creek Association to: the AISD Facility Master Plan Task Force Families with school age children locate and invest where their children will have the best education. High quality schools such as Zilker and Barton Hills have attracted many new, young families to existing inner city neighborhoods and their schools. The continued vitality of these neighborhoods helps fulfill the environmental as well as the

- core community goal of long term sustainability, providing a powerful sense of place and future within a healthy city, rather than in areas of urban sprawl. The continued existence of excellent schools is a crucial cornerstone and important focus for strong, viable urban neighborhoods. We urge AISD to keep these, and the other schools in similar situations, open.
- Going through the "Community Meeting #3" charts, I dislike the "negative image of Austin" you use on the cover chart, but that's neither here nor there I'm not sure why you need chart 4 "AISD's Educational Success" has nothing to do with the subject "Facilities Master Plan" On chart 6, is "Student Assignment" the same as utilization? On chart 6, based on the rest of the presentation, it's not clear that many of the "programmatic considerations" were considered were they? Do you need to be more explicit? On chart 9, you need to explain what "FCI" is, certainly that a lower FCI is better. In chart 12, you use "M&O" without defining it. What is it? Charts 13-14, you need to state whether these options are "pick one", "all or none", or "cafeteria", and whether the total savings, assuming cafeteria plan, is only if all options are implemented In chart 15, if there are indeed efficiencies realized, why is "Savings" still \$0? The "New Construction Options" (chart 16) seem antithetical to the purpose of saving money. You need to explain why these are even still under consideration. And, where did these come from? Why those particular number and type of facilities? Chart 17 needs a lot more details. What is the "Hub transportation plan for magnet schools?" What are the details for the other items? Charts 18-19 also need details. Option 2.2C: why wouldn't you move more children to Boone to better balance utilization? Option 3.6: how does closing

Pease affect utilization of other schools, assuming they return to home schools? Consider dropping AISD-provided transportation from Diversity Choice. Consider dropping AISD-provided transportation from NCLB Choice. Consider dropping AISD-provided transportation from Open Enrollment Choice. Also, you mention "reassign students", but what happens to the teachers and staff? I see a "Savings" category of "Salary and Benefits (Admin, Clerical, Custodial, etc.)". Does that imply that the teachers will be reassigned intact and that the entire rest of the staff is dismissed? Will there be staffing impacts on the schools with now higher utilization (e.g. more admin, clerical to cover more students), and has that been accounted for?

- Great school, please keep Ortega open.
- Has anyone put any thought behind why so many Exemplary schools with minority students are on the chopping block? In a time when higher education and government grant funding is throwing tons of money to colleges and universities to increase minority persistence rates, our district wants to cut the very schools that are educating minority students and doing it well. What does that say about the district in which we live? Let's face it; there are not many Exemplary schools that educate a majority of minority students who keep their Exemplary status. I'm just curious as to the thought process behind that. While I see other schools such as Casis, (which is definitely an elitist school) that you recommend should not even take transfers. Where does a minority family, who deeply values education, take their child for a rigorous education on the East side of Austin. It is unthinkable what the district is proposing and is almost embarrassing to the great city of Austin. The chosen

schools and what is being done to them should receive national attention. I ask that you reconsider closing any school that serves minority students well. For many black boys, education or the lack thereof could literally mean life or death. We either educate them well and provide a solid foundation or allow and encourage the destructive path they often stumble upon. Finally, what does that say to all of the wonderful teachers who work continuously to educate all children? The teachers at Pease and those other schools believe in their students and now the district wants to close their school. Where should they pull their motivation from now? Please reconsider your proposal. Pease Elementary is historic and a valuable part of the community. It, as well as any other Exemplary school with a majority of minority students, should remain. I ask for you to rethink what you will do and what the consequences will be for the community if these schools are closed due to budgetary constraints. There must be other options.

- Have employees pay for medical insurance. Do not close schools.
- Have you considered closing the Alternative Learning Center and using under enrolled schools for these students? Have you considered consolidating summer schools so that fewer buildings are running throughout the summer? Have you considered the CAC property of the Baker Center Property?
- Have you considered whether the "home" schools will be able
 to absorb the transfer students from Zilker, Barton Hills, or
 Pease? How will those students returning to the home schools
 affect that's schools capacity? Will the home school have to
 build portables to deal with the transfer students coming back?

- Having just reviewed the proposal, it is hard to not be emotionally impacted by the closing of the schools. When putting on my business cap, operationally the savings can be reached through the closing but only if future growth in those neighborhoods is limited or dismal. I had no idea moving to NW Hills would be such a growth area and the school systems would be so over utilized and stretched. Overutilization needs to be proactively addressed ESP. in schools with 115% or more capacity.
- Having served as principal of Barton Hills Elementary School for nine years, I take great pride in having been part of an educational community which constantly has striven for excellence throughout the years of its existence. The school and the community have worked together to create a culture of high expectations and high achievement. Obviously they have succeeded. Barton Hills has acted as a "magnet" for parents seeking an outstanding educational opportunity for their children and transferring them from other attendance zones. This small jewel must be allowed to continue its Exemplary work, preparing children for daily success and laying foundations for each one's meaningful future.
- Having taught in AISD for 34 years before retiring, I often witnessed the school board bowing to public pressure not to close schools. In the current economic situation, I believe that the board is obligated to close and consolidate schools and to refrain from instituting any new programs. Individual households must cut costs, and so should the district. Fairness dictates that per pupil costs should be basically the same in all schools. Similar recommendations have been made for the past 20 years, but I hope the district will have the courage to

make the tough decisions this year. These cuts, along with selling the Taj Mahal central office location should be made rather than making high school teachers teach an extra class or increasing K-4 class sizes. Technology is great, but is soon out of date, so expenditures for "extras" should be carefully examined and perhaps put on hold until the economy improves. I applaud the work of the task force, you are in a difficult situation because people don't want their own neighborhood to be effected.

Hello Everyone. Thank you for the opportunity to speak with you all last night. Again, I appreciate the hard work of this task force and empathize with the position you're in. I was a bit nervous the first time around, so rather than share the same remarks, I'd like to add on to last night's comments. I failed to mention that my student is a transfer student. My story is not unique, but in 2007 my husband and I stood in line for 38 hours in AISD's parking garage, in freezing weather, to make sure our child received a transfer to Zilker Elementary b/c of the desirable neighborhood community & the teachers. We also sacrificed to purchase a house in the neighborhood in 2008 (\$8-9K in property taxes each year), knowing our daughter would also attend Zilker. She is slated to start Kinder in the fall of 2012. Zilker, O'Henry and Austin High are the reasons we moved into this unique, devoted, loving, weird, intimate community. Your process affects our local community, I urge you to: Increase transparency, Slow down this process and give us necessary time to review your data and number crunching. In detail, please use the most recent Census data. I believe you have overlooked the recent growth in our neighborhood communities. Ford Street alone has almost 20 kids under the age of 10. They can practically support their own basketball league. Please, please count all transfer students. My number is 2. AISD has recently invested millions in bond money to improve the Zilker campus, including new technology, a stateof-the-art library, new bathrooms, roofing, improvements, a new playscape and running track. Given these investments, and Zilker's ample physical space, it should be updated or expanded, not closed. Neighborhood schools promote parent and community involvement. With the support of parents, neighbors, and dozens of local businesses, the Zilker PTA raises more than \$60,000 a year for arts and cultural programming, technology, tutoring for struggling students and enrichment programs. In just the last year, parents have created both a Spanish and an after-school math program. According the most recent Mueller Community Planning Area information, Barton Hills and Zilker communities provide a total residential value of \$1.5B. If our schools close, we stand to lose 10% of our property value (around \$155M). This equates to a loss for AISD in Property Taxes @ 1.227% = of \$1.9M 1. Barton Hills Residential Total Mkt Value \$929,414,629 http://www.citicite.com/mueller/index.php?modul

e=Parcels&op=plan&PlanningAreaID=4 Zilker Residential Total Mkt Value \$620,722,344 http://www.citicite.com/mueller/index.php?module=Parcels&op=plan&PlanningAreaID=67. Total Residential Value = \$1,550,136,973 10% Anticipated Loss in Value: \$155,013,697 Loss to AISD in Property Taxes @ 1.227% = \$1,902,018 Closing neighborhood schools is in direct conflict with the City of Austin's Tomorrow Plan, which promotes sustainable development and walkable communities. More than 100

- students walk or bike to Zilker every day keeping cars off the street, our air cleaner, and our children healthier. Final comment, you are asking Zilker and BHE students to cross a railroad track. According to the latest numbers from Operation Lifesaver, a rail safety organization, Texas leads the nation for both crossing deaths and rail trespassing deaths. Last year, 248 people died crossing tracks and 434 people died walking along or on the tracks. Thank you again for your time and please support our community.
- How was the option to close both Barton Hills and Zilker was arrived at? After reading the meeting notes, they clearly suggest that as of Meeting #13 the preferred option was to close Dawson and send those students to Becker (option 4.1A). This was the option marked as "Favored" in those notes. Closing BOTH Barton Hills and Zilker was not a proposed option at that time (Nov. 18th and Nov. 30th). Meeting #14 Notes hold no details (it merely says that a meeting took place). ??Suddenly, the Meeting #15 Notes (Dec. 14th) suggest the Barton Hills/Zilker closing option 4.4B, which is marked as "n/a" under recommendations. Yet option 4.1A. (Closing Dawson and sending students to Becker) is marked as "For / For" in the Meeting #15 Notes. Please reconsider option 4.1A -as the way the notes are written it suggests that option 4.1A is the favored choice. It is also surprising and upsetting that in the area of south Austin all 3 of the western lying schools (Zilker, Barton Hills and Joslin) are slotted for closure, whereas none of the 4 eastern lying schools are slotted for closure (Becker, Dawson, Galindo, and St Elmo). If the FTF is looking for balance, as has been suggested in the media by a FTF co-chair option 4.1A would be a better choice.
- I adamantly oppose closing Barton Hills Elementary ("BHE") for the following reasons: 1. BHE is a school with exceptional performance, and it serves a number of elementary schoolaged children in inner city Austin. BHE scores at the top of performing schools and serves as a buffer for lower performing schools in the AISD overall performance rating. It would be bad business practice to close such a high performing school, especially one that serves a number of students within AISD's jurisdiction. BHE serves more than just its local neighborhood in providing such excellent educational opportunities for students of AISD, and not taking into account educational performance is in direct conflict with the guiding principles identified for evaluating school closure and/or consolidation. 2. The recommendation to close BHE focuses solely on asset management. The recommendation does not take into consideration important issues such as traffic, congestion, and student safety. The proposal to close both BHE and Zilker Elementary has not been considered with respect to how students will commute to/from the new campuses. Not only is there a major thoroughfare in South Lamar Blvd., but there is an active railroad that must be crossed, and there are limited sidewalks and safe paths for children to walk between neighborhoods that are clearly bifurcated by South Lamar Blvd. The Task Force recommendation has not taken into account anything more than numbers of buildings, and making a decision in a vacuum of consideration is ill advised. 3. The report referenced above (the "Report") that was relied upon by the Task Fork is misleading regarding utilization at BHE. For whatever reason, the Report does not take into account

utilization by transfer students when addressing capacity. BHE

is fully utilized, and based on its collection of transfer students. provides a diverse student population that excels in academics and public activities. Indeed, the initial report prepared by the consultant retained to evaluate AISD's options did not recommend closing BHE, in part, because it is fully utilized. It is unclear what guiding principles the Task Force used to make its final recommendation in contradiction with that of the retained expert for this initiative. The Report is also flawed in many other respects. First, it appears that the impact to the community was greatly underestimated. As noted above, in estimating the number of students that will be impacted by closing BHE, the Task Force does not include transfer students. The meeting notes of December 14, 2010 list total affected BHE students at 184; in fact, BHE's K-5 population is 347, and there is also a 6th grade class. All of these students will be impacted by closing BHE. Another inaccuracy of the Report is the projection of future growth. It is not clear how the Task Force arrived at the projected rate of growth (from a current student population of 74%, growing to 79% in 2014) when actual records from Travis County evidence that 59% of the parcels in the 78704 zip code have been deeded from one party to another since 2000. There is a clear shift in the Barton Hills and Zilker neighborhoods to families with elementary aged children. The demographic data that the Task Force has relied upon is flawed as it is outdated, and no decision should be made on closure until the 2010 census data is available for consideration, and until patterns of utilization have been fully evaluated and vetted among BHE and Zilker Elementary. Lastly, the Report completely disregards academic performance as a factor for consideration notwithstanding the fact that academics is the core duty of AISD. It is worth noting that 8 of the 10 elementary school campuses being considered for closure, including BHE, were rated Exemplary by the State last year. They represent over 27% of all Exemplary elementary school campuses in AISD. To close these schools because of short-term budget issues seems incredibly short-sighted. It would be a better business decision to invest in Exemplary schools like BHE. 4. In 2004 and 2008, citizens approved bond elections for improvements to BHE. It does not make sense to literally waste approved tax payer improvements by closing BHE. Indeed, such action would arguably be in violation of the bond approval process, and should require an additional public vote. If AISD acts to close BHE, there could be legal ramifications based on actions taken inconsistent with tax payer voting. No taxpayer voted to approve spending money on improvements with full disclosure that the money expended would be wasted by closing facilities improved with said money. 5. The proposed recommendation to close BHE also fails to address the environmentally sensitive area where BHE is located. Due to development restrictions, there are limited uses for this site outside of the existing campus. Recommending closure without consideration for the environmental impacts associated with potential redevelopment or repurposing the use of this property shows a clear and utter failure to look at long-term impacts of such a decision. Before pursuing closure of BHE, or any other proposed school, we recommend that AISD consider alternative ways to address its business ventures, including looking at the cost of its own administrative operations and location of existing administrative facilities. AISD should not

seek to turn Austin into a community that values large suburban big-box schools that churn out students, but instead one that looks to meet the goals of the initial workshop attendees in this process, diversity, individualized learning, and promoting community awareness. Indeed, the Report states that AISD should promote smaller schools, but is contradicting in its recommendation to close BHE and Zilker Elementary. AISD needs to look at business in the context of education, not simply in terms of misleading data regarding utilization, and alleged "facilities efficiency." Such actions are flawed and have proven unsuccessful in other large metropolitan areas across the State. As a final comment, it is important to note that BHE is located on property owned by the City of Austin and any activities related to planning for this site need to be coordinated with the City prior to making any final decisions. Given its clear vested interest in property ownership, the City should not be excluded from direct dialogue and input regarding this decision. Moreover, published data suggests that the impact on property values when closing a community school is significant in that the values are decreased between 9-10%. Given the assessed value of property in the 78704 zip code, closure of BHE will have long term impacts on revenue to both the City and AISD in terms of property taxes. This is another issue that should be directly coordinated with the City before any final decision is made to close BHE. If AISD does not have the business acumen to appreciate the negative future impact to its revenue stream, I am confident that the City does, and will likely appreciate the impact such changes will also have on the composition of neighborhood residents and their willingness and ability to support local businesses along South Lamar and Barton Springs. Participation and access to information regarding this process has been quite frustrating. There needs to be better accountability and consideration of business practices within AISD for public awareness as a whole on proposed decisions such as this. Based on the activities associated with this proposal, it is clear that affected persons, including the City, were not allowed ample time to participate in such meaningful decisions, and this needs to be addressed within the AISD process of open government. In summary, we respectfully request you not approve closing BHE in 2012 or at any time in the near future without addressing the items raised herein, but that you give careful consideration to the impact such action will have not only on the children of AISD that attend BHE now and into the future, but on planning and zoning decisions that are being made to address inner city revitalization and business development, and with respect to City-owned property.

• I adamantly oppose Option 4.4B of the task force's proposal. AISD Mission Statement says, "In partnership with parents and our community, AISD exists to provide a comprehensive educational experience that is high quality, challenging, and inspires all students to make a positive contribution to society." Closing Zilker Elementary will neither provide a high quality education to our children nor inspire our students. Inspiration is built through trust, shared values, and visionary leadership. I understand that our schools are facing a financial crisis due to our broken system for school funding. I know our trustees are facing very tough decisions. BUT, closing high-performing schools, with near-capacity enrollment, undermines the district's mission and core values and directly

- contradicts the city's master plan. Keep Zilker open. Zilker is a great place for kids.
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- I agree with closing Pease Elementary. I agree with closing Oak Springs El. I agree with closing Zilker and Barton Hills El. I agree with moving students from Maplewood to Campbell. I agree with moving students from Crockett to Akins. I have no opinion on the other proposals.
- I along with hundreds of other parents strongly disagree that closing schools is not the answer to making up for the shortfall of the budge for AISD. My son goes to Pease Elementary and I have high hopes that my daughter will also be attending this next upcoming school year. My son just loves his school and the teaching and administrative staff and of course his school mates. And to uproot these kids out of an environment they have grown to love is just wrong. Pease Elementary is a

- historical landmark here is Austin and to just take kids and families away from being part of such an historic place is not right; it has been said that the decisions on the proposed recommendations will not go by how long a school has been open for, or how Exemplary it has done over the years which in my opinion are very important factors and should weigh heavily towards the decisions made towards the consideration of not closing these schools. There has to be other avenues in which to make up the deficit of the money shortage but closing schools is not one of them. Keep the kids where they are and don't impact their path of their school experiences as this would be even more difficult for our kids to deal with as well as for us parents.
- I am a 28 year central office employee of AISD. I was here when we centralized and moved CAC from Guadalupe to its current location on 6th street. The current buildings at 6th street no longer meet our needs. We need to either purchase or build a facility that will meet our needs. I have read the newspaper articles about closings of schools. Parents have sentiment and want to maintain the world just like the one they grew up in. It would be wonderful if we could do that, but Austin has moved forward, but our schools which were built many years ago are in a sad state of disrepair, we keep poking our finger in the dyke trying to stop the building flood. The older facilities lack parking, efficient cooling/heating system, have mold, get flooded out, etc. and we continue to repair because of sentiment. I know representatives are voted in, but someone has to take a look at cost effectiveness. This will produce hard to swallow results, but if AISD is going to be competitive we need to spend money on teachers and

equipment to keep our students in this century, not hold onto the past century and continue to put funds where we are not receiving a valued return for our money spent. The decisions you have to make will not be popular, this is not a popularity contest, it is trying to take the dollars we can count on, and give our students the best education we can. Thanks for listening.

- I am a Barton Hills Elementary parent and am very concerned about the railroad tracks BHE children would have to cross to get to Becker. Numerous children would be tardy to school each morning. There is also the concern of safety as they would have to cross Lamar and there are no sidewalks. According to the Austin Police department, a collision occurs on south Lamar every other day and there is one pedestrian injury per month on South Lamar. This would put our children lives at risk every day when walking to school. No amount of money is worth the risk of putting are children's life at risk.
- I am a community member and parent of two children who will attend Joslin Elementary in South Austin which is on the list to be closed. This list takes into account nothing but dollars, not communities and certainly not children. Joslin is one of the smallest in the city yet is fully enrolled. Joslin has a richly diverse population with a majority of students being of low socioeconomic status. Research states that low SES students learn best in a small learning community and Joslin, having earned an Exemplary rating for the past 2 years is active proof of that. I moved into this neighborhood so that my children would be able to have the experience of walking to school and living next door to their classmates. Neighborhood schools are a cornerstone of many communities and to close them is to

- begin to break down those very communities. Wouldn't it be easier to move a group of adults, working on Sixth Street to a different location? The sale of that property could help tremendously and what about the rainy day fund? It is pouring. I like to tell people that I live in Austin, that Austin is a city with heart and soul, this is the opposite. Put the children first.
- I am a concerned Austin citizen who has nothing but love and support for this wonderful community of ours, but I worry about the choices AISD has ahead of them. The community ties within our city are strong, and together, we've made Austin flourish. I feel this blossoming is felt especially in our fastest growing population; the children. Now, I've spent the majority of my time with this population inside AISD. Last year, I worked closely with a fantastic elementary school. I worked one on one with its students, volunteered my time with the devoted staff, and spoke extensively with its parents. This elementary school is Sanchez Elementary. The children of Sanchez Elementary are bright and part of a strong and supportive system; they don't deserve to be uprooted from that. The teachers are supportive and innovative; they don't deserve to lose this school. The task force has a choice. It's not an easy one, but I hope citizen input can help. I strongly urge you to support Sanchez Elementary School and prevent its closure. It's an integral part of not only AISD, but also the Austin community. Without it, the blossoming we've witnessed will turn into wilting, and I for one do not want to see that happen. Austin and AISD have always been about creating community, not destroying it, and that shouldn't have to change.

- I am a concerned parent of children in one of the Exemplary neighborhood elementary schools that is being considered for closure. I attended several meetings this past week regarding the AISD Financial Task Force and their conclusions based upon the past 9 months of data study and specific criteria given them for consideration. These are some of my observations. Every person present at these meetings is an Austinite, someone living in Austin, who cares deeply about the health and well being of this city. We are all standing on this common ground. We all have another thing in common, we are all aware that there is a financial crisis before us. How to cover the costs of educating our children? Here is where some differences appear. While the FTF has been studying data and dollars for the past several months, I (and many like me) have been walking the halls of my children's school for the past several years. And this is what I/we have seen: 1. Children who are thriving, learning, and reaping great benefit from the school community of which they are apart. They are realizing their educational potential. 2. Teachers who are successful and motivated, returning year after year due to job satisfaction and also benefitting from the school community of which they are apart. 3. Staff and Administration that is effective, supportive, and integral to the school community of which they are apart. 4. Parents and neighbors who are involved and committed to their neighborhood school's success and willing to donate time and money to that effort. 5. A strong organized PTA devoted to community and educational success. 6. Nearby businesses that are doing well and able to keep their doors open even in this uncertain economy. 7. Transfer families that have researched AISD schools extensively and determined ours to be an
- excellent choice for their children's education who are then willing to spend a night outside in the parking garage of AISD just to get a chance to send their children to this Exemplary neighborhood school. This is the case with my family; we transferred our children to Barton Hills Elementary after visiting numerous other school campuses and determining this to be the very best choice. I strongly urge AISD to consider a broader range of factors and criteria than what is currently being considered by the FTF. As one speaker so succinctly put it, "Keep the money near the children." Please do not close our schools, not only for the sake of our/your children but also for the sake of our/your city. The health and well being of both depend upon excellent schools such as Barton Hills Elementary.
- I am a Doss Elementary parent of a first grader and incoming Kindergartner. Unfortunately that we are beyond capacity in our school and in need of additional facilities at Doss and Murchison and that these needs should not be overlooked in light of the difficult cuts that are being proposed. Thank you for your consideration of these AISD community needs.
- I am a former student of Zilker Elementary and have lived in the Zilker neighborhood for more than a decade. Personally, I feel that the decision to close Zilker Elementary is one of the most shortsighted and misguided things that the Austin ISD could ever do. The school is one of the district's best performing elementary schools and has massive neighborhood and parent support, and has for nearly the entire time the school has been open. Closing the school would mean denying neighborhood children the best education that they could get.

- I'm frankly saddened that such a proposal would even be considered in a progressive city like Austin.
- I am a graduate from Zilker and my oldest son now attends Elementary @ Zilker. My youngest will attend as he becomes older and with proper planning them will both graduate from the same school. The option to close Exemplary & blue ribbon schools to fill the less than full schools sounds preposterous. If the other schools are short of being full, lease out the extra space to make \$ and make a dent in the deficit. Planning is the key to debt recovery not radical closings. In closing Zilker and Barton Hills or any other schools for that matter, you will disturb the hornets' nest so to speak. Causing traffic congestion, there are only three streets that cross Lamar & railroad tracks where there are no sidewalks. Placing our students in harm's way to save \$ is not the best idea. In addition, what where two schools within walking distance from the neighborhoods they reside in, now you propose that we uproot the community that has been ever supporting since the school was founded & built around WWII. Is the Initial building old, yes but many hands have come into Zilker alone to provide a new library, bathrooms, portables, playgrounds to make the existing grounds one of the most sought after schools in Austin for children to attend, learn and excel. Closing schools that are role models is not the answer. There are other options; I ask that you go to the communities for their many ideas & solutions to such an extremely difficult task.
- I am a homeowner in Barton Heights and pay property taxes on my home that was built in 1940. I am a substitute schoolteacher and my husband works at Freescale. I have a stepdaughter that goes to Dripping Springs High School so we

- have no children attending Zilker. Five years ago, I returned to the University of Texas and received Bachelor of Science in Education and applied for my teaching degree. I did my student teaching at Barton Hills, Zilker and Galindo Elementary. My home is old, and needs repairs, but we still pay close to \$10,000 in property taxes. I can't get a teaching position because of the economy and the situation at AISD and still I say, "How can you close my neighborhood schools". Zilker and Barton Hills are "Exemplary" schools. Not because of what AISD is doing, but because of the community, culture, committed teachers and staff and parental involvement. This cannot be picked up and transferred somewhere else. In fact, what I am hearing is that "if" this happens, parents will pull their kids out of AISD and place them in private schools or move to the Eanes school district. I can't blame them; it appears that AISD does not have the children's best interest at heart. At the meeting at Burger, there were several options that were presented, like selling the extravagant property at 6th and Lamar, which should be considered first, before you close a child's community school.
- I am a homeowner in the Zilker neighborhood. My daughter attended Zilker elementary school for 6 years. I purchased my home precisely because it was near this excellent neighborhood school. We have invested our time, energy, love and money in this neighborhood. I patronize local merchants, enjoy the lively restaurants and music and in short, make a kind of life that we value. This includes accepting the fact that we live in less square footage than we might if we moved to the suburbs. We live in our neighborhood; we do not have to DRIVE everywhere. We value this urban life and have made

sacrifices to live this way. A neighborhood school was essential to my decision to purchase my house. Zilker Elementary in my neighborhood allowed me to take time in the morning to have breakfast with my daughter, walk her to school and walk her home. This splendid school and its diverse and interesting instructors allowed me to teach my daughter what it means to be a vital member of a community. To walk with her on the weekends to the school playground, allow her to utilize all of the advantages of a neighborhood school and help her to learn the true value of community. This school is vital to the soul of this neighborhood. It is vital to parents who want to purchase a home with an excellent school within walking distance. Our property values are greatly improved by the presence of this excellent school. My future votes will reflect the outcome of this proposed closing. And perhaps more importantly, all of the effort I have invested in my daughters understanding of the real meaning of community would be sadly affected by a decision to close this excellent school, displace the teachers who invest so much of their time and energy in the school that they love and further erode my confidence in the efficacy of public servants.

• I am a long-time Zilker neighborhood resident with a son attending Zilker Elementary. As a professor at UT and someone who has worked in the architecture profession for many years, I am a believer in master planning strategies and I am glad to see Austin engaged in so many efforts at planning for the future. However, I feel that some of the work done by the Facility Master Plan Task Force needs to be questioned and is dangerously incomplete. My concerns are centered on 3 areas:

1. Census data. While living in the Zilker neighborhood during

the past 10 years. I have noticed a dramatic increase in the number of families with young children that have moved into the neighborhood. The new Master Plan is based on ten-year old census data. I strongly encourage the AISD to have the Master Plan reworked to show current census data. 2. School quality. Schools like Zilker Elementary and others who have achieved 'Exemplary' status should be protected at all costs. As an educator myself, I understand what a precarious and complex set of conditions are needed to create a quality educational program. This is not to be ignored in a study of current AISD schools, and certainly not to be ignored in a Master Plan for changes in the community. I understand that this was a precondition for the study (to ignore quality of existing programs). I feel that this is a serious mistake. This issue coupled with the obsolete census data undermines the integrity of the proposed plan to the point where it should be either discarded as a whole or revised to include these issues / information. At the very least, the timeline for 'final' decisions as it is currently set must be postponed to correct these mistakes. 3. The Zilker neighborhood is a central city neighborhood. By this, I mean that the people who live here have chosen to: 1. Pay more for land/home values in order to live in Zilker. 2. Subsequently pay more in property taxes. 3. Live in a central location in order to commute as little as possible (a lifestyle and philosophical imperative). 4. Be active members in a neighborhood school system with a longstanding record of achievement and community investment. Shutting down Zilker elementary would paralyze the neighborhood. It would cut out the heart of the community for present families and for future families. It would obviously

degrade property values even more than we are currently experiencing in this economic recession. The community is obviously shocked, upset and angry. This should be a clear sign to the AISD to slow down, postpone their decisions and actions and re-examine the Master Plan information and recommendations.

I am a parent at Zilker Elementary School, and Kealing's Middle School Magnet Program, and a homeowner in the Zilker neighborhood. I want to thank you for your hard work on this difficult task, and also for your receptiveness to our comments. I understand that the district has some difficult choices to make, and I know that as a community we are ready to stand up and help talk about solutions and ideas. In this very short time frame, we've already generated lots of ideas, everything from a per student user fee of \$300 per year (apparently a successful solution in an Indiana district), to selling the very high-rent administration property on 6th street, to creating a nonprofit foundation in support of facilities improvements. That said, what seems most critical now is to acknowledge the serious flaws in the process up to now and to re-start the discussion in a more accurate data-driven and transparent way. Otherwise, what is being looked at as cost savings will, instead, result in a terrible district boondoggle. For example: It is staggering that the task force didn't take into account academic quality or student success when making these recommendations. Zilker is an Exemplary school with a tradition of success and leadership in the district, a model of excellence, diversity, parental support and involvement, and superior special education programming. The task force considers Zilker "underutilized" when it is, in fact, operating at 114% of capacity and in high demand. As well, the task force projects our neighborhood population declining when the opposite is true. So many families have moved into the neighborhood, the current kindergarten class was unable to accept any non-priority transfer students vs. approximately 50% for older grades, a dramatically shifting upward trend. Our community is currently undertaking a house-by-house census to prove this. Although it's true that many of our students will live within two miles of the newly assigned elementary schools, it is not two walkable miles. Lamar is a major urban thoroughfare, as are Oltorf and South First, and there is a very active railroad crossing involved. (Currently, a couple of hundred students walk and bike to Zilker every day, minimizing traffic congestion, contributing to Austin's air health, and to the health of our students and families). And finally, in response to the task force assessment of our facility as aged/in disrepair, AISD, through voter approved bonds has invested millions in improving Zilker. We have a state-ofthe-art library; full ADA accessibility; brand new bathrooms; solid roofing and HVAC improvements; and a new playscape and track. Plus, through very active parent fundraising and volunteer efforts, we are home to a newly updated and fully functional computer lab, a bright and beautiful cafeteria, freshly painted portables, and multiple murals and gardens. This is not a campus in disrepair but, rather, one that has been tended to carefully and consciously for 60 years, resulting in a living, and vibrant home to more than 500 students today.

 I am a parent of a 1st grader at Pease Elementary. I would like to respond to the Task Force proposal to close 9 schools (8 of which are Exemplary). In my opinion the proposal does not

make sense. I have reviewed the report and found it interesting that early in the report, it is stated that there are 25 underutilized schools at or below 85% utilization. Six of those you are recommending to close, are not underutilized (Pease, Barton Hills, Brooke, Joslin, Sanchez and Zilker). In a strictly business approach, it doesn't make sense to close schools that are performing at an Exemplary level. In fact, isn't this you want from all of your schools? Shouldn't these schools be used as models for the schools not performing well? I have also reviewed the FCI scores and believe the formula used to develop the FCI score is not correct. The denominator is the cost to "totally replace" the building, a "theoretical" projection and the numerator is an estimated cost to make repairs in current condition to code. Recommendation: to calculate with the numerator being cost to make repairs to code and denominator being the actual expense (or money spent to make repairs) on the school for the past X years, this would be called the AFC (Actual Facility Cost), the schools with low numbers here, low utilization and overall low performance should be considered for closure (only if additional funds cannot be found or raised from other sources, i.e. SXSW, ACL, selling main administration building). AFC formula: total cost to repair = \$100 actual \$ received by school in last x years = \$50 AFC = 2. Schools with a high AFC score and high performance should be kept open as their actual facility cost is minimal and they are models for other schools in frugality and high performance. I honestly believe that the Task Force needs to take more time and come up with either alternatives to raising the needed money to keep these schools open (i.e. the most popular recommendation, to sell the main administration building) and/or develop a list of schools to be closed that make sense. It in no way makes sense to close Exemplary schools. In our case, our "home" school is Linder Elementary, which is already at 164% utilization, this in no way leads to "educational enhancement" for our child, and I suspect the same is true for many of those affected by your proposal. In the case of your decision to close Pease, here are some reasons not to close Pease: as you well know, it is a historical site and you may be restricted from closing and/or changing its use per deed restrictions. If you plan to lease it out to a private charter school (also disturbing that you already have a tenant in mind, is there a contract signed as well?) you will still need to make repairs. Pease operates many programs with volunteer hours, i.e. chess club, Shakespeare program, gardening, landscaping, etc. (can other schools say the same?). Honestly, it is most disturbing to me that Mr. Frazier came to a packed gymnasium at Pease elementary just 2-3 months ago and assured a packed room full of concerned parents that we had nothing to worry about, that Pease would not be closed. He, as a member of the task force, should be held to that assurance.

I am a parent of a 4th grader at Zilker, we chose to live in this community because of the school. I grew up in Westlake and we wanted a more diverse experience for our son. More important than test scores is the sense of community, inclusion and well bring their schools provide our kids. Moving our kids to Becker or Dawson will ruin that community. We will have to cross a dangerous street, Lamar, and highly used train tracks every morning. No one will be able to ride bikes or walk, which most of us do. Also I am concerned this will lead to trades and

I know this is a major issue for the district. Another problem I see are the demographics seems to be off for the neighborhood. On my street one we have 6 children who will someday go to Zilker, this is on one small street. I would like to see the board of trustees actually look at the schools before they make this hasty decision. Our school may be old, but it is well maintained and in good shape. It's not the building that teaches our kids, they don't want a new gym, they want their school.

I am a parent of a current student at Pease and a graduate of Pease that is now at O'Henry middle school. I disagree with the Task Force recommendation option 3.6 to close Pease Elementary. It appears that the reasoning is based on erroneous and incomplete data. The Master Plan states as fact that the school is not cost effective to operate. This is in contradiction to the State of Texas Comptroller's office which ranked Pease with a 5 star rating in their Financial Allocation Study. Pease is one of the more efficient schools to operate according to the State of Texas. It does not provide bus service to students so there are no transportation costs to the district. Pease, in the past, has had enrollments greater than 300. The current enrollment limit has been set by the district and being below this threshold should not be used against the school. Much has been said about the FCI being greater than 70%. However the costs to the district would not be relieved if the district rents this property to a charter school. It would still be responsible for maintenance on the property. The consultant's reasoning is faulty. Pease is an all transfer school and receives students from all over Austin. It is one of the most ethnically balanced schools in the district and has an Exemplary rating.

And finally the historic significance of the school cannot be minimized. The school has been educating Austin's children since before AISD existed. Pease is a living link to history. For generations, legislators and state agency employees blocks away have sent their children to the school. Many notable Austinites were educated at the school. AISD is about public education and Pease was the first Texas school constructed with public money, and it was built on land set aside for schools when, what would later be called the city of Austin, was laid out. It serves as a reminder that the people's commitment to supporting public education has been there since the founding of Texas. When using the calculated FCI to determine the course of action for a structure the historical significance is supposed to be taken into account.

I am a parent of a future Zilker elementary student. My daughter will be attending school there in 3 years. Zilker elementary is one of the reasons why we decided to stay in this neighborhood and invest money in our property 3 years ago when we were looking to move. It is one of the reasons why we deal with the burden of our ridiculous property taxes. Closing Zilker would be extremely short sighted. Right now my daughter is in preschool and I routinely push her in the jogger stroller or pull her in a bicycle trailer to get there. Riding our bicycles to get to Zilker Elementary is one of the things our family really looks forward to in a few years. If my daughter is instead forced to attend Becker Elementary, we will have no choice but to get in our car and drive to elementary school? What kind of message does that send to my daughter? That polluting the environment is not a concern, that physical exercise is not important. Has AISD measured the increased

amount of CO emissions that would happen as a result of all these parents having to drive their children across Lamar Blvd? Not to mention their safety if they were to try and walk or ride. Where would it be safe to cross Lamar Blvd? Is the AISD willing to take that responsibility? I live in Okie Heights of the Zilker neighborhood and in just this small 4 block section there are currently 21 children under the age of 5. Have you looked at the most recent population statistics to see just how many families are moving into this neighborhood? One of the biggest draws is Zilker Elementary. Please leave Zilker Elementary open.

I am a parent of a kindergartener at Zilker Elementary. We are one of many families who intentionally moved into that neighborhood for the ability to walk to a great school. I attended the meeting at the Burger Center. I think many of the issues and concerns we parents have were voiced. However, I would like to reiterate a few points: 1. You cannot ignore performance. You cannot break up a school that is working, relocate the student body (in the case of Zilker break it up) and expect the students to perform as well. A great school forms over time. 2. You cannot have a first class city without good urban core schools. I think the Mayor said this best: "As the City continues to work to reduce expensive suburban sprawl and facilitate sustainable growth in Austin's urban core, the prospect of closing successful central city schools clearly runs counter to our community's long-term planning goals." Does this vision of a more sustainable future not include families with children? I do not want my son going to a mega-school any more than I want to live in a mega house with a mega pool. 3. Small schools perform better than large schools. There's plenty of data on this. 4. I have not studied the list of improvements that are causing Zilker to be listed as too expensive to rehab and maintain as much as some other parents, but my understanding is that this is a long-term list with many improvements that may not be crucial. Vet the list with the stakeholders (us) and see what we think. We've worked hard to supplement our students with technology and second language instruction. We will continue to fundraise and give money to supplement. And I've been to Becker, it's no better off than Zilker. 5. You cannot ignore transfers. With as many stakeholders as we in the neighborhood are; whether we have enough students in the neighborhood itself to sustain the school doesn't seem all that relevant. The school is full and the transfer parents get their children to school themselves. Meanwhile the neighborhood itself is growing with children. We have all levels of housing, including low income. 6. I do not want my child crossing train tracks, without sidewalks to get to school. It's dangerous; it is an active train track with trains that run during drop-off and pick-up times. Not to mention the traffic in the Becker neighborhood. The streets are narrow and crowded; there's no parking; it will be a disaster. 7. I'm aware, as are all the parents, that there are budget issues and compromises must be found. However, it does seem like some data is missing in the calculation and many assumptions were made. It's still not clear to me why Zilker suddenly popped onto the list at the last minute. 8. You ask for our solutions, but you've given us no warning. You give us a week. You need to partner with us. These aren't numbers on a spreadsheet, they are our children, the very reason AISD exists at all.

- I am a parent with 2 children in AISD, one at O. Henry and one at Pease Elementary. First, I am registering my opposition to the recommendation to close any centrally-located Exemplary schools in the District, including but not limited to our much beloved historic Pease Elementary, in my opinion, this will do great harm to the District and the City. I have a specific question that does not appear to be addressed by the Task Force recommendations. Have you taken into account the splitting up of siblings due to the closing of schools? My older child completed his elementary education at Pease and is now enrolled at O Henry. My younger child received a Priority Sibling Transfer while the older child was still at Pease. If you close Pease, she will lose her ability to follow the same educational path as her brother, that is, Pease to O. Henry to Austin High. I reviewed the Vertical Team schools that currently track to O. Henry (and thus, Austin High)--of the six listed, 3 are recommended for closure by the Task Force (Barton Hills, Zilker, and Pease), 2 are frozen for transfers (Casis and Bryker Woods), and one is "possibly" frozen to transfers (Mathews). There may in fact be other highperforming elementary schools that are open for transfer and that track to O. Henry that I don't know about, but it appears to me that the ability of my younger child being able to attend the same schools as her brother is practically nil. I know of several families facing this issue. Once again, I oppose the recommendation that Pease Elementary be closed. I ask that you rethink your recommendation to close the school.
- I am a parent, taxpayer, business owner in the Zilker Neighborhood. I am writing in complete and utter disgust at what has happened in the last week with our schools that

landed on your proposal. My daughter cried herself to sleep Thursday night because of the threat of her school being closed. Zilker Elementary is well operated, efficient and is at its capacity with transfer students. It will very likely meet its capacity in the next few years with the growth of young children in the Zilker area that is if those families have not put up there for sale signs after hearing the proposal of closing this endeared school. Your proposal to send all of our students to Becker is absolutely ridiculous in every way. Our children will have to cross Lamar Boulevard and a set of train tracks. They will no longer be able to ride their bikes or walk to school as it will not be safe. They will also run the risk of being tardy due to the train holding up traffic during the morning hours. Becker's facilities have no room for growth and I guarantee there will not be enough room for everyone sooner than you think. There is no parking available at Becker. Zilker Elementary's building is not falling apart as your FCI may indicate. It has had many upgrades in the past few years including all new bathrooms over the summer. It has a beautiful park it utilizes and plenty of acreage to expand if need be. The fact that you were tasked to only look at facilities is completely unacceptable. I am my children's only advocate and I can tell you I am standing up and fighting for what I feel is right. You will rip the heart and soul out of a community. Zilker Elementary should be used as an example of how a successful a public school can be run and should be modeled not shut down. There has to be consideration what the impact of closing all of these schools, not just Zilker, will be on the effect of the community, property values, how it will affect businesses in the area. The dollars you are proposing to save

- will not be realized in reality as they are on paper. Do not close these schools, the impact it will have will irreversible to the children and our communities.
- I am a Pease parent who opposes closures of any of the schools. We are not privileged, in fact we live in south Austin and I transfer my children to Pease because they perform better in a smaller educational environment. I am glad AISD has this option for parents like my husband and me. I've seen the impact on my children and others who attend. I work downtown and it allows me to be involved in their school easier than their home school. In these tough times it is vital that we have that option. I also know that our school takes emergency transfers and that is something that is not said as it's not something you brag about. Having a central all transfer school is helpful to parents who don't want to drive across town to transfer their children due to a strong program. We have 27 zip codes, so Austin is our neighborhood. Solutions: Sell Advertising space on buses Rent Burger and Delco and any other facilities to generate income. Sell the AISD headquarters, while I know this will take time there is cheaper office space available in the city, actually Highland Mall and some office parks that need strong tenants. Allow the AISD to hold its Board meetings in the City Council chambers, a well-suited space for these types of meetings. Lease Eastside Memorial High School to the East Austin College Prep Academy. Task force recommendations are in direct opposition to the City of Austin long-term planning initiatives and goals for growth. "As the city continues to work to reduce expensive suburban sprawl and facilitate sustainable growth in Austin's urban core, the prospect of closing successful central city schools clearly

runs counter to our community's long-term planning goals." — Mayor Lee Leffingwell The Task Force has left many questions unanswered and none of the "negative costs" of implementing the plan have been provided, including: recent bond money spent on upgrades to schools that are now being targeted for closure; costs of upgrading/modifying schools that would receive an enormous influx of students; transportation, safety and parking costs; loss of property tax revenue as neighborhoods that lose their schools experience declines in property values; loss of students to private education, charter schools and other school districts; and hundreds of transfer students were left out of all cost calculations entirely. We need to hold AISD accountable for all costs, especially when our children's education is at stake. Academic performance was not considered. Impact on academic quality should always be a top consideration for any AISD decision, yet this plan completely disregards it. Many of the schools targeted for closure are model schools. Allowing AISD to close these schools sets a dangerous precedent that impacts every Austin resident. Even when immediate cost-cutting measures are a focus, we cannot and should not ignore the fact that degrading quality of education has bigger, long-term costs. There are other ways to cut costs besides closing schools. Current economic conditions are temporary. We should be developing a long-term vision for AISD's budget shortfall, not a short-sighted, reactionary move that would lead to overcrowded schools and more expenditures within five years. Closing schools is a permanent decision with long-term implications. AISD should be taking action to pursue other cost-cutting measures, including the viable option of selling or leasing its underutilized prime real

estate in downtown Austin. The administrative headquarters on 6th Street has an estimated market value of \$29 million. Small, neighborhood schools are vital to communities and produce better education results, as proven by countless research studies AND in practice right here in our city. These are vibrant schools with strong administrators, great teachers, and excellent academics at the heart of active communities. Thank you again for volunteering to do this task. There is a better way to save. Pease doesn't need the top upgrades. Level 1 and 2 are fine and cost effective. Please consider these solutions.

I am a professor at Texas State University-San Marcos, but I moved to the Zilker district in October for the express reason of having my children attend Zilker elementary. I have attended the Jan. 12 and 13 meetings. A few points that I don't believe were emphasized: 1. At a qualitative level, it should be noted that the creation of excellent schools requires the alignment of multiple factors in interaction; these cannot merely be dismantled and relocated. While I realize that there is a current budget shortfall due to poor economic conditions, this is also a temporary situation. The economy will improve and revenues will increase. I believe it is short-sighted to dismantle Exemplary programs to solve a short-term problem. This is akin to a homeowner dealing with high utility costs by tearing apart one's house and using the boards for firewood, it certainly provides heat temporarily, but with the loss of the house that required much work to assemble. It takes significant effort to develop an Exemplary school, as it does to assemble a house. Taking either apart as a solution to a shortterm problem is short-sighted and destructive. I hope that you

will consider this perspective alongside the quantitative budget data. 2. Closing both Barton Hills and Zilker will require 500+ students to cross S. Lamar together at either Barton Springs, Mary St., or Oltorf at approximately the same time. With 12 trains running/day, Mary St. and Oltorf will be blocked, creating significant traffic jams. This also creates significant danger to our children, and I view this as an unacceptable increase in risk of physical harm. If both Barton Hills and Zilker cannot remain open, I strongly urge consideration of some form of consolidation that would allow students to remain on one side of S. Lamar to avoid this dangerous crossing. It is inevitable that with 500 children crossing Lamar plus train tracks twice per day, one or more children will be injured or killed by a motor vehicle or train collision; this increased risk is not necessary if these children can remain on the West side of S. Lamar. Zilker has abundant space for the placement of additional portable buildings to accommodate students from Barton Hills if needed. 3. My understanding is that the high cost linked to Zilker involves mostly unnecessary, low-priority replacement/repair/upgrades. If so, then Zilker's costs are being unfairly and inaccurately exaggerated. Given the extremely high quality of education and the Exemplary rating of Zilker, it would be foolish to close the school on the basis of unrealistically high cost estimates for non-essential repairs. 4. I have seen research-based estimates indicating that property values would decline by 9-19% in the Zilker and Barton Hills neighborhood. If so, the property tax base would shrink proportionately, potentially offsetting ALL or most of the projected savings (i.e., approximately \$1.9 million would be lost in property tax revenue annually). 5. Zilker and Barton

Hills are both Exemplary (as are some of the other schools slated for closure). Rather than closing them and sending students elsewhere, why not simply re-draw district boundaries to draw additional students to these excellent schools. GreatSchools rates Barton Hills and Zilker at 9/10, whereas Dawson, where our kids would be sent, is rated at 6/10. Far better to have boundaries redrawn to ensure maximum capacity in the Exemplary schools rather than closing them down and sending the kids to lower-performing schools. 6. I did not see any proposals to hold a referendum to temporarily increase taxes as a solution to the current revenue shortfalls. Given that the economy will eventually turn around, there would be no requirement for permanently increased taxes; however, a temporary (perhaps 3-year with a specified termination date) modest tax increase approved by referendum could significantly increase revenues to meet the temporary shortfall. Again, I want to emphasize that I believe the short-term nature of our budget problems should not be solved by the significant, long-term disruption of currently Exemplary schools that would be caused by even a temporary closure of these schools. 7. Finally, I recently became aware of the resolution passed in 2009 by the AISD board, city, and county supporting neighborhood-based schools, stating in part: "Continue support for neighborhood-based collaborating on city planning initiatives to ensure quality education, equity and the viability of neighborhoods, using a variety of approaches, including, but not limited to, augmenting and geographically dispersing affordable housing," [emphasis added]. The proposed closure of 9 neighborhoodbased elementary schools as proposed by the task force would

- clearly be in opposition to this resolution passed less than two years ago.
- I am a project manager for a national engineering firm with an office here in Austin, Texas. My clients are multi-billion dollar, publically traded companies who depend on my advice on a variety of issues that span environmental and infrastructure issues that affect their bottom line. As a professional, but also as a taxpayer, I am concerned that a report proposing costly changes to school systems that will upset a working educational system. Why does the report recommend closure of schools with high academic performance such as Pease, Zilker, and Barton Hills? Suggestions to close schools, especially those of academic excellence are incongruent with the core values of AISD. What public message is AISD sending out to the tax payers about schools that meet academically performing standards? This report indicates that the principals of discipline and sacrifice that personnel in schools such as Pease, Zilker, and Barton Hills have employed to maintain academically acceptable performance will be ignored. At a technical level, the equations and numerical values used to justify school closure are not defined a clear way. In other words, the calculations are not reproducible. In some cases the variables used in calculations that are used to justify closing schools such as Pease are not transparent, such as the calculation of the FCI. For example, how is the "Site" variable calculated? How is this variable used in the FCI equation? Why are these not defined a quantitative way? It is unrealistic to assume that AISD would elect to perform all the priority costs at all of the schools. Using these numbers to calculate the FCI skews the data towards new schools that were recently built. Also, the total

replacement cost for schools like Pease do not account for the cost of real estate for new construction in the same area. This number is therefore inaccurate and advice is being given on inaccurate calculations. Why closure costs for schools recommended for decommissioning or closure not included in the overall cost?

I am a resident of Barton Hills, and the mother of two young children, currently ages 3 and 5. I strongly oppose the potential closure of Barton Hills Elementary and voice my strong opposition to Facilities Master Plan Task Force proposal 4.4B, or any AISD proposal that includes closing well-attended, Exemplary neighborhood schools, including Barton Hills and Zilker Elementaries. A few data points: 1. The 2000 census information that the Facilities Master Plan Task Force relied upon in projecting attendance at Barton Hills Elementary is ten years out of date and, as a result, wholly inaccurate. By way of example, in the year 2000, I was not even married. By 2010, I had married, purchased a home in Barton Hills, and given birth to two children. My family is completely unrepresented in the census that is guiding your decision-making. Projections are not always in line with actuals, and the dramatic demographic shift in Barton Hills (discussed below) was both unanticipated and unprecedented. 2. The data fails to consider the dramatic demographic shift that has taken place in Barton Hills in only the past three or four years, a trend that shows no sign of waning. When we purchased our home in 2007 and moved in with our then 18-month-old, there were no other children under 5 years of age on my street (Homedale/Glencliff). There are now seven such children, and at least one on the way, an increase of over 700%. And that is just on my street.

Neighbors all over Barton Hills tell the same story. 3. Home buying trends project an even greater increase in young elementary-aged children in Barton Hills. Talk to anyone in the neighborhood and they will tell you that the original homeowners who established Barton Hills in the 60's and 70's and raised their families there are selling and moving on in large numbers. There are currently two homes for sale on my street alone. And who is buying those homes? People like me and my husband. Families with young children, or planning to have children, who want to raise their kids in a central neighborhood, and who were attracted to the area in large part because of the sense of community fostered by galvanizing sources such as Barton Hills Elementary. 4. Barton Hills Elementary works to unite the community. It is an Exemplary-rated, highly in-demand school with extraordinary parental and community support. Not just parents, but neighbors and businesses support Barton Hills. The choir sings at Austin City Limits festival. The Umlauf Sculpture Garden & Museum hosts BHE children. Neighbors of all kinds attend its fundraisers and festivals. BHE is a community treasure, a factor that should not be ignored in your decision-making process, since we all know that a strong community equals a strong education system. 5. The task force failed to consider transfer students in its calculations. Those kids have to end up somewhere, and they were left out of the numbers when evaluating impact on consolidated schools. Barton Hills is already at capacity, it is not underutilized, and more kids are moving into the neighborhood or being born every day. 6. Lamar Blvd is a major commuter thoroughfare in Austin. Requiring hundreds of children to cross it each day is a safety

- hazard and creates a traffic concern for commuters. 7. Property values (and thus, taxes for AISD) will go down as families flee or refuse to buy in Barton Hills and Zilker due to poor school options if these schools are closed. 8. Elimination of bike or walk-to-school options contributes to childhood obesity and poor physical condition, both of which impact educational capacity of the child. 9. The assumption that the leadership and community established at Barton Hills and Zilker will thrive in a consolidated environment is flawed. Combining communities leads to reduced cohesion, not increased. 10. Academic performance of a school must be taken into account when considering closures. Disturbing "what works" can only have a negative impact on the students currently thriving. Closing these two schools would be an enormous mistake, and an embarrassment to Austin.
- I am a resident of Mueller. I believe that the AISD's decision not to build a school in the Mueller community will adversely affect the community's growth. Without a home school in Mueller, the neighborhood will cease to be an attractive community for young families. The other schooling options close by in AISD are either closed to transfer students or poorly rated. A school at Mueller will start to chip away at the reputation of poor schools on the east side of town, and will allow other east side students more choice in education. AISD has the opportunity to help make Mueller into an example that you can revitalize different areas with some investment. Please help fulfill the promise and potential of the Mueller community and put a school here in Mueller. A k-8 elementary middle combo or even a middle school would assist with making this community more viable.

I am a single mom of a student that attends Zilker Elementary. Before my daughter started Pre-K we moved into my mom's house (in the neighborhood) specifically so she could attend Zilker. The community atmosphere of Zilker Elementary is unlike any other school I've known. If students need something, all teachers and parents pull together to provide. For example, this year through money raised by the PTA and donations given by parents Zilker was able to hire a Spanish teacher and each student gets to take Spanish class, furthering their knowledge of another language. Many after-school activities and functions are put on by volunteers so our children can be in community with one another. Closing a great school like Zilker Elementary just doesn't make any sense. Children need to know that they really do come first, they are our future. It's not right to just shuffle them around for the sake of money. How did the budget get so "off" anyway? If our school is closed it will just send the message that our children aren't the priority that is just sad. My daughter is now in second grade, in her almost four years at Zilker she has consistently performed advanced in academic and personal development. I can count on one hand the number times she has been absent. If Zilker Elementary is closed down I will strongly consider removing my top-performing student from AISD. There should be other options to closing the budget deficit, as suggested at the Thursday evening meeting, maybe cutting back the pay of the superintendent or using the school buses for advertisements or taking a percentage when music festivals come into town to go toward our schools. Thank you for your time and please don't close our school.

- I am a student of East Austin Collage Prep. I am in the 6th grade and I'm asking if you can help us. I think if you let my school East Austin Collage Prep rent out some room at Eastside Memorial you can have more money because my school will be paying you for rooms that are not even used. If you decide to agree with what we said maybe you don't have to close down some of the schools. I think that you shouldn't close most of the schools because both of my little brothers go to Zavala and I don't want a lot of people going over there that are bad and will pick on my brothers. My school needs more space because our school plans on one day having 6th grade to 12th grade. My school is actually really fun I thought it wouldn't be because it's so long but actually I'm learning a lot and if you let us rent rooms we can have more students and more space for my school.
- I am a tax payer. I do not have children. But my wife and I chose to buy a home in central Austin because we know buying a house near a school helps to insulate against real estate downturns. If Zilker elementary were not in our neighborhood, we could have likely moved to Lakeway, Westlake Hills, Round Rock, etc. I am sure we are not the only people that think this way. AISD should be heavily promoting Austin as a place to live in order to keep people moving to the central city, keep demand for central city houses up, increasing for sales prices on homes, because this is where your revenue comes from, property tax. To close neighborhood schools seems foolish in this sense.
- I am a teacher in one of the nine targeted schools. Every year I respond to the District's climate survey with positive answers: Yes I will stay at my school; No, I never look for jobs outside of

- teaching; Yes, I work for the greatest District in Texas (well that's not on there but I have felt that way for thirty years). Now I want this year's survey back to amend those choices. For the first time in twenty years I am seriously weighing my options outside of AISD because it no longer seems to have the vision that I share.
- I am a third generation Austinite and have lived in Austin all of my life. My grandfather was A.D. Stenger, a founder of our neighborhood. I have watched Austin grow and studied Austin's growth. AISD is not looking at the big picture. In 5 to 10 years all of the schools that are not at capacity will be and possibly over flowing. If some schools are saved and buses begin to travel through our small pocket neighborhoods, it will be much more difficult to maneuver the already ever growing traffic. We will constantly be in fear that our children will be run over. In essence you will push people like me, who treasure Austin, to move further out. Downtown businesses will lose money. Local businesses will lose money. If you factor in the spread of infection and the people that treasure neighborhood schools, the schools will lose money.
- I am a volunteer at Oak Springs Elementary where I serve as a mentor. I am writing to voice my opposition to the recommendation to close Oak Springs Elementary and transfer the students to Blackshear Elementary. Under the leadership of Principal Monica Woods and her predecessor, Gilbert Hicks, Oak Springs' test scores have improved from low-performing to Exemplary. Most children at Oak Springs come from poor families. The vast majority receive free or reduced-price meals. Most families lack vehicles, computers, internet access, time to volunteer, and the other basic resources that are taken for

granted in my neighborhood AISD elementary school where both my children attended. The school succeeds because of its small size, the dedication of staff, and careful attention to the needs of each scholar. You may not hear much opposition from the parents of scholars at Oak Springs because most lack the basic resources to mount such an opposition. Transportation is a major issue for the families of children at Oak Springs. Currently, nearly all children who attend Oak Springs walk to school a short distance. Most families don't have vehicles. To walk to Blackshear Elementary, scholars would have to cross the Capital Metro Rail track and negotiate crossing several busy intersections. A few short years ago, the campus was renovated with the addition of new restroom facilities, remodeling, and roof improvements. These investments would be lost if the campus were closed. At the very least, I urge the Task Force members to visit the campus and meet with staff and parents to see firsthand the impact that closing Oak Springs would have on the scholars and their families. They don't have the resources to come to the public meetings. I also urge that the Task Force members walk from the Oak Springs campus to the Blackshear campus to see what impact this move would have on the safety of the scholars. If busing the children is necessary for their safety, the price of this should be included in the analysis.

I am a Zilker Mom. I have two boys at Kealing and one at Zilker. A boy I know was mentioned yesterday at the meeting. We moved to Austin from South Carolina to attend Zilker. We lived in the neighborhood until 2 years ago, we are now transfers. I attended Johnston High school my senior year 1988-1989 was the year AISD opened Bowie and split our school in two and destroyed Johnston High School and the community. It caused a huge rift in our Senior Class. The year we should be celebrating, we were at arms between the students that stayed to finish our senior year and those that went back home to Anderson or to their new school Bowie. I was one of few that stayed behind and put a smile on my face and tried to make the best out of a horrible situation. You can see the results of this decision today- if you go to East Side Memorial and drive around the neighborhood. Now I get to witness the same thing happen to my son. He will be a fifth grader next year and have to face his fifth grade year the same way I faced my senior year. If you to choose to close Zilker, he will watch friends make an early departure to a different school and lose teachers that take a secure position at another school. As a child with Autism the change will be devastating and cause regression and require additional support from the school. His disability causes regression whenever he encounters change. It has taken him 2 years to get into the swing of Zilker. Everyone knows his name and he knows his way around school- which has promoted much independence. He has a community of supporters that are always keeping an eye out for him and helping him to be his very best. Learn from the mistakes done in the past. Don't destroy more communities based on numbers that are not relevant or timely. Your savings don't seem to take into account the expenses of the closures. How much will it cost to have a building sitting empty? How will the change effect children with disabilities, will they require additional support? Staff moving to new schools will require additional training? Schools that are not ADA compliant will need to be updated to be able to accommodate

the children at Zilker and Barton Hills. How will you explain all of the money that was spent by AISD in the last few Bonds to update these campuses and then turnaround and close the Campus? Dr. Carstarphen has repeatedly stated the people of Austin are like nothing she has ever encountered. If you would bring the community together, we could all work together to come up with a solution. You would be very surprised what happens when you bring Austinites together. Recommendations; sell some land, sell sixth street, stop leasing high-end office space, utilize empty classrooms for offices, stop giving bonuses, look at the staff at the Home Office. There are floors and floors of people that could be better utilized or released or allowed to work from homework with the community on fundraising efforts (you have our attention- maximize the opportunity)- continue your campaign on attendance.

• I am a Zilker parent and I adamantly oppose Option 4.4B of the task force's proposal. AISD Mission Statement says, "In partnership with parents and our community, AISD exists to provide a comprehensive educational experience that is high quality, challenging, and inspires all students to make a positive contribution to society." Closing Zilker and Barton Hills will neither provide a high quality education to our children nor inspire our students. Inspiration is built through trust, shared values, and visionary leadership. I understand that our schools are facing a financial crisis due to our broken system for school funding. I know our trustees are facing very tough decisions. But, closing high-performing schools, with near-capacity enrollment, undermines the district's mission and core values and directly contradicts the city's master plan. AISD Core

Values. 1. Focus on Children. 2. Excellence. 3. Integrity. 4. Equity. 5. Respect. 6. Health and Safety. Closing Zilker and BHE takes the focus off of children and places it exclusively on the district's bottom line. Closing Zilker and BHE ignores educational excellence. Closing Zilker and BHE ruins our community and undermines the district's integrity. Closing Zilker and BHE places the burden of the district's budget woes on 870 (NOT 513) students in a way that is unfair and inequitable. Closing Zilker and BHE is not respectful to our community, or many special needs kids that have transferred to these schools at the district's behest for the special ed. services we have in place. Closing Zilker and BHE does not take into account the health and safety of our children. Asking young children to cross S. Lamar and the railroad tracks during morning rush hour, with no sidewalks puts our children at risk. Closing Zilker and BHE would displace 870 students, not 513. My daughter is not child # 230, she is not \$9800/yr. She is in 3rd grade, a straight-A student, and wants to be a vet, an artist, or a kindergarten teacher when she grows up. My son is not 1/22nd of a teacher's salary and benefits package. He's not 1/500th of a capital expenditure. He is in kindergarten, he is learning to read, and he is making new friends every day. I understand AISD would not be faced with these difficult budgeting decisions if the state's school finance system was not broken. It is imperative that our legislators fix public school financing this legislative session, and as a parent, tax payer, and citizen of this state intend to do everything in my power to insurance that our system for school funding changes. Large schools are not better, more efficient schools. The solution is not going to be found exclusively through capital cost

avoidance. We need to find ways to generate new revenue for our district and better use the facilities we have rather than abandoning them to avoid maintenance costs. I would like to conclude with some ideas for you to consider: 1. Implement a stronger "stay in school" initiative. Each child that stays in schools brings an additional \$45/day (\$8100/yr) to the district. 2. Sell advertising on buses, in publications, and on the district website. 3. Sell sponsorship of athletic facilities. 4. Better utilize Toney Burger Center through renting the facility and parking space. The stadium could be rented to higher education organizations for athletic events, or be used as a local concert venue. Even free concerts during ACL or SXSW could generate a great deal of income through parking fees, or the district could operate a fee-based parking and shuttle service during these large events. It would be a good use of district resources to hire staff to actively work to rent the facility if it were to generate some much needed income. 5. Repurpose one of the elementary campuses under consideration by creating an elementary magnet school. To allow for as little disruption to the student body as possible, current students could be "grandfathered" into the program if they choose to stay. An application process could be put in place, and with each subsequent year more applicant-only transfers could be added. While this doesn't eliminate capital costs or generate revenue, it does use a smaller campus to generate a unique and positive educational model that would support the magnet programs throughout the district and further the district's goal of achieving educational excellence, and ultimately lower dropout rates. 6. Consider a different model for elementary schools. Georgetown ISD maintains elementary campuses with 400-500 students per campus, but its campuses are divided into grades K-2 and grades 3-5. This model keeps the advantages of the small school environment while focusing the learning experience, tailoring the school's resources for the grade levels, and creating an incredibly efficient, and thus cost-effective, school environment. 7. Pursue the legality in Texas of charging an enrollment fee for students. This is something that is done many places in the Midwest. Each child is charged an annual fee to enroll in the public schools. Children that qualify for free/reduced lunch have the fee waived. Other families may pay the fee at one time or broken into multiple payments. If AISD were to charge a \$300 enrollment fee, and 40% of families were able to pay the fee, the district would generate approximately \$10 million for the district. 8. Sell the Administration building's high value property and relocate to a less valuable piece of property. 9. Ask athletic teams to fundraise, through donation or through charging admission to athletic events, to cover the cost of field maintenance. If the district is spending millions of dollars to keep football fields green, but closing blue ribbon schools, it has veered too far from its stated mission. Zilker is a great place for kids.

• I am absolutely opposed to the closing of schools and redrawing of district lines. I think before you recommend closing schools and re-drawing district lines to 'balance schools' (which saves no money, as shown on the proposal), you need to take a closer look at the 'proposed options that require further study', like selling the CAC and Baker Administration sites (which should create a huge revenue), utilizing already-existing space to relocate those administrative offices and

finding all other means to save money and cut costs first and foremost. Classrooms are completely overrun, teachers are dealing with huge teacher-to-student ratios, and this study is saying these schools are under populated? Consider this: People move to neighborhoods for the schools. That is the primary motivation for living where one lives, and it's outrageous that you will even consider closing schools based on arbitrary guesses as to what populations 'may' look like in the next 10 years. I hope you will do everything in your power to find alternative means. I, for one, will think very hard about selling my home and moving out of AISD lines altogether, if my neighborhoods' schools are closed or lines are redrawn.

- I am adamantly opposed to the proposed closing of Barton Hills Elementary School. Such a move would be in direct conflict with the stated goals of the Austin Independent School District, which says that it is aiming to provide quality education to its students. Such a move is also exactly the opposite of what the City of Austin has stated as its goal of creating a livable city. Neighborhood schools like Barton Hills are an integral part of achieving both quality education and vital neighborhoods. I am a long-time property owner in the Barton Hills neighborhood. As such, by paying my property taxes, the majority of which go to AISD. I have a vested interest in seeing that Barton Hills remains a desirable place to live. Keeping Barton Hills Elementary School open and functioning is an essential part of that equation. Do not allow the closure plans of Barton Hills Elementary to go forward.
- I am adamantly opposed to the proposed redistricting plan that would move students from Maplewood Elementary to Campbell Elementary. My daughter, and next year my son, are

- Maplewood students. If the redistricting were to take place they would be slated to attend Campbell. Apart from the immense safety concerns I would have with my children having to cross Manor Road to get to school, there are also issues of breaking up the French Place neighborhood. Doing so would remove my children from our neighbors' children and create rifts in established friendships which are largely built at school at this young age. And by switching the JJ Seabrook and Towerview neighborhoods to Campbell would drastically reduce the diversity of Maplewood that we dearly value. We moved to French Place in part due to the wonderful community feel of Maplewood and the community involvement there. To play strictly a numbers game in drawing the boundaries ignores those intangible elements of what makes Maplewood so great.
- I am against closing Zilker elementary. The AISD Facility Master Plan Task Force lets us know about what they recommend but haven't explained how their recommendation will be done and at what cost. I understand that cost savings are going to be done no matter what and AISD wants schools evenly distributed no matter what, which will never work because of the differently distributed population. What budget cuts will be done and where, and how much will it cost to fit/enlarge the schools where Zilker kids will move to? Zilker is practically at full capacity, it doesn't make sense to close it. It makes more sense to close those schools that have low enrollment or performance. Becker students (194) should move to Zilker in any case since both neighborhoods are close. Now, good transportation for the students of those school neighborhoods need to be provided, since there is a large number of low

income families that don't have a medium of transportation to take their kids to school. The plan should never be to overcrowd a school because of the school and the community negative impact. And, another problem to take into account is that our kids are in this school (Zilker) because of the feeder schools they feed into, what would be the impact of that?

- I am against option 4.4B as closing neighborhood schools will deteriorate neighborhoods home prices and ultimately reduce the City's tax base. Therefore, the costs savings do not take into account enough real economic models to suggest the savings are real. Option 4.4B does not seem to fully account for the cost of the current 358 transfers. Also, not all students affected by the proposed changes will continue to attend AISD which affects both the population percentages and the cost per student. By closing and combining, AISD may end up serving less of our population at a higher cost per student. Moving beyond economics, closing neighborhood schools is bad for City as a model for what the future Austin should aspire toward.
- I am against the closure of neighborhood schools. They are essential to the healthy growth of communities. Please keep Zilker open.
- I am alarmed and angered by this plan. It appears to be in denial of the devastating impact of closing healthy and thriving schools. These are successful schools. These schools are loved.
 There are many factors not being taken into account. The negative effects of these closures are not fully documented.
- I am ashamed of this district. You are closing Oak Springs and that is a mistake and the worst of wrongs. Oak Springs is a beautiful school. Not just a school, but a home. A home for

many children who need love, affection, care, and a hope for a better future. Closing this school could have many terrible results. I do not believe that you would be so heartless as to condemn the children to physical and mental pain, possibly even death. Most of these children are forced to walk to school every day because they don't have a car. If these children are sent to Blackshear, they'd have to walk through dangerous neighborhoods and over train tracks, and then you would have blood on your hands. Oak Springs has been doing well. They have achieved Exemplary status after being the lowest achieving elementary school. I am a member of First Baptist Church of Austin and we have worked hard to help these children. We have planted gardens, given them a carnival, and donated to them many times. Their PTA is even coming together now. Why would you throw our hard work away? Oak Springs should be kept open because it is giving back to the community. Maybe not as much in money worth, but in joy. Oak Springs is the only place keeping that neighborhood from being a Ghetto. The mission everyone is going after nowadays is making the world a better place. If you close Oak Springs, you'll be doing the opposite. What kind of school district would want that?

- I am carrying 2 future panthers due April 10th. I have already started talking to a realtor about moving back into the neighborhood so that my boys can go there. They will be 2nd generation panthers, and they aren't even born yet. It would be a sad day in my life if they ever closed Zilker.
- I am commenting only on the proposed changes for Zilker and Barton Hills. My comments may apply to other proposed changes, as well, but I am most familiar with these two

schools. From a facilities management point of view, I understand how the proposed changes to Zilker, Barton Hills, Dawson, and Becker may result in budget reductions with greater utilization of the newer facilities. However, a great school is not defined by the age or efficiency of its buildings. Nor is a child's education generally improved by a great change. The disruption to the established educational models of Zilker and Barton Hills by splitting up and moving the student populations to unfamiliar campuses will affect hundreds of children for the next few years. The long term affects, after the newness wears off, will be more subtle but just as devastating. A walk to school, already familiar from many neighborhood gatherings, has been replaced with a hectic car ride across Lamar (and the train tracks, an even more formidable physical boundary) to a large campus on a busy street. Perhaps the school's performance will improve with the influx of new students and parents, but perhaps not, as certainly many parents will opt for private schools rather than risk the unknown. Sure, the kids will adapt and they'll mostly be fine. But this is not the type of learning environment that I envision for my child, nor would we have moved to this neighborhood had we known that Zilker would cease to exist by the time our 2 year old is ready to attend. The goals of AISD should not be to reduce the budget yet cut away the heart of our children's education.

 I am complete disagreement with the proposal. I have owned homes in both Barton Hills and Zilker and have remained in this area because of the neighborhood and schools. I currently have two at Barton Hills and will have another attend in 2015.
 We pay over \$8000 to the school through taxes and to have our neighborhood schools shut down, what most likely will be for a few years, is unacceptable and a poor option. When AISD is housed in a \$29 million dollar building, why wouldn't that be the first solution? We are supposed to protect our children. Larger schools have not proved to provide Exemplary educations and Barton Hills is Exemplary. We would not consider any of your school suggestions for our children and would take them out of the school district and know many others who will move out of the area and/or attend private schools, which has not been the focus of this city and its growth plan. Also, you speak of under utilization. My daughter's class room is a portable and will be for the next three years because Barton Hills is so full. We are extremely happy with the current solutions at the school to house these students and efficiently utilize the space, so that more students can attend Barton Hills. Along these lines, the overcrowding of schools in South and North Austin. It appears that many of our transfers come from South Austin and therefore help eliminate some of your overcrowding. If they are to return to their home schools, you will have a new problem. I grew up in Austin and believe in this school district, but I will not hesitate if this goes through to take all of my children and place them in private school because I am not convinced the Exemplary status of these schools will follow if this community is separated. Not to mention, my child isn't going to cross S. Lamar and a train track to get a school that is in worse condition and will now be overcrowded. Thank you for hearing our options and I hope you are able to look to other solutions.

- I am completely and 100% opposed to closing any schools. I believe that this will only cause larger and more expensive problems in the future. Zilker Elementary is not just a school but a family. The teachers, students and parents work together like a well oiled machine. I thought there were excellent ideas at the community meetings. Adding a fee to both ACL and SXSW, advertising on buses were 2 that stood out to me. It just doesn't make any sense to close a school that is providing excellent education and has a high enrollment. The idea that we would need to completely renovate the school so we should close it is absurd. No one is asking for these renovations. I beg the task force to reconsider its proposal.
- I am completely opposed to the proposed realignment of the boundaries between Maplewood Elementary School and Campbell Elementary School. As the proposal notes, there will be \$0 saved by redrawing the boundaries. Any "efficiency improvements" will be more than offset by the damaging changes forced on the young students who will be required to attend a different elementary school; one that is not a part of their neighborhood. I am particularly concerned with the emotional and educational disruption this will cause my grandchildren, who are currently attending Maplewood Elementary, a school that routinely outperforms Campbell Elementary on the TAKS tests. I know the faculty and administration of Maplewood Elementary to be superb and the Maplewood Elementary School community to enthusiastically involved in their school. As a former educator and a home owner and taxpayer in the Cherrywood neighborhood (78722) I am asking the Task Force to decline to redraw the Maplewood ES boundaries.

I am concerned about the closing of the proposed schools, in that it will be shortsighted for the city of Austin and the tax revenue generated. We moved to our neighborhood for the school and paid a premium for the neighborhood (Doss elementary school). I know of some folks who did so for at least two of the schools that are proposed to be closed. These people will move again and probably at a loss. Home values will go down, therefore so will tax revenues (now I also wish for a state income tax as opposed to property tax as a way to fund schools but that is another argument for another time). I am also concerned for the east Austin closings in that, being in a poorer neighborhoods, these kids don't have a chance for private schools or to move. Lots of parents don't even have cars. It will take already challenged neighborhoods and devastate them. They need a leg up, not a push down. Attendance at the combined schools in east Austin will severely suffer, I fear due to kids not being able to travel that far to their new schools. Attendance is a large part of the education equation. Just getting them to show up is more than half the battle. Please don't hurt that. Does AISD have any kind of central property that is valuable that isn't being used as a school (some sort of administration bldg) that perhaps could be relocated on the outskirts of Austin at a much reduced rate, where we could divert those funds to keeping some of the east Austin and perhaps some of the central Austin schools open? I live in NW Hills in the Doss neighborhood. Doss is packed out and full. I love Doss. Our neighborhood is composed of retirees and families. The retirees are growing older and leaving little by little. We bought our house from a retiree. This neighborhood is only growing more and more. While I am

concerned about Doss and its struggle to accommodate this growth, what concerns me more is Murchison. It is the feeder to Anderson (also overcrowded). Murchison appears from the outside to be almost fifty-fifty portables to permanent capacity now. With four exploding student growth elementaries feeding into Murchison, I am truly concerned. If (and forgive me in this moment of needed to cut funds rather than add) there is a way to add another classroom building (the land is there, just not the permanent bldgs), I would be most grateful. As for Doss, I would truly love for another permanent bldg in place of all of our portables or perhaps if there is a way to add a second story to our current structure, that would be great. Portables have a noise factor which challenges learning for some children. I realize that is down on the list but I did want you to know that it would be really beneficial due to the exploding growth in our neighborhood. I do not know of any single professionals who are moving to NW Hills, only families. They are taking the homes of the retirees, not replacing other families.

• I am concerned about the elimination of bus service to magnet schools. If this happens, it will mean that I cannot send my children to magnet schools due to the cost of gas. I wonder how many other working families and families at the poverty level will also be affected. I believe that this is discriminatory and favors those with families with higher income who can afford to drive their child across town every day. If my child gets into LASA, then I would have two children to drive across town, one to Kealing and one to LASA. That is quite a bit of hardship for us. This would also interfere with my ability to get to work on time. I hope you will think about those of us who are less fortunate than the rest of the people who send their

- kids to magnet schools. I believe implementing this would be unfair.
- I am concerned about the fate of AISD's two-way dual language immersion program at Becker. In order for the program to function as planned, we need a population of 50/50 English/Spanish speakers. The current proposal may not take this into consideration. Our family signed a 5 year contract with AISD to complete the DL program as is. I would like them to hold up their end of the bargain.
- I am concerned about the magnet hubs for transportation. There are several busy streets that must be crossed from any of the schools in my area. It is also a long distance to walk alone since there are not other students that live on my street. It seems like a small amount of money that would be saved (by eliminating just a few stops) and would increase the risk to children.
- I am concerned about the paradigm the Task Force is using in evaluating the possibility of closing Oak Springs Elementary School. Briefly reviewing the facts of which I am aware, I see a school administration, teachers and students that have taken the School from one of the lowest performing schools in the AISD to a school achieving Exemplary status in 2010. Are schools achieving an Exemplary status in the AISD so common that you can demonstrate your recognition of the incredible amount of hard work, daily hard work that each administrator and each teacher and each student brought to Oak Springs to lift it from obscurity to Exemplary by closing it? What message are you sending those administrators, teachers and students? Indeed, what message are you sending all educators, parents and students in the school district? I write to urge you not to

close Oak Springs Elementary, and to try to avoid closing any neighborhood school. Studies, including one performed by PriceWaterhouse, show that property values decline from 9.9-19% in areas where neighborhood schools close. Businesses in those areas then suffer. Generally, traffic congestion in consolidated school zones increases due to more kids on the roads in the morning. Closing neighborhood schools affects the entire community in adverse ways that you may not be considering. Although I do not have children in Oak Springs, I am aware of the particular challenges faced by the School and its students. Most of its children come from families with incomes below the poverty level. The action you are considering would result not in increased traffic around Blackshear, but in many elementary school children and their parents walking through neighborhoods that have been identified by the Austin Police Department as high crime areas. Making it dangerous for children to get to school and stay late for needed tutoring and making it difficult for parents to attend after school activities is highly undesirable and an unfair burden for these children and their parents. Many Austin citizens have worked with these parents and teachers to provide quality education and stability to the children attending Oak Springs; for many of the kids, the School and their teachers are the most stable things they know. Closing Oak Springs will create yet another obstacle for these children to overcome. Since more than 60% of the students at Oak Springs do not have nor have access to a computer, you may not see a large number of emails urging you not to close the School. So I urge you on their behalf not to close this School.

- Don't show your thanks for their achieving Exemplary status by taking away their neighborhood school. (5)
- I am concerned about where the district plans to place three proposed new elementary schools (New Construction Options). No mention is made about placing an elementary school in the Mueller Redevelopment Area in the presentation or options handout. I fear that many will leave the Mueller neighborhood and homes will remain empty if the promised neighborhood elementary school is not built. This could be a great loss of tax revenue for the district. There are plenty of young families in this neighborhood with many elementary school-aged students, toddlers, and babies. The Task Force should consider placing an elementary school campus here. This was the main selling point for plenty of families.
- I am concerned that high performing elementary schools are being considered for closure. This cannot be good for home values in those areas. I don't understand why the to-be-built-with-bond-money elementary school is targeted for north central Austin. Mueller development was slated for that, I thought. It makes sense, as they are expected to build another approximately 1400 homes in the next few years, and many of the families already there have young ones hoping to attend a neighborhood school. My child attends Kealing magnet, so none of these proposals affect her. But, I am worried about the affect they will have on our older, established neighborhoods, as well as our newest up-and-coming neighborhood, Mueller. I worry that Austin residents (those who cannot afford private school options) will move away so that their children can attend "more stable" school districts.

- I am concerned that new residents are not included in census data and there may be a much larger occupancy at Zilker Elementary in 2012 than you have accounted for. There has been a surge of people moving to town from cities all over the country. I moved here this summer from NYC with my husband and two children, 3.5 years and 1 year old. We are renting in the Zilker Elementary neighborhood and are planning to stay and buy a house, so the children will attend Zilker. We know at least half a dozen other families with similarly aged children who all moved into their homes in the last 1-2 years, with the very same intention. Have we been included in the data? You may find that Zilker fills up much faster than you expected. Secondly, positioning crossing guards at several strategic points on South Lamar (which you will have to do) will create massive rush hour slow down. Besides the fact that this would be a traumatic commute for children, can the city afford the traffic problems that will come with it? I believe Austin is rated high for traffic congestion already, which clearly tarnishes the cities otherwise excellent reputation (which attracts investors and residents). At a critical time when the nation is recovering from economic depression, do you want Austin to fall backwards? Please do not close Zilker Elementary School.
- I am deeply concerned about the proposal to close Zilker Elementary School. While reviewing the proposal, please take into consideration the following: Zilker is a thriving, highperforming school, a jewel in AISD's crown. Zilker is one of the most sought-after schools in AISD because of its diversity, parent support, special needs programs and academic excellence. The District's mission to provide Exemplary education for our children. It simply does not make sense to

close one of the most Exemplary schools in the district. Closing one of the most Exemplary and highly demanded schools in the district goes against the mission. AISD has recently invested millions in bond money to improve the Zilker campus, including new technology, a state-of-the-art library, new bathrooms, roofing, HVAC improvements, and a new playscape. Situated next to a top city park, students have some of the best opportunities in the city for outdoor recreation and physical education. Given recent investments and Zilker's ample physical space, the school should be updated or expanded, not closed. The number of school-age children in the Zilker neighborhood has been increasing and is expected to continue increasing, based on projected development trends. This year, the school was not even able to accept non-priority transfers in the kindergarten class because of this growth. We need to keep the school open to accommodate a growing population of school-age children. Neighborhood schools like Zilker promote parent and community involvement. With the support of parents, neighbors, and dozens of local businesses, the Zilker PTA raises more than \$60,000 a year for arts and cultural programming, technology, tutoring for struggling students and enrichment programs. In just the last year, parents have created both a Spanish and an after-school math program. Finally, closing Zilker is in direct conflict with the City of Austin's Tomorrow Plan, which promotes sustainable development and walkable communities. More than 100 students walk or bike to Zilker every day keeping cars off the street, our air cleaner, and our children healthier. Closing Zilker would create numerous problems related to traffic, parking and transportation safety. (3)

- I am deeply disturbed to see the piece of the presentation that deals with reassigning a portion of Maplewood Elementary students to Campbell Elementary. My family lives on Breeze Terrace, a safe walking distance from the school we love and the school where our children have strong ties. For generations our neighborhood has attended Maplewood. Now with the influx of students from the Mueller development, who were supposed to get their own elementary school, we are being forcibly removed from our beloved school without any direct communication from the task force. This change is overshadowed by the larger school closure issues in the media, and yet it affects our community deeply. I am outraged that our neighborhood association, PTA and school community was not informed of this proposed change. According to the slides this change results in \$0 savings for AISD but it will result in a lot of pain and suffering for our students. I demand better communication from our school district.
- I am discouraged to see that school performance is not being taken into account. This seems to be a bean counter approach that is ignoring many of the intangibles of what the various schools provide to a neighborhood and community. What is more it seems some of the data is outdated particularly the population trends. On my block which has about 14 in Barton Hills alone we have 6 current students and 6 future students that would attend BHE. Far from a population in decline it is one on the rise. I realize difficult choices need to be made to meet the budget shortfall, but in making these choices the most current data should be used and a wider view than strictly numbers should be taken into account. Before we start closing schools and drastically changing the fabric of

- communities, I think a more holistic plan is needed and time to cultivate and consider more creative solutions needs to be provided.
- I am greatly concerned about the possibility of the smaller local schools, such as Barton Creek and Zilker, being closed. These schools have an excellent rating and are an important part of the community.
- I am greatly opposed to the proposal to close urban Austin schools and feel this decision has been debated using outdated data that inaccurately reflects the demographic make-up of intown Austin. This type of decision has been made in other similarly sized cities with disastrous consequences. I sincerely hope we do not follow that lead.
- I am hard-pressed to understand the reasoning behind the
 possible closure of Oak Springs Elementary because it has
 made such great strides in improving their scores. This school
 provides a source of stability in an otherwise fragile
 community. The kids and parents depend heavily on the school
 for resources other than education. Please reconsider closing
 Oak Springs Elem. The community needs that rock.
- I am hoping that there is another solution, instead of closing the schools mentioned, like leasing the schools, etc. I feel for those families affected with these. Please hold off on these decisions for another year. I also want to suggest that we should improve the schools in the Anderson High School vertical team. Instead of building a new elementary school, use the money to add more buildings, facilities and classrooms to Doss Elementary, Hill Elementary, and Murchison Middle School. Murchison needs a bigger cafeteria, and gym. And Anderson also needs a bigger gym, or dance facility, and

- cafeteria as well. Please use the money that was allotted for Anderson already for its dance facility. I pray that you make the right decisions for the community.
- I am in 6TH grade and I am attending East Austin College Prep Academy. I would like for you to consider supporting the proposal the East Austin College Prep Academy presented at the community meetings to let us lease space at Eastside Memorial high School for our school. Also I don't want you to close down other schools that have good teachers that care about their students, and also make some other schools crowded then they are for example, Govalle that is a really crowded school and you want to put more students there if there is to many students there they might need to build more classroom. Also you are going to close some close some schools that some students have gone to since they were in Pre-K and also some parents went there when they were younger and maybe they want their children to go there too? Please don't close down Oak Springs, I think that is a really good school and some of my friends went there or are going there and they think the teachers are really nice and also the students think that the teachers really care about them. I dont want you to close some schools down because some children/students just walk across the street and they are there and also if you close the school that they are going to they are going to need to take the school bus and they are going to have less time to get ready to school.
- I am in support of keeping Pease Elementary in any way possible. It is diverse, historic, and Exemplary in every way. Rather than trying to close our school, our kids second home, and our long-standing downtown community, we feel the task

- force should use us as an example of how a school can function in an old building and still maintain a high level of education.
- I am most concerned with the closing of Zilker Elementary and the effects that that sad decision will have on the lives of my children for years to come. Let me say plainly that I am completely opposed to the idea of closing Zilker. The information that this recommendation is based on, seems to be flawed at best. Zilker is at capacity this year and has been for at least the four years that my oldest daughter has been at the school. It is no way an underutilized school and people are continually moving their families into the area to attend that school. Many of these families live in duplexes or small houses to afford the area; they make sacrifices to live there. We are one of many transfer families. I have been told that we were not included in the future enrollment projections - this baffles me because many families are trying to get into Zilker but can't because it is full. My point is that now and in the future there will always be many, abundant in fact, families wanting to transfer, that would make up for any perceived enrollment shortfalls. Let me also say that our building is fine, yes it is old but it is fully functional and the students love it. The impression in the recommendation said that it was in disrepair. I must say this is categorically untrue. We care for our building and it fits our community well. Our PTA is very proactive, we have and will invest in facility improvement and no, we don't need a new state of the art gym. We feel community is much more important than bricks and mortar. The renovation costs are way over exaggerated and unrealistic. Another thing that has not been addressed much has been the issue of vertical alignment. Right now my children are on track to go on to

O'Henry and Austin. Closing Zilker will devastate that pathway and impact my family negatively for the next 12 years. I realize that there are many financial issues to consider but killing one school cannot be a viable solution. It is a permanent solution to a temporary problem and it harms too many innocent children. Close the AISD 6th Street headquarters. Our Superintendant should not receive a bonus, especially if she is going to allow the destruction of our community schools. There are other ways to handle this that does not do such terrible harm to our young children.

- I am new to AISD (first child just entered kindergarten) so am in the process of understanding where we are as a city when it comes to the public school system. I grew up in the TX Public School System and am a huge fan. I do understand the need to lower costs and thus understand why the Task Force is recommending closing some schools. With that said, I do think we need to figure out a way to reallocate dollars to growing schools and neighborhoods. I think this is the only way our neighbors will keep their kids in public schools and our schools will thus stay as strong as they are. With the new influx of young families to NW Hills, Doss Elementary and Murchison Middle Schools are busting at the seams. We love these neighborhood schools and hope they will continue to grow to support our growing populations. We appreciate anything your committee can do to help with this problem. Thank you.
- I am not for closing Barton Hills elementary school. It is a vital
 part to the livability and sense of community in our
 neighborhood. In the event that the school was closed, I am
 obviously against leaving the school unoccupied, and really the
 only acceptable option to me would be to convert it into a

- neighborhood park, or community center. I don't know enough about the transfer pros and cons to comment on those, but feel strongly about not closing the school.
- I am not really sure that consolidating schools is the answer in providing quality education. It may be an answer to budget cuts, but not be the answer to achieving high academic goals. Children learn better in smaller learning environments. It is bothersome to me on how quality teachers that we need could lose their jobs by these consolidations. I am in favor of redistricting, if needed, to make schools more even in capacity. However, the process definitely needs to be revised if that is what is going to occur. In southwest Austin, the relief of two schools resulted in the overcrowding of two others. I am in favor of selling the district office building. With so many schools below capacity, it seems that some of the Administrative offices could be moved to some of these campuses. The real estate sale could bring a huge chunk of change to use in the favor of the other strategic planning goals, like expanding Pre K, as well as, getting the staff and resources into the schools to help support our children's educational needs and make them successful future citizens and college graduates.
- I am opposed to AISD closing schools to balance the budget. I support Pease Elementary for several reasons. Pease is unique in that it is the oldest continually operating school in the entire State of Texas. It is a registered Texas Historic Landmark. Pease is an all transfer school which means there are no transportation cost associated with the school. If you would figure that into your operating costs you would find it would bring those calculations down. Pease is the only school

presently located in downtown Austin and with the boom of condos downtown this would be the neighborhood school for the new condo occupants. Pease is also a great school for parents who work in the downtown area. As a single parent of two Pease graduates I was only able to be involved in the elementary education of my children only because Pease is located minutes away from my office. What about selling the AISD downtown headquarters and move into a location further out (already built, empty similar to what Travis County did with the old Home Depot on Airport)?

I am opposed to closing any small, community school simply for the sake of efficiency, especially if the school is Exemplary. That academic success wasn't a factor in the decision making process is unacceptable. The purpose of our schools and the mission of any school district is to provide excellent, not just financially efficient, education. That said, I do want to point out that Pease Elementary, my children's' school, was one of only 2 schools in AISD to be given a 5-star rating in the 2010 Texas Comptroller study on financial allocation (FAST). Five stars indicate that Pease showed the strongest relative academic progress combined with the lowest relative spending. We are cost effective. I would also like to point out the FAST website includes recommendations for improving financial efficiency and I suggest that AISD apply these suggestions district wide in an effort to close the budget shortfall. In addition I urge you to consider the rich history of Pease-not only is it Texas' oldest public school, but it is also one of Austin's first successfully integrated schools and continues to be a model on that score. It is also a vital part of downtown Austin, allowing working parents to be close to their children. Finally, I urge the district to consider the impact that closing our Exemplary, urban schools would have on property values in the city center (and therefore the tax base) and on student enrollment in AISD (many of us are considering private and/or charter schools if our current schools are closed; plus a lack of good schools will discourage new urban growth). I don't feel that these costs were figured into the calculations presented to us. Don't close our schools. Thank you for your time and work on these issues.

- I am opposed to closing Barton Hills Elementary for multiple reasons. I have heard that the numbers being used by AISD to justify closing BHE are incorrect, which clearly bears investigation before something as definitive and impactful as the closing of a school. Also, the budget crisis being used to justify permanently closing BHE is a short-term problem, closing the school would be a long-term answer to that problem. Given the questionable quality of public education in Texas and given that BHE is rated Exemplary by the state, why would this be the school to close?
- I am opposed to closing Barton Hills Elementary. Many people
 who move into the Barton Hills neighborhood do so because of
 the school. I work at St. Mark's Episcopal Day School and many
 of our students continue on to Barton Hills Elementary. If
 Barton Hills closes, it will not only hurt the community but it
 will also hurt our school. I believe that people will move out of
 the neighborhood and we will lose perhaps our school too.
- I am opposed to closing small schools in the central city and building larger schools in the suburbs. Small schools where more everyone knows everyone are better. If there aren't enough students in the attendance zone for a particular school, redraw the boundaries to increase utilization and minimize

- transportation costs. There is no reason for schools to be "all transfer" or even significantly filled with transfer students. Don't close the schools, redraw the boundaries.
- I am opposed to closing the schools on the list, especially Barton Hills Elementary and Zilker Elementary. I have been to Barton Hills Elementary many times, and have observed the school environment, teachers, students, and activities, both as a grandparent and as an elementary school teacher with over 42 years of experience. I see no reason to close Barton Hills Elementary with its diverse student population, with its well qualified teachers and their professional, caring interactions with students, and its positive impact on the community. The surrounding vibrant community of homes will continue to attract buyers for many years, so the school's population is not likely to neither decrease nor be stagnant. Austin needs these neighborhood schools that are located "close in." Please look elsewhere to decrease the budget.
- I am opposed to Option 4.4b, I believe it is, to close Barton Hills elementary. As a born Austinite, who grew up in Barton Hills, and someone who attended BH from Kindergarten through 4th grade, then O'Henry and Austin High, and as the parent of a pre-kindergartener, I have a vested interest in seeing the vitality of city public schools continue to flourish. This move would be detrimental to Austin's public schools. In addition, I believe we can find that same savings in reducing the amount of dollars we spend, for example, on bike lanes. I think our children's education is far more valuable than something like a bike lane on Red River.
- I am opposed to the closing of Barton Hills and Zilker elementary schools. Community schools are important and

- these two schools have provided excellent quality education to the neighborhood. Closing these 2 schools in the heart of the city (plus Matthews) runs counter to the city goals of increasing city density.
- I am opposed to the closing of Joslin. Our son is special needs and we have had to change schools 3 times within the past four years to find a program and teacher support that can help him learn. Joslin has an Exemplary rating, excellent staff. I do not see how this school is under capacity but if there are schools that are over capacity why not reassign more students to Joslin? I am very sorry that my property value has gone down. Curiously my property tax remains high. Can I expect my taxes to go down? What happens to my tax dollars with these proposed closings? How is AISD going to guarantee that reassignment will not overpopulate and diminish the quality and safety of the schools that have to take on the new student load? Please at least consider preserving the schools that can perform and deliver quality rather than diluting that effectiveness to support schools that are underperforming. I honestly see this as nothing more than a maneuver to hoard resources to develop a school bond to create big box Wal-Mart style schools. I do not see this type of school being beneficial for my child or anyone else's. They will get lost in the shuffle. Please reconsider the closing of this school or any other recognized or Exemplary school.
- I am opposed to the closing of our schools.
- I am outraged that these boundary changes are even being considered. The part of the neighborhood where I live has been a part of the Maplewood community for generations.
 And now, after this proposal, may be changed to Campbell? It

is ridiculous to take these chunks out of this established community, this neighborhood family. One where families have lived for decades or moved here just to be a part of the Cherrywood Community and raise children at Maplewood, just as my husband and I have done. We moved to our house 12 years ago for that very reason. My next door Neighbor went to Maplewood 30 years ago with the same boundaries as today. Our 3 children go to Maplewood and 1 more due to start in 3 1/2 years. It's not just that we have poured our heart and soul into the school, formed bonds with families raised our children together but it is because Maplewood is the home of our neighborhood. It is our life. It's what we want our children to know. It is real and it's this enriching environment that makes Maplewood so wonderful, diverse and unique. Changing the boundaries would take a huge chunk out of our cultural and linguistic diversity. You take away the J.J.Seabrook/ Towerview area and you take away 59 minority students, a majority being English Language Learners. In essence, it would take away that which makes Maplewood, Maplewood. There must be a more logical solution than changing the boundaries in this proposed way. There is this new influx of students due, in part, to a new development near our neighborhood. There are also a large number of transfers into Maplewood. Somehow the enrollment numbers need to be evened and could easily be achieved by fairer means. I urge you: Please keep the Cherrywood/Maplewood neighborhood intact.

 I am recommending that Zilker Elementary stay open in the upcoming AISD changes. It is a thriving campus with wonderful staff and an Exemplary rating. Bringing other students to our campus would be great. More children should experience the difference Zilker has made in the life of my child and others. I have it on the authority of a former employee at Becker Elementary that Zilker's campus is better, safer, and that Becker only has 200 students. We would love for the Becker students to come join us and grow and thrive with our Zilker family. Keep Zilker open please. I also feel the district would be better served if the AISD Headquarters were relocated onto various campuses (Reagan High was mentioned) or relocated to a cheaper part of town. The costs of keeping it open on 6th street must be outrageous. Stop building new schools, use the ones we have that are still in great safe shape, and spend less on the upper administration please. Please research before March the options of selling and leasing out AISD spaces. This would generate significant revenue. How could you think of building more elementary schools when you want to close so many? This seems like a terrible idea. You'd save money by busing children to existing schools rather than the billions needed to build more schools. Middle Schools and High Schools might be needed, but the elementary ones shouldn't be based on all the closures. I know that Pease Elem. is mainly for state employees' children and others working downtown. If that should be shut down, they could still have their children come to Zilker and other campuses that are on the way into downtown.

 I am responding to Recommendation 3.4 regarding the boundary change between the Maplewood and Campbell campuses. We are residents of the J.J. Seabrook Neighborhood. Our oldest child attended Maplewood from Kindergarten through 5th grade, and has since moved on to the Kealing Magnet. Our younger two children are currently

enrolled in the 5th and 2nd grades at Maplewood. Maplewood is the school we love, it is the only elementary school our children have ever known, and it is a huge part of our day-today lives. We are committed to doing everything possible in order to see to it that our children can remain at Maplewood through their elementary years. One aspect of Maplewood that our school community most treasures is its socioeconomic and ethnic diversity. I am concerned that moving the J.J. Seabrook and Tower View residents to Campbell would affect that diversity, making Maplewood a whiter, more affluent school, less socio-economically and ethnically-diverse community. In turn, the low-income children from our neighborhood would be sent to a school in which there is a 94% low SES rate, and where the enrollment is almost exclusively Hispanic and African American. This proposed move feels like segregation for us in the J.J. Seabrook Neighborhood. Of the 62 students to be affected by this change, fully 59 are Black or Hispanic, and many are English Language Learners. An additional concern of mine is that this recommendation represents a band-aid approach to addressing the school needs and issues surrounding the Mueller Development. Displacing children from traditional Maplewood households as a "plan" for addressing Mueller's growth lacks sensitivity and creativity. There are substantial plans and ideas currently being discussed that would provide better alternatives. In addition, there is no budget impact to this decision, and no present need at Maplewood to implement this decision immediately, as Maplewood is not currently over capacity. Thank you for taking the time to hear and seriously consider the concerns of our school community.

- I am responding to the possibility of Oak Springs Elementary being closed. This school community needs Oak Springs to continue to provide their educational direction. The school has gone from one of the lowest performing AISD schools to achieving an Exemplary rating by the state of Texas in the spring of 2010. This is a real testament to the faculty and staff and the community serving Oak Springs. The hardships for the children and parents in closing this school are numerous. It has been our (First Baptist Church) joy and pleasure to work with Oak Springs, to see how the parents have grown in realizing their commitment to helping to provide the best for their children has been amazing. Parents, students, teachers and the community have come together to make this an outstanding school. I hope you will reconsider closing Oak Springs.
- I am saddened by the need to close some AISD schools and appreciate the concerns of the parent's of the children attending those schools. But, I also would ask that you do not forget about the other major issues facing Doss Elementary and Murchison Middle schools. Both of these schools are overcrowded and need more facility space. We simply cannot handle any more children. Please consider these issues also.
- I am saddened that no mention is made of Doss Elementary and Murchison Middle School. These schools are over capacity, and every incoming kindergarten class requires an additional class. There is simply no more room to comfortably house these students. I would request that some plan be considered to address the schools in AISD that are thriving, and literally bursting at the seams.

- I am so saddened by the need to close these great schools and understand the seriousness of the need to cut budget and expenditures. But, I feel compelled to remind the District that we are beyond capacity at Doss & Murchison and in need of additional facilities and that these needs should not be overlooked in light of the difficult cuts that are being proposed.
- I am speaking as a parent of 2 transfer students (currently K and 4th grade) to Joslin Elementary, a title one Exemplary school that is bi-lingual and includes special needs and auditory impaired children. Many of the schools on the list, including Joslin are Exemplary schools. To close Exemplary schools makes a mockery of the TAKS testing system. You challenge schools to obtain certain goals and when they reach them you reward them with closure? To close these particular schools is to ignore the need they fulfill within the central Austin area. Many parents choose these schools for their children because they are small. Small schools work, their Exemplary status proves it. Remember the "no child gets left behind campaign"? No child gets left behind at a small school. At Joslin, I know all the teachers and staff and they all know my children and me, and I know all my children's friends and their parents. I have a battalion of teachers and staff invested in and caring about my children. It's pretty hard to get lost or left behind in that situation. That's why I choose Joslin, and I would wager that most of the parents on the proposed school closure list chose their schools too because they too have experienced the differences between large and small schools. How did they choose their school? They either moved into the neighborhood or they stood in line all night long and into the next day to request a transfer. This raises 2 points; 1. If you close all of

these schools the result will not only be unhappy children, teachers and parents, but also neighborhoods with no center and no reason to flourish. There will no longer be an incentive for families to move into or remain in these neighborhoods. 2. Why are transfers not being including or indeed valued? Transfers come about when parents are faced with a local school that is failing. This goes back to my statement that these small schools are fulfilling needs. Austinites want smaller neighborhood schools, not new larger schools. The task force claims these schools are operating under capacity. I find that hard to believe when it is common knowledge that it is very hard to transfer into many of these schools because there is such a high demand for them. As I said before, some parents in the transfer line camp out the night before, with others arriving as early as 4am in the hopes of being at the front of the line. I would invite the Task Force to visit with the schools before they do anything. I walked around Joslin before I chose it. I immediately loved it. I had heard that Peace, Zilker and Barton Hills were also good schools, but so good it would be hard to get a transfer for them. Joslin was closer to home and not so well known, so the transfer was easy and made sense. I am so glad it worked out because within couple of years of my eldest child starting, Joslin obtained its Exemplary status. Both my children recently came home with straight A's on their report cards. Clearly they love their school. If we need to save money, how about asking parents to subsidize school buses? I'd rather hold onto my free school than a free bus. Lobby for an education tax on major events such as ACL and SXSW. Use less energy and water. Ask parents and teachers to stand with

- you and fight the State for more money. There has to be another better way than closing good schools.
- I am strongly against closing Barton Hills and Zilker Elementaries. They are thriving, successful schools that are not underutilized. Facts and figures presented appear to be flawed regarding the cost savings to the district.
- I am strongly opposed to the closing of beloved neighborhood schools, such a Zilker, that are performing well. This makes no sense. Why not move students from overcrowded, underperforming schools into these schools that have room and resources for more kid? Share the wealth and spread the love.
- I am summarily opposed to the proposal to close both Barton Hills, an Exemplary school, to send students to Becker, a school which roughly two years ago was rated for "unacceptable" performance. A much more logical solution is to send BHE students to Zilker Elementary. Zilker is logistically more realistic and it has the land needed to add any needed structures for increased student population. Most importantly, Zilker is a Blue Ribbon school. Our children deserve quality education in schools evaluated and *maintained* for their performance.
- I am terribly saddened by the proposal to close Oak Springs Elementary. This is the reward for turning Oak Springs into a wonderful school? For bringing achievement up from one of the lowest-performing schools in the district to Exemplary? As a West Austin person who has contributed to the developing of community at Oak Springs I couldn't disagree more that it should be closed. My concerns: 1. These are poor families struggling to keep heads above water financially while being good parents. A lot of them are just learning how to support

their children academically. They don't own cars. Now you're proposing to move their children to a school a mile and a half away across high speed train tracks? Bus fare is expensive for poor parents. Both parents and children have to walk through that high crime neighborhood to get to meetings at their school. If you are planning for them to ride busses, you need to include those costs in your assessment. Would you like walk through the drug dealers, gangs, and prostitutes in the daytime, much less in the dark? And how will the children be able to do after school tutoring and enrichment? 2. Closures of 2 other schools in this part of town gave a very negative message to the neighborhood, reducing neighborhood and community involvement in schools and contributing to flight out of AISD. i.e.: AISD is causing families to move to suburban districts. Thanks in large part to volunteers from my church the faculty and staff at Oak Springs have been nurtured. Since very few of the parents have computers or Internet access you may not be aware of it but they are committed to this neighborhood and the particular needs of this community at a level of involvement than it's been in years. 3. Studies show that children succeed best in smaller classrooms and smaller environments. The continued success of the Oak Springs Elementary community depends on the ability of the parents, children and teachers to walk to and from the school safely and frequently. Transportation hardships that most Oak Springs families face, the lingering negative effect of past school closures in this neighborhood, and the need for stability for low income children and families make keeping Oak Springs Elementary open the best option for children and families

- living in "The Projects" as well as the rest of the Oak Springs neighborhood.
- I am the CEO of Christian Outreach Foundation. We have a program called Outreach Afterschool which is a free afterschool program for 45 kids at Oak Springs Elementary, and in August we plan on having 60 kids. Our mission is to put Christian principles into practice by providing education, leadership, and development activities, which promote moral excellence, self-confidence, community support, and positive opportunities for at-risk youth. This is our second semester at Oak Springs Elementary and I know that what we have began to do and want to continue to do with these kids and for their families is something that has touched and helped everyone who has been a part of it. We would be so disappointed if we were to lose these kids and Oak Springs were to close. Children are so impressionable and need guidance and someone to show that they care all of the time, even after school. I would hate to see all of the developmental work that the amazing staff, teachers, principals, directors, and everyone involved in these children's lives to be taken away. Oak Springs is a beautiful school and it has staff and partners who have become so involved in these children's day to day rituals and personalities. These children are getting hope from everywhere through the school itself, First Baptist Church, Outreach Afterschool, Prime-Time, and many other amazing places. The kids at Oak Springs and in our Outreach Afterschool program are learning life skills and being shown that they can be better than what they know, and what they sometimes learn at home. They are learning that if they work hard they can attain any goal no matter what obstacles may stand before
- them. They are learning that they all have special talents and different talents such as athletics, readings skills, art, drama, music, communication. There are so many people who have such a strong desire to help these kids and are working so hard to give them the tools to be their best. I really feel that closing Oak Springs Elementary will change the lives of these children and not for the better. I realize that there are probably many other issues involved, however Oak Springs Elementary is not the school to close. There are so many amazing kids who are learning to be the type of people we need our young generation to develop into, please don't take that away from them.
- I am the parent of a Pease 4th grader and a 2 year old. I chose Pease for three reasons. First, I chose Pease because it dramatically outperforms my home school. Second, I chose Pease because it is diverse. Pease is ethnically, racially, geographically, and economically diverse. Diversity enhances a child's education in ways that cannot be quantified by a facility cost study. Third, I chose Pease because it is close to my office, and its downtown location enables me to be involved in school activities. If my child attended his home school, I wouldn't be able to have lunch with him, chaperone field trips, or otherwise assist with school activities. If I hadn't chosen Pease, I would choose Sanchez, Zilker, Barton Hills, Dawson, Joslin, or Becker, because each of these schools performs better than my home school, most of these schools are more diverse than my home school, and all of them are closer to my office than my home school. That AISD would even entertain the idea of closing all of these schools is unfathomable. I cannot understand how AISD could even consider trying to force all of

its south central and southeast residents to attend low performing elementary schools by shutting down all of its high performing schools is this area. This plan defies logic and if carried out will result in the affluent in these areas sending their children to private schools, while many like me who cannot afford private schools will turn to the Exemplary elementary charter schools in east or south Austin. Is this AISD's ultimate goal, to collect our taxes and hope we will all pull our children out of AISD schools? A woman at the community meeting on January 13 testified she is happy with her school of 800+ students that is highly rated. She is undoubtedly from the north or west side of town where such schools exist. There is no such animal in east or southeast Austin. AISD has not put forward any solid plans to improve the schools our children will be shifted to as a result of these closures. We have very recent evidence that reconstituting/ repurposing a low performing school doesn't lead to improvement, but instead leads to more of the same. Last, but not least, one of your proposals is to close Becker Elementary, but the lead item on your website today encourages families to explore the two-way dual language program at Becker for 2011-2012. How can this community support a district that seems incapable of communicating a clear message about its plan for the future?

• I am the parent of a Pease Elementary School student and AISD should not close and/or lease to a private entity, Pease Elementary, the oldest continuously operating public school in Texas (est. 1876). As a single parent, living in zip code 78748 and working in 78705 at the University of Texas, Pease's proximity to downtown makes it easier for me and many other

parents to come to school functions during the day, attend parent/teacher conferences, and maintain a consistent presence in my child's education. Pease students have earned an Exemplary academic rating from Texas Education Agency (TEA). Pease was one of only two schools in the district that were rated 5 stars by the State Comptroller's office Financial Allocation Study for Texas (FAST). Every parent at Pease Elementary took the time and trouble to request their child be transferred to Pease. That is as many as 250 families, 27% of which are economically disadvantaged. By predicating the Facility Master Plan report solely on the financial aspects of public education, namely facility condition, which in this case reveals that Austin ISD has failed to provide adequate capital maintenance for Pease in a timely manner, Austin ISD is ignoring the community impact. Austin has very few schools rated Exemplary; it cannot afford to give up this Exemplary school in downtown Austin. The public will not stand by and let a piece of Austin and Texas history be sold to the highest bidder. Pease has served students for 135 years. This must continue. Sell the AISD property at 6th Street. That is a budgetary option which does not imperil the education of Austin's children.

• I am the parent of three children currently enrolled in AISD schools. My oldest is at Austin High School and attended all 7 years at Pease Elementary school (K-6). We currently have two children attending Pease Elementary School, and I hope that they too will be able to graduate from Pease. First of all, I cannot understand why you would want to close Pease Elementary. It appears that all of the reports I've seen are concentrated on number crunching only, when the real

emphasis should be education. My husband and I chose Pease because we wanted our children to get the best education possible. If this meant driving our children to school every day just to be able to have lunch or share a birthday with our child during the day, we would gladly do it. I have worked in downtown Austin for over 20 years, and having a choice to have my children close to my work is one of the greatest pleasures I could have asked for. Pease is absolutely the best school for my kids. Pease is my family. It would be an absolute shame to close this school. Yes, Pease is an older school, 135 years old to be exact. But it is also the oldest continuously operating school in the State of Texas. Pease Elementary must be doing something right to have been operating all these years. Pease is the one school which has both city and state historic designation, the one and only school still in downtown Austin, (a downtown which is growing rapidly and in need of a downtown school), a diverse population of students and a high performing Exemplary school the past 2 years. Don't take away the only school my children love. Please listen to what the children and parents have to say. Keep Pease Elementary School Open.

I am the proud parent of a daughter who I transferred to Dawson Elementary School in the fall of 2005 to attend Kindergarten and is now attending the 5th grade. And, her grades are awesome. I chose Dawson because I attended this school K-5, its location was centrally located, on the bus route, and the perfect distance between me, my parents, and my work. The school is big and open with very large ground coverage. With that said, I feel very confident knowing my daughter is safe and in good hands. I also like the fact that it is

- one level and has ramps available to all parts of the school. This makes it easily accessible to all people, young, old, or those with special needs. Dawson faculty and staff have always made me and my daughter feel welcome and able to approach any one with questions, concerns, and feedback. I have always been involved with my daughter's learning and volunteered at school functions and field trips. I have been a member, for all six years, of the PTA, a PTA officer going on three years, and a member of the CAC going on four years. I am very pleased to be part of the Dawson family. Dawson is awesome.
- I am the PTA President at Ridgetop Elementary, a small but growing school, and I see so many benefits of small schools. Please consider other options to balancing the budget: cutting costs in energy-efficient ways, advertising on buses, fundraising if necessary, etc. But children have so much to gain from maintaining neighborhood schools as the center of their communities and the smaller the better for developing strong senses of community and feelings of ownership and belonging. Many of the school closures also seem to re-route students where safety getting to and from school seems to be a critical issue to consider. I think that while closing schools will help with the budget, many more less tangible negative effects will be felt among the students in AISD. I urge the Task Force to consider other ways to reduce the budget. I realize that it is a monumental task and much has already been considered but the reports seem to ignore the many unique traits that make Austin what it is - a mixed heritage, respect for history, growth and revitalization in the city's plan for central/east Austin, and strong local communities.

- I am troubled that you would consider closing elementary schools before considering selling the property on W. 6th St. These elementary schools are more than just schools. They are anchors in the communities they serve. Meeting places, places where kids play and meet there neighbors. Safe zones. My children grew up and went to Joslin-Porter-Crockett. You have already transformed Porter and now you are slating Joslin to be removed. I do not know if you consider the impact this has on families who live in the area and the children who have blossomed on these campuses. I believe moving children out of their neighborhoods removes a bond to that neighborhood and sense of community that I thought we were trying to instill in our children. My children and other children were able to enjoy and participate in so many extra activities because there schools were close to our home. In closing these campuses are you going to eliminated after-school activities? Not all children will have transportation after the buses run. Parents are not going to be as involved in campuses that are not near their homes. I believe these closings will negatively impact the children and the communities that they are located in.
- I am unequivocally opposed to the proposed closing of any schools but especially Zilker Elementary, where my 6 year old daughter is a student (and, my son will soon attend as well). I believe that the census data used to calculate family density in this neighborhood is out-dated and flawed. I do not exaggerate when I state that my wife and I moved to this neighborhood 10 years ago because of Zilker, because of the quality of this school; because of the location of this school; because of the sense of community that grows out of this school. I believe that raising a family in an urban setting, around a

- neighborhood school, results in a better community. Not only do I reject the vision of Austin that endorses sprawl, but my state representative rejects this, my mayor rejects this, and the County as well as AISD itself rejects this according to the commitment that they signed in 2009 when they vowed to protect neighborhood schools. We truly cannot afford to close more schools, or create new 800-student elementary schools. We can also no longer afford to maintain prime real-estate administrative offices on 6th street. If AISD chooses to go forth with this plan, I will never stop fighting this. My family will never stop fighting this. And my neighbors and I believe all of what makes Austin great.
- I am unhappy to see that the only options presented to the public were the closing of neighborhood schools all around Austin's core. Our city has been working over the past several years to implement a revitalization plan that is working to attract many families into the downtown area. When my husband and I searched for a home ten years ago, at the top of our list was to get as close to South Austin's eclectic and small town culture as possible. Don't get me wrong, we love the smaller home that we were able to afford to get anywhere near this South Austin haven but that is not to say that there have not been many times that I visit my friends who left town for the suburbs and envy their large kitchens, bathrooms and closets. They can afford these things because they chose to leave the city. My daughter currently attends Cunningham elementary. This school has diversity and a PTA that is beginning to come together and rally for its school, neighborhood and its students. Closing these smaller schools will not ONLY impact the students who currently attend them,

it will ALSO impact schools like Cunningham who will be receiving more students to "fill" seats. In both first grade and second grade my daughter's classes have contained 21 -22 students. I think that her class is "full" enough. Why are we trying to pack in as many students as possible? (\$\$\$) I know that there is a budget crisis and that cuts must be made, I just do not believe that closing smaller, effective schools are the way to go. Austin stands for small and local businesses and it stands up for its communities. Leave these neighborhood schools to do what they have been doing for years which is building successful neighborhoods in the capitol city of Texas.

- I am upset that you offer proposals to close schools. I think the fact that most of the closures are in east Austin shows that you are picking on the minority population because they are less politically organized and have fewer political connections. I think it is unfair. I urge you to consider other options than closing schools in the inner parts of the city. As gas prices rise, Austinites will be forced to live more densely in the center of the city and having schools in the center will be necessary. Please look at other options to reduce costs, combined with a tax increase.
- I am vehemently opposed to the closing of most of these schools, primarily Barton Hills and Zilker. These schools are not operating under capacity. They are full of resident children and transfers. It might be a better idea to consider closing schools that are not successful. These schools help to keep property values up in the area west of Lamar and east of Mopac. My husband and I have closed over 1000 real estate transactions in the Austin area in the past 10 years. It is no secret that well performing, desirable schools keep property values up. There is

- good reason for all the transfers to these schools. There is good reason for the public outrage against closure. These schools do it right. You will not only affect the students and their families if you close these neighborhood schools, you will affect all the residents. I am a resident with no children at these schools. I am deeply concerned about the affect closure will have on property values and the cohesiveness of our community. This is out of line with city objectives and it is out of line with community interest.
- I am very against the closing of any of the proposed schools. The monies saved by such a decision are not significant in light of the entire budget. There are other ways to conserve such as closing the portables and making better use of building space. The merging of the schools would have serious negative consequences for students, teachers, staff, parents, and the neighborhood communities that are build around the schools. My children have attended both Zilker and Barton Hills and I have never seen more commitment on the part of teachers, parents and staff. The committee needs to understand that these decisions will hurt the fabric holds our community together. Don't close our schools.
- I am very much opposed to closing neighborhood schools, particularly those that are rated Exemplary or recognized academically. I believe this runs counter to the need to create density in Central Austin. I also don't believe that as much money will be saved by the closures as is currently budgeted, due to the accounting methods and assumptions used in the initial calculations. Please take seriously, the feedback of community members and taxpayers like myself in your considerations.

- I am writing as an Austin resident, taxpayer, parent, and city planner. The Task Force's recommendation to close central city high-performing schools is short-sighted for a number of reasons: Austin's population continues to grow and the district will need to accommodate the new students. The statistics used to inform the Task Force's recommendations were apparently out of date and didn't include recent data showing an increase in young children in the Zilker area, among others. There are five families on my block alone with babies who moved to the neighborhood so that they could send their children to Zilker Elementary School. The City of Austin is in the process of developing a Comprehensive Plan for the city, which envisions more people living in central-city areas. Closing highperforming central city schools will discourage families from moving to areas that are already well-served with city services if there aren't good schools in the area. Many AISD schools are under-performing. Closing high-performing schools undermines AISD's credibility and may encourage even more parents to send their children to private schools. Please consider these factors as recommendations move forward and don't support closing Zilker Elementary or other highperforming neighborhood schools.
- I am writing in reference to Recommendation 3.4 regarding the boundary change between Maplewood and Campbell Elementary Schools. As a parent of a Maplewood third grader, I am opposed to this change. Our school community is committed to working with AISD to find solutions that best meet the needs of our students, within the budget limitations the distict faces. I am opposed to this for the following reasons: This solution represents a short-term solution to the
- bigger issue of accomodating students in the nearby Mueller community. We have welcomed these families with open arms at Maplewood, but now families within the traditional Maplewood neighborhood will be sent to a different school as a result. Maplewood is one of the most racially balanced schools in the district and it is something we value strongly in our community. This change would displace many of our Latino students and Maplewood does not want to lose them. I am greatly concerned about our students' ability to cross Dean Keaton/Manor Road safely. This is a very busy street with limited visibility at times. It is simply not safe for elementary students to cross. In addition, I want to share that my son has epilepsy and a very noticeable speech impediment. The Maplewood staff has worked very, very hard to create an atmosphere that welcomes all students. I can honestly say that in the four years my son has attended Maplewood, he has never reported other students teasing or bullying him for his differences. My gratitude to the staff and students of Maplewood is beyond words and I want very much for my son to continue to be a part of this community. If the boundary changes, we will be one of the families transferred.
- I am writing in support of Becker Elementary. I transferred my daughter into that school for the Dual Language program & found an amazing school community. There are legion of involved & wonderful parents, a great old school building on the site of the original Bouldin homestead, an amazing green garden classroom that involves neighborhood volunteers, an energetic art teacher in a wonderful art house who applied for a grant & built a fantastic chicken coop to further the lessons about healthy food & the origins thereof that begin in the

- Green Garden. Not only is Becker amazing, but the word is spreading. Many people are applying for next year because they've heard of all that Becker has to offer in addition to the Dual Language program. Thank you for your time & hard work.
- I am writing in support of keeping Oak Springs and Pease Elementary Schools open. I appreciate the very difficult work of the task force but we need to think long and hard about the long term impact on Austin's low income population. I am also against closing Sanchez, Ortega, Brooke and Pearce but I know more about OS because my church, First Baptist, is an adopter of OS. Oak Springs is in a very low income population located across from the Booker T. Washington projects. OS administration and faculty have worked incredibly hard to bring up their standardized test scores and have had amazing results. One of the very important things about OS is its location and availability to the community it serves. Parents are able to get to school to work alongside faculty and faculty can get to the families in their environment. Children can easily stay after school for tutoring and enrichment programs and then walk home without being in dangerous gang-ridden neighborhoods or crossing light rail tracks. These children need our commitment, even if it means making the hard choice to spend money, our tax payers' money. I would much rather spend my money on these children and their care-givers who would otherwise get lost in the system then on children in middle class neighborhoods. Let the middle and upper middle class take the brunt of this loss of funding. They have cars, cell phones, email that they can use to transport their children and communicate with teachers and administration. Children at OS do not have these luxuries. They need extra compensation.
- Would we rather spend our money helping these families now or later when they are in jail or in the hospital? Pease Elementary is located very close to downtown and is a magnet school for downtown parents, many of whom are single and need this more convenient school location for their children. I also believe that the long history of Pease Elem. should be taken into account when making these decisions. Schools like Barton Hills and Zilker and probably other neighborhood schools would make more sense. Please not these downtown or low income schools. This is not where we need to be cutting our support. They need more support. I can't imagine how BT Washington or MLK, Jr. would feel about us thinking about closing Oak Springs and other low income schools.
- I am writing on behalf of Oak Springs Elementary. This school is a beacon in its neighborhood and has improved from one of the lowest performing AISD schools to achieving an Exemplary rating by the state of Texas in the spring of 2010. Because a majority of the families in the Oak Springs School community are at or below the poverty level with 98% on the free lunch program and over 75% of the families not owning a car, causing them to move to a school further away would be detrimental to the success these children have achieved so far. I am writing because I and my children have been volunteers at this school and seen the commitment of the teachers and appreciation of the families that others have cared to help their school. I am a member of First Baptist Church of Austin who has partnered with the school for many years and helped provide a school carnival, mentoring and hopefully a stable support group for the teachers and students and their families at this school. School is not just a building. In many places, as

in the rural ISD my children attend near Seguin, TX, school is the community. The Oak Springs neighborhood needs this school; it is community. These children have already seen the fruits of their success by achieving an Exemplary school rating. Many of them must have achieved individual successes that would not be possible but for the strength of the school they attend, in their neighborhood. Please reconsider and do NOT close Oak Springs Elementary. Who knows, many of tomorrows future leaders may be students at that school now. Let's give them every opportunity for success.

I am writing regarding the Facility Task Force proposed recommendation to close Pease Elementary. I appreciate the time and hard work that the Task Force has devoted to the facility review process, and I do understand that the district is facing a difficult financial situation, but closing Pease would not be in the long-term best interests of the district. The Task Force's report recommends that schools which are under enrolled or small be considered for closure. Pease is not under enrolled; the documents used by the Task Force show that Pease is currently enrolled at 85% of maximum capacity, which is within AISD's recommended range. Pease Elementary is an all transfer school, and has frequently had a waiting list for transfers, so it is reasonable to expect that enrollment could be increased if necessary. Pease is a small school, with a maximum capacity of 293, but this should be regarded as an asset rather than a problem. Many research studies have demonstrated that small schools improve student achievement. The positive effects of a small school environment have a particularly strong effect on students from economically disadvantaged households. A recent study, "A Review of Empirical Evidence about School Size Effects: A Policy Perspective" by Kenneth Leithwood and Doris Jantzi (Review of Educational Research Vol. 79, No. 1 (Mar., 2009), pp. 464-490) reviewed 57 studies conducted in the last twenty years on the effects of school size and found that "The weight of evidence provided by this research clearly favors smaller schools. Students who traditionally struggle at school and students from disadvantaged social and economic backgrounds are the major benefactors of smaller schools. Elementary schools with large proportions of such students should be limited in size to not more than about 300 students." With more than 60% of Austin ISD students coming from economically disadvantaged households, we should treasure our small schools, not threaten them with closure. Some have pointed out that there are twelve Exemplary elementary schools in Austin with student populations over 650 students, but you should also know that there are twelve Exemplary elementary schools in Austin with student populations under 500, and while only one of the Exemplary large elementary schools enrolls a majority of economically disadvantaged students, nine of the twelve smaller schools have more than fifty percent of their students from economically disadvantages households; seven of these schools have more than ninety percent of their students from lower-income households. Not every elementary school can be small, but as an alltransfer school, Pease offers children from all over Austin the benefits of a small school environment. This is one of the attractions that has helped make Pease one of the Austin's most ethnically, economically and geographically diverse schools. Small schools need not be expensive to operate.

Pease has low overall costs and low per-student costs. The Texas Comptroller of Public Accounts' FAST report awarded Pease five stars for providing high performance at an exceptionally low cost. Only one other school in Austin achieved a five star ranking. With its small size, Pease has no need of some of the extra support staff that raise costs at other schools. As an all-transfer school, Pease also has no transportation costs. When considered based on per-student cost, Pease is very cost-effective to operate. Closing Pease would mean sending students to other schools where the district would pay more to educate them. In many cases, the students displaced from Pease would contribute to overcrowding at their home schools. Although Pease is not a neighborhood school in the traditional sense, closing Pease would have a negative impact on the Austin community. Pease has long roots in the city, and even today is an important part of Austin's downtown community. With rising interest in living and working in Austin's urban core, this role will become even more important. Like many Pease parents, I work downtown. Downtown is where I spend most of my waking hours; having my son enrolled at Pease allows me to be far more involved in his education than would be possible if he were enrolled in his home school. In one of the task force meetings last fall, I heard someone speak about "Something cool at every school." This is a wonderful idea, not least because it recognizes that there is not one model that works for every student. To be successful for all its students, AISD needs to continue to offer options to families. For children who need a small-school environment to thrive, for parents who work downtown and don't want to be forced to choose between supporting a child's education and

- keeping a job, for those who value history or diversity, Pease is ideal. Pease offers an exceptional education at an exceptionally low price. Pease is worth keeping.
- I am writing to ask you not to close Oak Springs Elementary. There are many excellent reasons to keep it open. Most of the families do not have cars making it difficult to get the children to school not to mention get the parents to attend evening or weekend events (Parent participation). If they take school buses (which is not cheap and should be added to the Task Force proposal), that knocks them out of after school programs which also includes tutoring. After school tutoring is one of the reasons that Oak Springs has gone from one of the lowest performing AISD schools to getting an Exemplary rating by the state of Texas spring 2010. I thought that was our goal. There are more unique challenges that the Oak Springs families and faculty deal with on a regular basis but instead of more statistics, I would like to say something about the children. Have you really considered the emotional trauma these children will experience if you yank them out of their familiar and safe learning environment that they have come to know and love? Don't make it about the money, I'll pay more school taxes, make it about the children.
- I am writing to express my adamant disapproval of the proposed closings of elementary schools in Austin. To try to balance the budget on the backs of the most vulnerable children in the city is a very poor idea. I think that unintended consequences such as lower property values, lack of trust in the school district and therefore lack of support for projects are being ignored. In the case of Pease Elementary, an historic, diverse, Exemplary school, closing it would fly in the face of

- stated goals for Austin downtown. I urge the task force to recommend against these closings.
- I am writing to express my strong conviction that Zilker Elementary School should not be closed. I encourage you to make this recommendation to the AISD Board of Trustees for the following reasons: Enrollment projections do not appear to take into account the baby boom in Zilker neighborhood. Closing successful center-city schools will have a negative impact on property values and could cause long-term economic challenges for South Central Austin neighborhoods. Crossing Lamar Boulevard by foot or bike is dangerous and the railroad crossing poses additional risks. Bus service will be needed. Shutting down neighborhood schools should be a measure of last resort. Closing an economically and ethnically diverse school with a strong record of academic achievement is short-sighted. And it angers highly motivated tax payers, parents, and voters. Zilker is at 114% capacity. If a school is to be closed, it should be an under-utilized one. Unlike many center-city schools, Zilker has ample land to build permanent classroom additions and accommodate future population growth. AISD has recently invested millions of my bond money to improve the Zilker campus, including new technology, a state-of-the-art library, new bathrooms, roofing, HVAC improvements, and a new playscape. And I noticed Barton Hills was recently re-roofed. Clearly you people have no idea what's happening. What else are you mismanaging? Zilker is situated next to a top city park; students have some of the best opportunities in the city for outdoor recreation and physical education. Given recent investments and Zilker's ample physical space, the school should be updated or expanded, not
- closed. Please work to ensure that Zilker Elementary remains open.
- I am writing to express my strong feelings that all neighborhood schools be left open in Austin. High performing schools in the inner city are a necessary part of sustainability. Please reference the City of Austin's long term growth plan to encourage growth in the urban core and discourage suburban sprawl. The facilities task force's proposal to close nine urban schools is in direction opposition to the future health of our city and the mission of AISD itself. As a parent of a Zilker Elementary student in her third year I am shocked at the very idea of closing such a stellar program. I have had the unique experience of watching my daughter and my step-daughter, both first graders, attend two different "Exemplary" schools. While my step-daughter's school, Boone Elementary, has been rated Exemplary or recognized it is an entirely different experience to the child. What is "Exemplary" to me about Zilker has more to do with the values held be the community as a whole than academic performance. The facility has a lot to do with that. In fact the building and structures at Boone practically prevent a healthy community from forming. Parents are not encouraged to enter the school. People use the drivethru style driveway to drop off their kids and never enter the building. They don't meet the parents of their children's classmates. They don't make a personal contact with their child's teacher every day. There is no chit chat in the hallway. There is no life on the playground after school. At Zilker almost every parent walks their child to into the classroom every day, usually twice a day. In that kind of environment community is something that just happens. People become each other's

support network. Zilker is not just about academic performance it's about community. I firmly believe that what makes a school great is simple. It's all about what is happening at that school. It's not curriculum. It's not money. It's not the teachers. It's not the parents. It's not the kids. It's everything. It's everything that happens at that school. When a school is thriving like Zilker you cannot ignore that factor when choosing where to cut the budget. If you are going to close schools, at least come up with a strategic plan that includes quality of education. Explain why that is the best decision for our children's education. It may be a good decision for the budget, but the budget is not the point. There are plenty of schools you could close, 79 in fact. Explain to us why you chose ours over the others. Your facility improvement index is not factual. Have you seen our school? It's beautiful. It's one of the most well kept and artistically updated campuses in Austin. Until last year I was a single mom working for a nonprofit. I made very little money. My daughter and I were on food stamps. I lived in a small apartment in this neighborhood specifically so my daughter could attend to Zilker. I may have been a low-income parent, but I am an intelligent progressive thinker who knows the value of a good education. Zilker attracts people like me, people who can see past TAKS scores and statistics, people who want their children to grow up in a loving environment that will encourage them to bloom into free-thinking individuals. I have lived all over Texas. Everyone in my family is a public school teacher, all my parents, all my grandparents, and all of my aunts and uncles. I attended five different elementary schools, two junior high schools, and two high schools. I know a good school when I see one. I have also seen

once great schools fall apart because of law suits. I beg you to take another look at what you are proposing. Closing Zilker will not save you any money, but it will cost our children, our city, our parents, and AISD greatly. It will herald the beginning of Austin spiraling downward into the darkness of the recession. I do not look forward to having to move out of the neighborhood or pay for private school. I am not very familiar with the other eight schools, but I have no doubt they are just as essential to the health of their neighborhoods as Zilker is to ours. Thank you for considering my comments. I urge you to find another solution. At the very least, give us time to find one for you that includes current and correct information as well as a strategic plan to preserve our children's educational quality.

I am writing to give my input on the two options listed in the notes I read from the task force's meeting number 15. I am concerned with proposals 2.2A vs 2.2B which were compared at this meeting. As an Austin ISD employee, I feel that the most significant of the criteria being considered have to do with cost (i.e. operating cost). Considering the budget crisis anticipated in Austin schools, I am concerned that moving area 395A to Boone will not be cost effective. Whereas some money will be saved when students are not bussed to Cowan for elementary school, this is not the case for high school. The distance from my house to Bowie is exactly half the dinstance as my house to Crocket. I am concerned that this change to 395A would actually incur greater expense to the district. Of course, I am also concerned about community impact. Allowing 395A students to stay at Cowan allows Cowan to continue to operate under current conditions where Cowan has earned its Exemplary status. As Dr. Carstarphen wrote in

- her blog last year, it is the best kept secret in Austin. Also, not moving this small number of students in 395A from Cowan to Boone will have a smaller impact on Boone which will likely be receiving a large population increase proposed in option 2.2A. Please consider omitting PA 395A and option 2.1 from the 2.2B proposal. Thank you.
- I am writing to question the metrics used to determine closure of schools. Looking at the report "Building Summaries," "savings" includes wish list items categorized under "Educational Adequacy" and "Functional Equity." "Educational Adequacy" is defined in the study as "support for programs, learning environment, security and supervision and instructional aides." "Functional Equity" is described as addressing "Libraries, Gyms, and Cafeterias against current ed specs; developed as combination of additions, renovations and reconfigurations." These are broken down as low priority (3, 4, & 5) in the study, as they should be. Though one wonders why, in a budget crisis, one would bother to include "wish lists" at all--and especially to include them in the final figures that will determine the closure of high-performing, award-winning schools. Zilker, for example, is listed as needing \$3,773,105 in "priority 5" repairs (grandfathered items), the majority of which is not mechanical or electrical or plumbing or anything that sounds scary, just "other." This makes me wonder what went into this calculation. Library renovations? Cafeteria reconfiguration? These things are considered in a budget crisis? It begs the question: Are these numbers accurate or inflated? Transparency is key. If the board goes forward with this plan, and I hope for many reasons beyond my writing here

- that they do not, the group needs to provide the citizens with much more detailed data.
- I am writing to request that AISD consider keeping Oak Springs Elementary open as it is an important lighthouse to its students and neighborhood. Of note are the following: Oak Springs changed from one of the lowest performing AISD schools to achieving an Exemplary rating by the state of Texas in the spring of 2010. An estimated 75% of the families attending this school. Closing it would present increased travel expenses for the families and for AISD. Those unable to ride would be required to walk up to 1.5 miles (to the proposed Blackshear school) and through areas that the Austin Police Dept has identified as having high gang activity, drug dealing and prostitution. These children and families deserve stability. Studies show that children in low income homes succeed best in smaller classrooms and smaller environments. The faculty, staff and volunteers at Oak Springs are dedicated and increasingly involved in this community. Closing this school would send the wrong message and potentially dial-back progress that has been years in the making. Because of the transportation hardships most Oak Springs families face, the lingering negative effect of past school closures in this neighborhood and the need for stability for low income children and families, Oak Springs Elementary is the best option for children and families living in the Booker T. Washington Housing Project and the rest of the Oak Springs neighborhood.
- I am writing to support Becker Elementary, an urban neighborhood school, and its Dual Language program.

- I am writing to that I can add my voice to those of concerned parents from all over Austin. While the closing of any school is never wanted, there are several reasons why the closing of Zilker, in particular, does not make sense. I am writing this as a parent of a student that currently attends Zilker but also as someone who specifically moved into Zilker Elementary's district so my daughter could attend school there. Frankly, I don't even know how to begin to address how wrong that decision would be so I will just list them without adding too much detail, as I'm sure you will get that detail from others. 1. Uprooting so many students and moving them to schools that are that are not desirable, in my opinion, just doesn't make sense. My daughter could attend Becker by using her father's address but a decision was made that I would find a place to live that was within Zilker's boundaries because we didn't want her attending Becker. I'm sure many in the Becker district who send their kids to Zilker feel the same. 2. Many, many students are able to walk or bike to Zilker. This would be impossible if students are moved to Becker or Dawson. Having to bus or parents driving students has many faults, including the level of traffic this would create around Becker. The only routes to Becker from the Zilker area involve railroad crossings at Oltorf and Mary Street. Waiting for a train, as is often the case, would cause many, many tardies. 3. Zilker is a wonderful, communityoriented, highly-rated school. It would be impossible to replicate the love and warmth that envelope this school. This school is a very important reason as to why people buy in the Zilker neighborhood. A family that I know were set to close on a house in the Zilker area but did not based on the chance that Zilker Elementary may close. People will move. Or move their
- kids to private schools or charter schools. There are a lot of younger kids in the neighborhood that hope to go to Zilker. 4. Zilker is economically and ethnically diverse and it succeeds at celebrating that. Please visit these schools so that you have visuals as to the set up and you will certainly see that Becker is not capable, both building-wise and road-wise, to handle hundreds of more students. Visit Zilker and see what a wonderful school it is and how closing it stops the heart of this wonderful neighborhood. Please explore other ways to make up for the budget shortfall including selling the administrative offices on 6th street, advertising on buses, selling other AISD properties, etc. Please consider our children and their education and the upheaval and detrimental effect this will have on them. Thank you very much.
- I am writing to voice my objection to the boundary change recommendation for Maplewood and Campbell Elementary Schools. While on paper this might seem to the task force to be a simple way to even enrollment numbers, the boundary redraw does not take in account several factors directly related to the strength and viability of both schools and both neighborhoods. Firstly, it should be acknowledged that Manor Road serves as a boundary for several historic neighborhoods on both sides. It is a very busy road with a large commercial corridor, one that is not easily or safely crossed by elementary school students. Children in the French Place neighborhood who can currently walk on low traffic streets, with sidewalks, through a residential neighborhood to reach Maplewood could no longer walk to school. This is counter to the city's desire to be "green" and support non-vehicular forms of transport. Secondly, the French Place neighborhood is a part of the larger

Cherrywood neighborhood and has strong historical and cultural ties to the Maplewood school. Lastly, Maplewood Elementary has a long history of having engaged and involved parents who seek to support all of our students in pursuit of the shared values and principles associated with neighborhood schools. Please do not rob us of our agency in solving the perceived enrollment problems ourselves. The number of students transferring in to Maplewood is quite high. Why can't we keep our boundaries intact and freeze transfers as other central Austin schools have done?

- Relocate the AISD offices. Bond initiatives to build schools
 where we need them. If schools must be closed, then take
 time to make sure they are well under-populated, and
 academically ineffective.
- I am writing with feedback on Recommendation 3.4 regarding the boundary change between the Maplewood and Campbell campuses. This recommendation addresses a very specific piece of larger issues affecting the communities of east/northeast Austin, and does not take into account conversations that have already started amongst the neighborhoods and schools involved. As there is no budgetary savings associated with this boundary re-draw, and no immediate need to reassign students (neither campus mentioned is currently over enrolled or under enrolled), I respectfully request that you remove the recommendation from the task force list and allow our experienced neighborhood communities to continue our progress towards a proactive solution that takes into account the larger needs of the area. As a parent of a Maplewood student who would be directly impacted by the boundary redraw I am also concerned about how the redraw will

- undermine our school and community's efforts to create safe walkable routes to school. The redraw would necessitate the students cross Manor Road or Dean Keaton--both busy streets. Further, by taking away the JJ Seabrook and Towerview neighborhoods from the Maplewood population the student body will lose a large segment of its Hispanic population. Maplewood is a model campus in terms of ethnic diversity, with ratios close to 30% Caucasian, 30% Hispanic and 30% African American. We should be honoring that incredible multicultural mix, not undermining it.
- I am writing with feedback regarding the proposed boundary redraw for the attendance zones of Maplewood and Campbell Elementaries. Please remove this redraw from your list of recommendations as it is a band-aid fix for larger East Austin issues, issues for which our neighborhoods are currently developing collaborative solutions. We recognize that these issues are complex and in working with the Campbell school community, the Maplewood community can propose a solution that takes into account the larger context of the issues.
- I appreciate that the Task Force has been put in an impossible position by a State that seems to put education dead last. Still, I think there must be another way to resolve this than closing schools. Furthermore, I find it ironic that I pay \$3000 a year in school taxes and you're closing my son's school.
- I appreciate the difficulty of the task you are undertaking. Any
 cuts will be painful. I do not see any mention of cutting
 administrative positions. I think that should be on the table. I
 am especially concerned about will happen to class size for kids
 who attend the merged schools? What about special ed

programs? My kids did not attend Zilker, but I know that has an excellent special ed program, something which our own home school sorely lacked. It appears as though the plan is only taking into consideration the condition and utilization of the physical plant of each campus. What about the schools' academic performances? We've already had closures and threatened closures of underperforming schools -- including Webb MS, one of the schools which is now supposed to receive transferred students. What happens in the future in those situations? Some of the schools named for closure in your report have achieved Exemplary or commended ratings. My kids attend neither Akins nor Crockett, but I notice that having some Akins kids reassigned to Crockett is one of the options. Crockett has a reputation as one of the worst high schools in the district. What about merging Zilker and Barton Hills, and Becker and Dawson? The issue of crossing Lamar wouldn't be there, and both schools are geographically very close together. Finally, while noting again the monumental difficulty of trying to deal with this enormous budget shortfall, and as a taxpayer who is about near the breaking point, I am nevertheless also a parent who sees nothing in this report about education, only about shuffling bodies and buildings. I do recognize that the reality is that some schools will have to close, and no one is going to be happy about it. But I would suggest you go back and offer more details as to the advantages and disadvantages of each proposed merger, and that we see something more about what's going to happen to the kids as far as class size, instructional quality, and programs like special ed.

 I appreciate the hard work that AISD has done in the past two years, making dramatic budget cuts without yet directly impacting the classroom experience and program offerings. I hope beyond hope that a wide range of creative solutions can still be considered that might save substantial money without having to close any neighborhood schools. It is clear that we will need every seat in the district in the not-too-distant future and it conflicts with the city's strategic growth plans to shift from neighborhood schools to substantially larger schools. I started a community website where AISD parents, teachers, administrators, staff, and any concerned Austinites can share, discuss, and collectively rank ideas that could help to keep all our schools open: http://www.saveaisdschools.org/ I hope AISD and the task force will monitor (and contribute to.) this effort. So far. the most popular ideas are. http://www.saveaisdschools.org/sell-the-aisd-hq

http://www.saveaisdschools.org/make-aisd-administration-a-virtual-company http://www.saveaisdschools.org/lease-or-sell-tony-burger-center ...but voting is very active right now and the ranks have changed many time over since the site was launched just about 24 hours ago. I also just want to add that as a parent in the two-way dual-language pilot program that I am quite concerned that, after asking me to sign a five-year commitment to the program, it appears as though AISD may not consider itself under the same commitment. I am especially concerned that the currently proposed closures and consolidations would flood Becker with native English speakers and affect the school's ability to maintain a true two-way DL program, where native English and Spanish speakers are represented almost equally. Thanks for all your hard work and continuing consideration on this very difficult issue.

- I appreciate the idea of hub transportation for Magnet school bus riders, but there are some of us who do not live walking distance to an elementary or middle school. Truthfully, on the way to school I do not see this as much of a problem as the schools begin early enough that most people can drop off their children at a hub on the way to work or before. After school is another situation entirely. Both my children attend Magnet schools. We do not live within walking distance of any AISD school (we are just beyond 2 miles to the closest walking school and at 2 miles to another, but the children would have to walk along 2222 to get there, and cross it - which is not a viable solution). We would not send the children to Magnet schools if the home schools were brought up to the level of education as a Magnet, and this would also resolve the transportation issue, but maybe not the cost issues. Please continue to offer transportation to Magnet schools as is. Many thanks for your consideration.
- I appreciate the Task Forces efforts on our behalf. There are problems that need to be solved and we all, as a community have a right and obligation to work together to discover the best solutions and see that they are implemented. My daughter went through Barton Hills and I am so grateful it was there for us. A small neighborhood school really allows for parent involvement and greater support. I realize that Zilker and Barton Hills are in close proximity to one another. Isn't it possible to consolidate these two schools populations so that we could still benefit from a neighborhood school? As I look at the other schools on the chopping block, they are mostly downtown. I am not sure it is wise to get rid of all the downtown schools, that instantly knocks out families as part of

- the central community and that is a bad idea. I know we need to make changes, but let's not have it be only about dollars, let's let it also make sense to the future of Austin. Thank you for your time and effort on our behalf.
- I appreciate your time and consideration of all the options. I know this is a difficult task. My daughter is currently at Brentwood Elementary and I would be interested in hearing more about adding a sixth grade to that elementary, eliminating one year from Lamar Middle. I find that to be an interesting and equitable solution. We have lived in Austin since 1995. We have made many lifestyle choices that support our personal philosophy to live simply. That is why we live on one income, in a small house, in a central neighborhood. Please do not close Brentwood Elementary and force us to home school or leave Austin altogether.
 - l ask that you please consider the following points when debating the closure of Oak Springs Elementary: 1. This school was traditionally one of the lowest performing schools. In 2010 they attained an Exemplary rating by AISD. The teachers, parents, mentors, students, and community were all behind this success. To reward them by closing the doors would only derail their energy and dedication in striving to be the best they can be. 2. The thought of these children trying to walk to school through a gang infested, prostitute ridden area known for drug dealing and usage is chilling. Not to mention how unsafe the railroad tracks are. 3. How would these students and their families be able to attend after school programs, tutoring, evening programs and Saturday School? As I understand it there are only 20% 25% of the Oak Springs families that have transportation. 4. Where is the up side to

closing this school? Is it to save money? Saving children from a life of poverty, drugs, and nothingness is far more important. The consequences could be permanently damaging not only to these families but to the community and the city as a whole. Thank you for your consideration.

- I attend a church which has partnered with Oak Springs Elementary for the past 8 years. I have had the opportunity to watch as that school and the surrounding community came together for the betterment of the students. We helped host the first carnival which was the first time many of the parents had ever set foot on the campus. You know the demographics and the strides this school has made better than I do. These kids are doing so well, why talk of closing it and destroying all that hard work? Wouldn't it be much better to look into selling the expensive property on 6th street (which doesn't even work well for its purpose). Having grown up in Austin (attending BrykerWoods Elementary), I believe that it is important to keep neighborhood schools open and that a smaller environment works best for the majority of students.
- I attended last evening's meeting at the Tony Burger Center. I was moved, enlightened and inspired and I left with a lot of hope. I do not support you closing any of the schools mentioned in your proposal and here is why: When I think back to my education, I do not think about the facility as much as I think about the people and the community in which I learned. I did move around a lot and I thrived in the environment that best met my needs socially and emotionally-the environment that took my needs to heart--if I was supported and safe and listened to in my environment, I learned more easily and was more comfortable. I believe the

social factors and negative social impact need to be seriously considered. Here are some points that support what Zilker Elementary as well as all the other small community schools are successfully doing: 1. Self-determination: Local people are in the best position to identify community needs and wants. Parents, as children's first and most important teachers, have both a right and a responsibility to be involved in their children's education. 2. Self-help: People are best served when their capacity to help themselves is encouraged and enhanced. When people assume ever-increasing responsibility for their own well being, they acquire independence rather than dependence. 3. Leadership Development: The identification, development, and use of the leadership capacities of local citizens are prerequisites for ongoing self-help and community improvement efforts. 4. Localization: Services, programs, events, and other community involvement opportunities that are brought closest to where people live have the greatest potential for a high level of public participation. Whenever possible, these activities should be decentralized to locations of easy public access. 5. Integrated Delivery of Services: Organizations and agencies that operate for the public good can use their limited resources, meet their own goals, and better serve the public by establishing close working relationships with other organizations and agencies with related purposes. 6. Maximum Use of Resources: The physical, financial, and human resources of every community should be interconnected and used to their fullest if the diverse needs and interests of the community are to be met. Inclusiveness: The segregation or isolation of people by age, income, sex, race, ethnicity, religion, or other factors inhibits

the full development of the community. Community programs, activities, and services, should involve the broadest possible cross section of community residents. 8. Responsiveness: Public institutions have a responsibility to develop programs and services that respond to the continually changing needs and interests of their constituents. 9. Lifelong Learning: Learning begins at birth and continues until death. Formal and informal learning opportunities should be available to residents of all ages in a wide variety of community settings. I would also like to send some very important points to you about several suggestions on the table: not including transfer students and leaving out the costs to run new schools. You must consider each school's academic achievement. It's simply wrong to close eight Exemplary inner city schools. The Zilker Rationale FCI's (option 4.4B) are skewed. In our analysis, Zilker only has \$800,000 in high priority items, which is in the same range as neighboring schools. The option 4.4 B's impact of only 513 students is wrong. This will impact the entire populations of Zilker - 536, Barton Hills - 329, Becker is projected to be at capacity, 524, next year because of its dual language program and Dawson - 505; Total impact is really 1894 students. The 4.4 B Advantages section is wrong. Transfer Projections for Becker show that it will be at capacity next year without the additional Barton Hills students. Where will you cram all these students? They simply will not fit. The Zilker Campus is not subject to the strict environmental regulations of the SOS ordinance, but rather subject to the Town Lake Watershed Ordinance which allows 40% impervious cover. Maintain Zilker's vertical alignment to O. Henry and Austin High. If you change it to Fulmore and Travis High our property values will decrease,

meaning less tax money for the district. These school closings will have a negative economic impact on our City and drive families who want a good education out of the inner city. As a taxpayer, millions of our money has been used to renovate and improve the very schools you want to close. To close them will waste all those tax dollars. As reported by KXAN news, to close these nine schools will add only 11 million to the budget. That's not enough to justify the huge impact this will have on our city. Sell the CAC and get the 11 million there. Lease Johnston to the Eastside Prep Academy. Sell the Baker Center. Accept advertising on school buses for revenue. Have SXSW, ACL fest and Formula 1 contribute to AISD's budget. Those are all real options. Please keep our central neighborhood schools open in order to support the strength that exists in these communities for the future. I am a Zilker parent, homeowner and taxpayer as well as a concerned person for all of the children, teachers and parents impacted by this unacceptable proposal. Thank you for your time in reviewing this.

• I attended the Berger Center meeting last Thursday and was disappointed to not hear more options presented to the task force to help address the budget shortfall. I am happy that the recommendations to the board are not complete as of yet and would like the following scenario to be considered during the final recommendation development phase. Regarding the closure of Zilker and Barton Hills, it seems it would be best to close either Barton Hills or Zilker, but not both. Both schools support a very large area of homes on the west side of Lamar. Both are considered excellent schools and I think the children and parents in these two neighborhoods would be well served being consolidated into one school in the collective

neighborhood vs. having to be merged into schools on the opposite side of Lamar. Right now I think everyone is focused on not losing any schools vs. the best alternative to maintain at least one neighborhood school and being able contribute some savings to help address the budget challenges. This option would also mitigate the decline in property value concern covered at the meeting by both neighborhoods. Additionally, the merging of these two schools would address the large number of transfers in each school and would allow the two neighborhoods to better utilize a school for folks that live in the neighborhoods vs. for those who do not. I think it is best to still maintain a neighborhood school on the west side of Lamar that can serve this large area.

I attended the Community Meeting last night and I am quite frankly outraged by these short-sighted decisions based on old data and limited criteria. Austin is in danger of being destroyed by suburban sprawl and the closure and realignment of these schools goes against all efforts to reverse that trend. Middleincome families, my own included, will decide where to live based on the quality of and distance to a neighborhood school. Hundreds of families have moved into the Barton Hills and Zilker neighborhoods specifically so that their children could attend one of these Exemplary public schools. For more than a hundred years (combined) these two schools have been the anchor and heart of our communities. Closing them based on outdated projections of enrollment and models of "efficiency" would be a bad decision, particularly as the consultants own data shows that the new school would be over capacity within 5 years. I also don't think that the solution of moving them to Becker is workable from a traffic and parking standpoint -- not

- only will walking/busing/driving Zilker and Barton Hills kids to Becker be costly and create safety risks, but the neighborhood streets around Becker are not prepared for that volume of traffic 2X day. Neither school is in dire need of capital improvements, and the cost savings of \$11 million to close 8 schools is simply not enough to justify this decision. Trim 1.5% from your operating budget and use money from your next bond election if needed for the priority upgrades, but come up with more creative solutions that don't destroy the neighborhoods that represent the best of Austin. Otherwise many of us will leave in search of better schools, thereby perpetuating the cycle of sprawl.
- I attended the meeting at Burger Center last night (Thursday). I appreciated receiving information about the budget crisis that AISD faces, and am not unsympathetic. I also appreciate the volunteerism of the Task Force. I would like to share my thoughts as a parent who has just undergone a large change, moving from a larger school in the suburbs so that my children will be able to attend Barton Hills Elementary. Families are moving to this neighborhood with the expectation that they will be able to send their children to this Exemplary school. If you are choosing to close this school because of the condition of the facility, why would you send our students to a much older school? We are over capacity, educating almost double the number of students as that listed as capacity for the building. If there is a problem with how the facility is being run, I ask that you address the problem not close the school. I feel that there is a lack of transparency. Is there some other issue or criteria that are not being shared? I have looked carefully at the data but it doesn't point to this solution. I also echo the

- many requests that you have received to please look at current data on enrollment patterns and the population of our neighborhood. If you are going to portray this is a data-driven decision, you need to have accurate information.
- I attended the meeting tonight at the Burger Center in support of my neighborhood which was proposed to moving students from Cowan Elementary to Boone Elementary. While I'm not completely opposed to moving to Boone Elementary, I am opposed to the tracking proposition of Boone to Crockett High School. We live very close to Bowie High School and always thought our kids would go to Bowie. I understand the transportation cost of using buses for Cowan when we live walking distance to Boone and I agree that that would help to save money. But as we stated in the meeting tonight, the transportation costs would still be there if you have to bus our kids to Crockett High. My proposition is to go through with the move to Boone but keep us with Bowie and therefore saving transportation costs on both Boone and Bowie since our neighborhood is within 2 miles of both schools. I want to do my part in helping all of the schools here in Austin and I'm willing to give up Cowan for Bowie. I realize our request is minor in comparison with others whose schools face being closed but I feel that we can all meet halfway to come to a solution for all of us. We fought tonight to keep our kids in Cowan but I've changed my mind and only want for our kids to track to Bowie High, regardless of where they go for elementary and middle school.
- I beg of you not to do this. Maybe make the successful schools bigger but don't eliminate something that is producing success.

- I believe AISD should vote down the Task Force's current options/proposal to close 9 Austin schools. For a start the data is inaccurate because transfers are not included, so the report has no foundation. If you include the transfers, you will find that these schools are not being underutilized, but are in fact at capacity. These schools attract transfers because they are good. Parents either move into the school's neighborhood to get their children in the school or apply through the transfer process. In fact, people even move to Austin for these types of schools. Parents love small schools because they have proven to work better than larger schools and are still proving to do so, as in the case of these schools. Closing schools should be a last option, but closing good schools should never be an option. Let's work on getting Governor Perry to accept the \$830 million of federal education money that he turned down so we can keep these schools. They have an important symbiotic relationship with their neighborhoods and the children in them are thriving. Please don't pass these closures, they will have a long term negative effect on Austin and that doesn't seem like a smart way to fix a short term deficit.
- I believe closing Zilker and Barton Hills elementary would be huge mistakes. These are schools that are not only Exemplary (and few in AISD are), but they truly root this neighborhood. As a licensed real estate agent who specializes in central properties for over 15 years, the number of families that move to this neighborhood specifically for these 2 schools is much higher than in most central neighborhoods. You're actually speaking to one; I just bought a lot where I'm building a new home right behind Zilker so my 3.5 year old daughter could

- attend there in a few years, it was the main reason for us to move there.
- I believe it's critical that you take the time to meet with a task force from each school slated for possible closure. We should be allowed to vet your data and present our own in a less ambiguous fashion. I have two children at Zilker and live blocks from the school. In the 10 years I've owned my home, I've seen this neighborhood grow and fill with so many young families- and each year we've been at Zilker the school has been filled more and more with Zilker zoned kids. This alone seems to logically lead to the gradual native filling of Zilker and its surrounding schools, Barton hills and Becker, all of which are thriving family-centric communities. Listen to the mayor, we want to build and strengthen our central city schools to encourage this growth. Our neighborhood committee is in the process of taking a street-by-street survey of incoming kindergarteners to prove what we think is a rapidly growing neighborhood, not one 'in decline' as your data shows. Also, the Zilker facility itself is not in immediate need of all the repairs that went into the data you're using. We have new bathrooms that were just built using bond money we fought for, we have a brand new playscape, and our portables should be counted. We have ample space for growth and a community of parents committed to maintenance and beautification. Both Barton Hills and Zilker should be used as examples of how to 'do public school right', not closed down or punished for a political motive of needing to show the city that you're willing to close down a school west of 35. Please take the time to review the data and meet with our school's own task force.
- I believe some schools should be closed if the school district determines that it is necessary. Other schools with overcrowding, such as Doss and Murchison, need new facilities to handle their increasing student population. I do not think we need to build a new elementary school in the NW area to alleviate these overcrowding issues; instead I believe the current facilities need to be expanded. I do not like the idea of eliminating boundary lines for high schools.
- I believe that closing any of the schools is a bad idea based on the growth of central Austin and the young families that have and are moving here. I also want to speak in support of Becker Elementary and the dual language program at the school. When we first moved into the neighborhood years ago you were considering closing Becker. Now it is thriving a Superior school. The number of transfer applicants is expected to exceed the capacity for the DL program. Our son, who was born after we moved into the Boudlin Creek / Becker District, will be attending Becker and the DL program this fall. Our daughter will follow the next year, provided it is still open.
- I believe that closing two high performing, strong community oriented schools such as Zilker and Barton Hills is a terrible mistake. I think it would be much more effective to close low performing schools and integrate those populations into schools that have clearly demonstrated that they know what they are doing.
- I believe that Oak Springs Elementary school is an important educational facility in AISD. It would be a mistake to close it for financial reasons. Oak Ridge Elementary school achieved as Exemplary rating just this past spring. The children that attend Oak Springs Elementary would be forced to commute through

- a dangerous neighborhood if they were forced to go to Blackshear Elementary School. It is absolutely not in their best to close this school.
- I believe that since I don't have kids that I shouldn't have to pay taxes to someone else's kids , when these kids dress the way they do and think the way they do, learn how to skip school , tell the teachers off, and beat up gay children. I'd like to bring this up as well, I believe, that since gay people cannot speak out in schools and that you all don't want to talk about it, this is a factor in all kids life that are hiding the fact they cannot speak to anyone it is like been tight up in prison and since they have nowhere to go they turning to drugs and to killing themselves and some cannot even think because they are scared that they are going to be found out. I just wish this would be brought out as well because this kids need help as well use the money wise and bring in studies about this matter and see where it can go and we can save lives and families from destroying their lives.
- I believe that some possible ways of saving money that would not affect students as adversely. First of all we could start school later in the year when the buildings don't cost as much to maintain. Also we could sell some of the prime real estate such as the downtown office. Also regarding Maplewood, we could get rid of fifth grade since Kealing is not over crowded and thus reduce student numbers.
- I believe that the district needs to look at boundary changes for our neighborhood schools. Especially in the downtown and surrounding areas. This could help alleviate space in schools that are overcrowded such as Linder. Dawson Elementary and perhaps other schools around us would benefit from this and

- families would be able to attend a school closer to their own homes. Neighborhood schools are important to our community. Especially for our parents that do not have vehicles and have to walk to school.
- I believe that the information used by the task force in deciding to close these elementary schools, many of which are Exemplary, was flawed from the beginning. Attendance projections, where are the transfer numbers? Barton Hills is currently at 138% capacity, how can that be considered underutilized? I believe you have to factor in transfers as open school choice is a current AISD policy, and consider why people are lining up to transfer their kids to Zilker, Barton Hills, etc. These schools are working, and closing them due to some faulty numbers makes no sense. Is AISD considering ending the transfer option for all students across the district? That's what precedent is being set with this decision to not count these transfer students in existing and projected numbers. Saving money at existing campuses. We don't need all of the recommended capital costs, that's more of a wish list to do in prosperous times, and counting those as long-term savings to the district in justification of closing the school is wrong. And the idea of closing portables in savings is crazy when you look at just how many schools in the district use them. They work, we are fine with them, and they help us provide Exemplary educations to the hundreds of children who come to our schools every year. Safe Routes to School; the safety of our children is also a primary concern in factoring in the closure of many of these schools. Sending the children who are at Barton Hills and Zilker over to Becker would mean that all of these children would have to cross South Lamar during prime traffic,

as well as the train tracks, to walk along major neighborhood arterial roads with no sidewalks on their way to Becker. And because many of these students live within the two-mile radius that would exempt them from bussing, that's either forcing them to walk these unsafe routes or increasing individual traffic into an already extremely congested neighborhood school with narrow, one-way streets and only on-street parking for administration and staff. Vertical alignment; I have yet to see a determination yet on what would happen to the Barton Hills and Zilker children who will be moved to Becker. Becker tracks to Fulmore MS and Travis HS, Barton Hills and Zilker track to O'Henry MS and Austin HS. The two options do not compare equally from an educational standpoint, and many families are extremely concerned about the longer-term impact of this issue as well. We need this question answered. Property Taxes; I think the task force and the district ignores this issue at its peril. Barton Hills and Zilker Elementaries are one of the top reasons that families are moving into this neighborhood at record pace (all of these new families are certainly not considered in current population projections) and what keep our property values higher than in other parts of Austin. Closing these schools will mean dropping property values, which will result in decreased taxes paid into the district's coffers. I believe you'll also see flight out of these areas as well as families take their children (and their tax dollars) to other nearby school districts where the value of education and the well-being of our children is top priority. Other solutions; I was heartened to see that from the last set of Task Force Meeting minutes some attention is finally being paid to looking at non-school closures. These should have been the first considerations being considered by the task force, and presented to the community, and every option available that involved non-school closures/selling or leasing existing property/consolidation of staff into underutilized spaces should be exhausted before even one school is closed. This is a school district and the primary focus should be on the children. I was saddened to see that only 25 task force members attended the Community Meeting at Burger Center, and noted a similar small number at Delco. To the task force members who chose not to attend I say this: The proposals you are making have life-long impacts on the children of these nine schools, please respect us enough to come out and hear our voices. I challenge every one of the 72 task force members to visit each of these campuses, walk through the halls and tell me that they are under-utilized. You will see that they are thriving, vital communities that are central to the long term success of the district and the city. AISD even recognized this in 2009 when Trustee Mark Williams signed Resolution No. 20090312-021, along with the mayor and a county judge, which specifically vowed to protect neighborhood schools. I implore you to keep this promise. I know the task forces members are all volunteers, and I respect the time and serious efforts you have committed to this process. I also know you are under a lot of pressure from the district as they face huge budget shortfalls. Thank you for your consideration of my opinions and the thousands of others you will undoubtedly be hearing/reading as this process moves forward.

 I believe that the school closures could lead to overcrowding at the receiving campuses and that costs for expanding classrooms and facilities must absolutely be included in this budget. I have watched my daughter's school expand over four years from accepting transfers to well over 100% for the past two years. The facilities need expansion and repair/upkeep rather that a new school being built. I do not agree that neighborhood boundaries should be done away with. It is the community around the school that makes business and other partners able to participate in various ways. Also the PTA is strong because of the community of parents who are easily able to get to the school for meetings. I do believe that a certain % of space should be allotted to magnet type transfers in at each High School and that will require some budget allowance to Expand and improve current school facilities which would be much less costly than building and staffing a new school.

I believe the best use of our money is for students to receive their education at their local elementary schools. I have reviewed the Task Force Plans and feel that in the long run their ideas will cost the district more than they are paying at this time. It seems to me that the district has other levels of waste that can be looked at more closely: benchmark testing copies, copies to parents that could be shared electronically, the downtown office, school lunch programs, pre-k could open up some of their space for tuition paying families, even increasing class sizes by two students would help to offset the cost that already are in play. It is disturbing to me that the district would use the students and their families as a political weight to get rid of Robin Hood. When parents get involved in their child's education and feel welcomed in a local schoolthey are more likely to stay involved. You are not thinking this through and it is embarrassing as a teacher of this district to be

- working for a district that does not care about the students individually but only care about the bottom line.
- I believe the closures and reassignments are painful but necessary and very helpful to the budget crisis. However, the north/northwest schools are extremely overcrowded and there is a lack of land for building the N/NW schools promised in a previous bond. We need to vote to re-allocate the funds to benefit these over-crowded, overly efficient schools. The best option would be to shut down all transfers to these schools and use the bond money to add on to the existing schools, such as Doss Elementary and Murchison MS to name a few, to relieve the over-crowding.
- I believe the plan to close Barton Hills and Zilker Elementaries is fundamentally flawed. These are excellent, full, thriving schools that the District should continue to support. Furthermore, Becker Elementary, where most of these students would be rerouted to, is not a viable option. While I understand that small schools are not feasible to build in today's world, the reality is that these are core city neighborhoods where there is no space nearby where all the students can be accommodated and so keeping the schools as is likely the best option. Becker is fundamentally a flawed choice because of its location in relation to where the children are and the limited acreage the school sits on. Students from Barton Hills and Zilker, many of whom live within "walking distance" would need to cross a busy 5 lane highway (S. Lamar), walk on Mary Street without sidewalks and cross the railroad tracks before getting to a safe path for the last few blocks. The district would need to provide several crossing guards to make this crossing safe (which the numbers show

were not budgeted for). Additionally, several children who do not currently walk to school would be in a bus zone (dollars for these buses were also not in the presented budget). Given the distance and the safety of the route, several parents would opt to drive their students to Becker. These cars and the additional buses would result in large transportation problems in the neighborhood around Becker, which has narrow streets and a parking shortage. Additionally, the district and the city would need to work together to change the timing of traffic lights and the flow of traffic to ensure that the children could get across Lamar in a timely manner. Secondly, while the building at Becker is large enough for more students, the grounds are not. The school has beautiful gardens and nice playscapes, but there is not enough outdoor running space for a school of 550 students. Many studies show exercise during the school day is essential for healthy minds. It is inexcusable that AISD would remove these children from schools with tracks and playing fields and put them in this small area. Additionally, the grounds do not provide for any parking. Given that parking is scarce in the neighborhood; parental involvement in the school would be more difficult. The only viable option to closing Barton Hills, would be to combine it with Zilker at the current Zilker School. But, this would cause the loss of transfers and might cause neighborhood overcrowding issues in the years to come. I understand that small schools are, in general, expensive to operate, but in the situation of the urban core, small schools are the reality. I implore you to investigate options that are safe and healthy for the students and that won't destroy neighborhoods. Before making any further recommendations, please look at all the numbers (current

- census results for student numbers, use of portables, transportation costs of moving neighborhood kids, cost per pupil in the schools being examined, neighborhood/city costs for altering of traffic patterns, etc) and consider creative alternatives (sharing of principals, teacher-leaders, parental volunteers, etc).
- I believe the plan to close Zilker & Barton Hills elementary schools is an extremely short-sighted solution to the district's pressing budget woes. The recommendation itself even states that if students are moved to Becker, that school will experience overcrowding in 5 years. The Exemplary ratings both these schools have received have not been factored into this recommendation, and it seems foolish in a time where quality public education is on the demise to close these campuses. The plan to close these campuses runs directly counter to the city's goal of fostering central-city schools that help develop a sense of community. Their closure would adversely affect the neighborhood, which in recent years has become a magnet for young families drawn by the prospect of having their children attend these schools. It would also affect the children who currently attend both schools, as they will be forced to travel a longer distance across busy thoroughfares to a school that appears not well equipped to handle the increase in traffic. It pretty much precludes the idea of walking or biking to school, which is a benefit many of our current students and parents (me included) enjoy. I believe that a quality education, the kind of which these two schools provide, is a priceless asset to our community. Although I realize the district's need to save money and address the coming budget crisis, I am unconvinced that the estimated savings achieved by closing these two

- campuses is accurate. I have heard some dispute with regard to the figures, and I believe the recommendations to be one-dimensional as they do not factor in the effects on the children, the community and the overall educational system. I hope the task force will reconsider their recommendations based upon the input they receive from the community and explore other options for addressing the budget shortfall.
- I can appreciate the hard look and work being done to reduce a budget. I see that every year in my position at work as well and have to help make the hard decisions on what to cut to achieve the greatest savings. I am new to AISD this year and was previously at LISD. I have a child that is only in the first and another younger one at home so I have many ahead of me at AISD. I am in the customer service field and find it extremely difficult to please all parties and try to make decision that at beneficial to both the customer and the company. I am someone that and appreciate the challenges you all face. You should know that AISD is often called the Austin Correctional System. I am fearful of your middle schools and hear horror stories directly from the teachers. I don't need to talk to you all about child development and the critical years; you all know this as it is your business. You want to rezone my child who is enrolled at a school that is Exemplary to one that is not even Recognized. Yes, I have a major issue with that. If you must move my child, move them to a school that is an Equal or tell me more directly the plan to improve the schools ratings within a year. Get rid of the empty buildings, central departments, and focus on the education. I could stand behind more of these decisions better if I knew exactly how, after all the cuts; you were going to improve the quality of education in

- all AISD schools. My future right now is seriously contemplating moving out of AISD within a few years.
- I cannot be sure that the info I've read is correct, but I read that 33% of Zilker's current enrollment are transfers. Well, the argument that this is a "neighborhood" school is certainly weakened by that fact. I have no doubt that it's a great school, but I also have no doubt that those same students and parents will take that "greatness" with them wherever they attend school. I guess what I'm saying is that I don't understand the talk over Zilker that I see on the news. If it is a better option to put those students in one of the (very nearby) other schools, then that sounds good.
- I cannot believe that schools in the City of Austin should close due to a "downturn" in the economy. Remember that budgets are formulated with the idea that things will be cut; therefore, they are calculated with a pie in the sky attitude by each area so that they may get as great a share as possible. The idea of cutting services to the children of Austin is deplorable. Whether it would be Zilker or Oak Springs is not the only question. Why would AISD propose to cut EXEMPLARY schools, especially ones that have only recently gone from low achieving to Exemplary? Oak Springs in particular has a high student population living below poverty level and students have a family life far from perfect; yet Oak Springs, through the work of faculty, parents, and citizens of Austin, have created an environment for learning, tutoring, success. Why would the Task Force even consider closing such a school? How much would it cost to bus these children to another school, an amount which should be considered in the "cost"? I urge AISD to reconsider the "task" of the Task Force. It is my

- opinion that the school district has overspent (wrongly spent) for years and is using this "downturn" as an excuse for continued unnecessary spending and overt taxation.
- I cannot believe that you would even begin to consider closing Zilker Elementary School. Have you seen the place? Have you seen the happy children that actually walk to and from school in a neighborhood that appreciates the children and the school? I live on Bluebonnet a few blocks away from the school so I see it several times a day. Do you have any idea how often I hear the happy noise of children echoing in the distance? The happy noises of children running and playing on a real playground next to an actual functioning community park, I have lived in many Austin neighborhoods and I know that Zilker is a rare gem of a place. Why would you seek to dismantle a school that is clearly not broken? What do you plan to do with the buildings and land? Will you move staff offices there? Are you going to sell it to developers? None of this makes any sense at all.
- I can't imagine that closings so many Exemplary neighborhood schools in Austin will benefit anything but AISD's bottom line. AISD is not the maker of some sort of easily replicated commodity, where you could shut down one factory and pick up equally good (or bad) manufacturing elsewhere and by others. The schools have worked long and hard for their ratings, for their community cohesion, and their communities have worked hard for them. And the idea of "mothballing" schools is ridiculous. Can you imagine families, in serach of a new home, choosing to go to a neighborhood that has no schools? I think Barton Hills and Zilker Elem. in particular have led the demographic shifts that those areas have seen. Don't
- you remember when S. Lamar appeared like a seedy, scary rundown thoroughfare? The change in demographics in this area has driven the revitalization in those areas. This is a huge and hard decision to make. I don't envy your position. But i do implore you to at least slow down enough to gather the most current 2010 Census information before making such a decision. My background is in marketing and related research, and stale data is the death of ANY reserach project you are doing. It is worth waiting a month or 2 for the newer Census data. Please consider alternatives such as selling the W. 5th property and the AISD property in the Travis Country subdivision. Also, look at applying a "peanut butter spread" of cost cuts across many AISD campuses, not just ones that are small in population. These schools are Exemplary for a reason. It feels very much like public input is an afterthought, perhaps a necessary evil. And you don't have my support. Our society has my support, and that's why I am sticking up for these great schools.
- I can't stress enough how vital these schools are to their communities. The impact on children needs to be the biggest consideration here. When measuring the impact on children you need to count the transfer students in that number. Whether you are allowed to consider them of not, they will be affected. At Thursday's meeting, one parent brought forth a slew of great fund raising ideas for AISD. My favorite was advertising on school busses. What a great idea. Obviously they will need to be family friendly, but that shouldn't be hard to do. I would also like to suggest asking each school to find money in their own budgets to give up. Anywhere from \$1 to \$20 per student should free up quite a bit of funds. Wealthier

schools can choose to give up more than those in less economically advantaged areas. I don't think cutting Teacher's salaries is a viable option. Our wonderful teachers are already underpaid and some end up using their own money for classroom supplies. Please, don't even consider that an option. Thank you for your service to AISD. We all know you are volunteers and have worked very hard on this. I appreciate you listening to our pleas and suggestions.

I completely agree with the idea of consolidating some schools. My children all went to a very large elementary school, Casis, and size was not an issue in the quality of their education. The important part is to keep class size small. The idea of closing some schools but putting school construction on the table is ludicrous, though. In lean times, you need to make what you have work for you. I do not support full day pre-school or Kindergarten (I do not support a public pre-school option at all, for any amount of the day), but perhaps one of the smaller elementary schools could be used to house preschool/Kindergarten from a greater geographical area, while other grades are consolidated in another school. Looking ahead, Austin appears to be growing and selling our property does not seem to be a good idea when we will have to expand at some point. Purchasing land and structures will only cost more and more. We need to retain our real property and try to lease or rent it until we need again. Keep in mind that, some valuable sources of help (parental, community) will be less available as kids are moved from their immediate neighborhoods. And, I return to a suggestion I submitted earlier, eliminate in-house bus service. This can be contracted out to CapMetro (similar to UT's contract) for elementary-aged kids and older kids can get a "bus card" like we used to get in the 'olden' days. Really, your focus should be to make it through this lean time by cutting essentials with the idea of bringing the extras back when revenues go up again. The essential is to limit class size, so students get the attention they need from a teacher.

- I completely disagree with closing two Exemplary elementary schools in central Austin for myriad of reasons. It runs against everything the city of Austin has been trying to accomplish (an urban dense core vs suburban sprawl, walking/biking vs single occupancy vehicle use, quality public education in inner-city schools, etc. Both Zilker and Barton Hills received millions of dollars in renovations in the last 2 years. Including transfers, both schools serve over 100% of their capacity because people want to be there. The portable buildings are not temporary structures. They have been in place for more than 2 decades and have that settled-in home feel with gardens, art and eclectic paint jobs. It's not fair to "all of a sudden" stop counting them as classrooms.
- I completely disagree with the preliminary options for AISDs Facility Master Plan. Eight of the ten schools considered for closure were ranked Exemplary by the state last year. At least two of the affected schools, Barton Hills and Zilker, were not even recommended for closure by the efficiency study performed by the AISD Board's own paid consultant. The AISD Board, the City of Austin, and Travis County adopted a joint resolution just two years ago pledging to "continue support for neighborhood-based schools." Finally, of the 72 appointed members of the task force created to study this issue, not a single member is a stakeholder or representative of any of the

- schools now recommended for closure. Also, the population, budgetary, and other statistics used by AISD to justify this decision are incorrect or incomplete. Using 2000 census numbers, not counting transfer students, and relying on facilities assessments from more than two years ago are but a few examples. As for Barton Hills and Zilker Elementary students, did the Task Force even look at the dangerous route these students would have to take to walk to school? The mayor has already spoken out against these proposals, you have the public outraged, and you've wasted an enormous amount of taxpayer money. No one is in favor of closing Exemplary schools which lowers property taxes, hurts local businesses and most of all, disrupts the lives of our children.
- I currently go to the East Austin College Prep Academy. I would like you to consider supporting the proposal the East Austin College Prep presented at the community meetings to let us lease space at Eastside Memorial High School for our school. I like my school because there are other different kinds of things that we learn in our school. We have new programs in here and they are Service Learning that includes social issues. The other one is Globaloria and that is like doing game designs. We talk about things that happen in our community and how we can change them. We have teachers who care about us and we get to have fun. All of us at the school know that we are going to college and that we can be whatever we want to when we are older. If you support our proposal, then our school can grow, and more kids could have on what we do. If you support our proposal, maybe you wouldn't have to close some of the other schools; that way those other kids could stay at the schools they like too. Thank you for listening to me. (64)

- I disagree strongly with the option of closing central Austin schools especially Zilker. I think you used old census data because I know there are more young families and children in the neighborhood now, including mine. You should have considered the busy streets and railroad tracks the children would have to cross to go to Becker and Dawson. You should have included academic performance as a criterion.
- I disagree with closing Barton Hills and Zilker schools. Both schools are excellent and it would greatly affect the neighborhoods. I don't believe that many of the students from Barton Hills would choose to go to Becker. They would either move or go to private schools. Becker is an old school that does not have much of a playground. The students would not do as well coming from a small school to a much larger school. The property values of the homes in Barton Hills will go down because no one will want to buy in the neighborhood. Most people with children move into the neighborhood because of the school. Barton Hills' works on improving the commended performance on the TAKS test, not just passing the TAKS. Two schools could both be Exemplary, but look very different. Barton Hills has some of the highest commended performance on TAKS in Austin. Instruction looks different. The education of the students will be affected.
- I disagree with closing of any successful school (9 elementaries in central, south area on the list), especially when it seems that the task force has not properly accounted for transfer students.
- I do not advocate the closing of urban core schools to balance budgets, especially long standing neighborhood schools and schools that demonstrate what great, urban neighborhood

- school can be. I also do not advocate for changing the boundaries of Maplewood elementary to balance the capacity of the schools.
- I do not agree on the closure of schools. Ortega has been rated 9 out 10 and 5 out 5 stars, our Taks scores are awesome range from 93%-100% for each category. We have the greatest teachers you could ask for. PTA of the year. Our school rocks, we love our kids. Everyone puts the 200% from the students, teachers, principal, staff and parents. The proposal informs us that we have loose Ortega to go into Govalle, the rating and Task scores do not even match or come close to comparison. Our teachers are always there for the children, if they need tutoring, its early am and after school. How are the kids supposed to get to school early and stay late for tutoring? Buses, now we have to spend money on busing, drivers and fuel. How many buses will we need to bring ever child home safe? Will kids have to cross dangerous intersections to get to school and home? Springdale and Airport Blvd, what are you thinking of these kids walking to school and home? Look at the school ratings, the scores, re do the boundaries. Cut back on the days of school. Start the new school year 1 month later or end school month earlier. Cut back on the Administration staff, lease out the Admin bldg, move your Admin staff to the schools. My kids do not deserve to have their school shut down after we all have made the school and the reputation we have now.
- I do not agree with closing Exemplary schools and high performing schools as this is demoralizing to students and to neighborhoods. I agree with the Mayor that closing centrally located schools that are the heart of a community goes against

- what the city is trying build which is a thriving core. Looks at the students and the communities, not just the bottom line. Also, what about the overcrowded schools in other areas? Where are the plans to add to facilities and help reduce overcrowding instead of just shutting doors on school? I am very unimpressed that AISD has been sitting on 2004 bond money for 7 years "unable" to find a location for a new NW area elementary school. Voters should be alarmed at AISD's inability to provide adequate forward motion on these bond projects as this type of delay will result in voter's being unwilling to continue to fund future needs. I hope the district is working on adding to existing overcrowded facilities.
- I do not agree with the proposed plan for school closures and need much more information about the proposed plans before I will be satisfied with any level of this plan. Please see below for my arguments for Exemplary elementary schools that keep their classroom sizes down and teacher morale and support high. According to much research and state initiatives that could be read on the subject of elementary classrooms they should range in size from 13-17, which are the most ideal, with 20 students as the cap on how large a classroom should be. The state of Texas has legislation that requires there to be no more than 22 students in an elementary classroom and that averages out to 19 or so students per classroom. The way the law works now, as I understand it, is that if an elementary school needs to fill up a classroom larger than 22 they must submit a waiver (if they do not have enough teachers or classroom space). Although it is not perfect a waiver is nice since it will force administrators to really look into their student teacher ratios, test scores, teacher retention, etc.

There was an interesting article in "ConnectAmarillo.com" that gave some of the recent info above. There is a quote from republican, Dan Patrick, from Houston, he said that the 22 number was just pulled out of thin air- which is not true- and that there is not any research about classroom size in upper grades. I believe AISD should answer these surfacing questions about classroom size and how they expect students to learn basic, fundamental skills in a group size that is shown in numerous research studies to be too large. Elementary school is such an enormously important time and it sets the stage for a student's potential for success or failure in school. I believe that by the time a child finishes elementary school they have decided whether they can be a successful student or not and that is the primary determinant of whether they will be able to survive junior and high school. This self confidence in students is called academic self efficacy, the belief that if they try hard enough they can do something, and that kind of confident learner is what our schools should be focusing on. Schools can impact this student belief almost completely by keeping classroom size low and positive teacher support HIGH. Questions I believe should be addressed by AISD: 1. What will the classroom size look like when AISD closes down the proposed campuses? Will overcrowding in elementary classrooms be considered a problem due the law in Texas that classroom size should not exceed 22 students? 2. What are the consultant's credentials and expertise areas that worked up these school closure changes? Why did they pick so many schools that are Exemplary to close? What will happen to the teaching and administrative staff at these schools? How will teaching and administrative staff be bolstered at some of the failing schools that will be seeing the influx of new students? 3. Did the group of consultants come up with some alternative plans to closing schools? What would the costs be to transporting students from neighboring elementary school areas to the schools that are below capacity? Instead of overfilling already failing schools what about creating some programs to help students, who may not have support otherwise, to these Exemplary schools that have more space available? 4. What are the long term plans when the elementary schools that receive the influx of new students are beyond capacity in the next couple of years? How many years of failing elementary schools will need to ensue before a new plan is then developed? 5. How much does AISD intend or project it will need to spend to help remediate all the students who will slip through the cracks in proposed over filled elementary school classrooms who, in five to ten years from now, will not be able to read or do simple foundational mathematics? 6. How does AISD propose that a teacher can adequately teach, with excellence, a group of twenty-five or more students in grades kindergarten to fifth? Will there be paraprofessionals in all elementary classrooms to help with the number of students in each class? How much time will be delineated to each teacher to plan for lessons and parent partnering for this possible overload of students? 7. Why did AISD neglect to have alternative plans to the proposed school closures; give actual numbers of students that will be transferred to each school from the ones being closed and how that will effect classroom size at the new schools; and a map outlining new boundary lines for proposed changes included in their power point. How are parents supposed to adequately

provide feedback from a power point lacking so much essential information? 8. In the power point AISD lists our 65% level at or above basic reading ability for fourth grader as a sign that we are doing well because it is high compared to other states. What are the long-term projections or indications of how many of those students who are on the cusp of "basic" reading understanding fairing in junior high school? Are they graduating? Are they going on to high school or college? If these are unknown projections then AISD is trading student success to save money.

- I do not believe that any Austin schools should be closed. Neighborhood schools are the heart of our communities. I am especially concerned with the idea of closing schools with Exemplary ratings. Why close great schools where quality teaching occurs? I believe that decentralizing CAC is a better option. By selling that property, we could keep all the proposed schools open, and not affect student learning.
- I do not believe the task force has made a clear or compelling case for closure of Zilker Elementary School. In making its recommendation, the task force failed to take into account the core values of the Austin Independent School District, as adopted by the AISD Board of Trustees, which are a focus on children; excellence; integrity; respect; and health and safety. Focus on Children: The Zilker neighborhood has become a mecca for young families wanting to provide their children with an Exemplary education in an urban setting. Small schools work and it is incomprehensible for school closings to be recommended before administrator pay cuts or moving central offices are considered. Zilker's resurgence among young families ties in with the City of Austin's stated goal of
- encouraging core city development and with recent studies showing that members of Generation Y prefer to live in an urban setting within walking distance to amenities. Zilker is where the children are and will continue to be for some time in the future. Excellence: The task force recommendation to close Zilker was made without regard to academic performance of the school. It is rated Exemplary and has a long-standing reputation for academic quality. Integrity: The task force used inaccurate numbers.It ignored transfer students in calculations and in so doing underestimated the Zilker student population and the school's efficiency and capacity. The task force also understated the costs of consolidating Zilker with other schools: it did not include the cost to "mothball" Zilker; no reduction in AISD property tax revenue for the Zilker area after school closing; no cost for preparing Becker for the larger student population; and work on Zilker Elementary that can be easily postponed is included in savings estimates. Respect: The lack of transparency in the process and the short timelines for response show a real lack of respect for the community. Documents used in creating the recommendations should be released to the public immediately. Health and Safety: The task force ignored student safety in recommending that Zilker be closed. The recommendation to move students to Becker will require students to cross the major North-South thoroughfare of South Lamar Street and busy railroad tracks.
- I do not envy any of the decisions you have to make. It is extremely difficult to manage a business not knowing what income and expenses you may have due to shifting demographics and variable attendance and payments from the

state (i.e. \$45/day per child IF they are in attendance.) I am not familiar with the capacity calculations (whether they take the portables into account or not) but it seems that since there is an over capacity issue at almost half of the schools. Portables; 1. My view on portables is that they degrade the value and perception of education as temporary or cheap. They may be cheap to install, but their roll should be that of a temporary solution, 1-2 years. I don't know if any portables have ever been moved. 2. They cannot be cost effective long term if used as a permanent structure due to their low cost construction and poor energy efficiency. Attendance; per your attendance meter, the money is out there, if only we could get the students we are trying to serve to show up. If AISD had 100% attendance each year, the school district would receive \$50-\$60 million in additional state funding annually. Maybe it's time to charge parents the \$45 per day for their kids not coming to school. Pass the cost on to those who don't attend. 85% in high school is pathetic. Bonds; I am slightly perplexed at how over \$850 million is approved in bonds, to elevate crowding and update schools, but we are closing schools to save M&O of \$11 million and \$65 investment.

I do not feel that we need to shut down Exemplary schools period. What message does this send to other schools and more importantly to our community? AISD administration should instead set an example by trimming their operating budget. Here's how I suggest this be done. Close and sell or lease out prime real estate currently used for AISD administration and move those affected to our schools that have adequate space. Start with CAC and Baker. This sends a positive message to the schools and the community that we

- are all in this together. Once administrators have more of an actual stake in the schools, then we would be more willing to consider changes like the ones proposed by the task force. Really, when I learned that not one of the task force members had even visited our school until after this process started, I knew there was no way they could understand the importance our school plays in our community. Please do not punish small Exemplary schools for being small.
- I do not have a child at Pease, nor have I ever attended that school. I am a professor of political science at University of Michigan. For the past 18 months I was on academic leave in Austin, where I began volunteering at the Pease elementary chess club. What I have seen at Pease simply blows me away. Pease is a true community. The teachers, children, and administrative staff there love and care for one another. The school gets results. The students are blowing away their Science TAKS, participating in Shakespeare, celebrating May Day, and of course destroying all opponents they encounter on the chess board. In chess club, I interacted with wealthy students, homeless students, students dealing with profound disabilities, and tiny geniuses. All kinds of children find a home at Pease. This school should be held up as a model school in Austin and in the nation. In fact I have contemplated moving back to Austin in part so that my future child would be able to attend Pease. That children there are truly held to standards of academic excellence is enough, but the fact that they also get exposed to so much diversity, in the context of such deep respect and kindness, is success in every way. Pease did not become this kind of community by magic. It has benefited from the hard work over many years of parents, volunteers,

teachers, administrators, and principals. That hard work creates connections, webs, networks of implicit knowledge and experience that allow Pease to overcome obstacles in children's lives that are tremendous. I hope that Austin will not be so short-sighted as to destroy the community that has been supporting Pease excellence for so much of Austin's history. Pease is central to Austin's identity as a progressive, enlightened, civilized, and humane city for raising children. We need to replicate the conditions of Pease's success, not destroy the model from which we should all be learning.

- I do not support changing the Magnet School Busing schedule and routes. We need the neighborhood drop-offs to continue. If my children attended the neighborhood schools, they would be bused to the neighborhood drop offs. This would be the equivalent of cutting transportation for all students at all schools in implemented throughout the district. Magnet schools students and parents already bear extra costs to get to and from school in terms of time. Cutting Magnet school transportation will make it very difficult or impossible for many students to continue to attend, especially those on the lower end of the economic spectrum and those with parents/caregivers on fixed work schedules.
- I do not support closing small schools and am concerned that the cost of mothballing these schools and transitioning students to new schools is not being accounted for.
- I do not support the closing of any central Austin public schools. The data being used are out-of-date and do not take into account transfer students or the current use of portables to house large numbers of students. Given recent demographic

- trends and Austin's urban planning goals, closing schools makes no sense and does not align with the city's goals.
- I do not support the Facilities Master Plan for a number of reasons. Closing the schools in favor of leasing the property does not offset the cost of the facility repairs, maintenance and upkeep. Looking at this project from a dollars & sense point of view, while ignoring other intangibles like academic excellence, community participation, community impact, diversity, well-being of the children, future impacts is a narrow, ignorant point of view. This plan violates the AISD vision, strategies and mission statement that they have promised to community at large. Closing these schools reduces the number of Academic Exemplary schools in the AISD district by over 25%. Closing these schools means to close a State of Texas, City of Austin 135 year cultural, civic and community icon and historical landmark Pease Elementary. Closing these schools to save \$37 million in capital improvements in favor of building new schools at the cost of \$53 million is not a financially advantageous decision. Closing these schools does not favor the urban development that the City is working so hard to accomplish.
- I do not support the recommendation to close Zilker Elementary. 1. My children's safety would be in severe jeopardy when crossing Lamar and crossing the RR track. I looked very forward to walking children to school every day and this would not be feasible at the recommended schools. I am extremely concerned about the backlog of traffic across the tracks in the morning with all the cars attempting to navigate to school. I have nightmares about my children's bus being caught on the tracks. Or worse, when they are old enough to

bike to school, not paying attention across the tracks. Or worse yet, the temptation to play on the tracks on the way home would be great. If I drove my children to school, would we be counted tardy if the train made us late? 2. The message sent to the current and future residents of Austin is that they can choose between a mediocre urban education or an Exemplary suburban education. As long as the education is cheap, it doesn't matter the quality. AISD is encouraging families to move to the outlying areas where land is cheap instead of nurturing what's working in urban education. 3. Please include loss of property tax revenue from school closures in the data for your recommendations. My guess is that it's significant in our area where the home values are high and education is valued. When we face the gap in property tax revenue from closing the schools, will you look to close more Exemplary schools to cover that gap as well? It could be a slippery slope. 4. Please include information about which middle and high school our children will track to. When we purchased our home in 2006, I had visions of my children attending elementary, middle and high school with the same peers. We selected the Zilker neighborhood because it feeds a middle and high school we felt comfortable with. Travis Heights high school is not in our consideration set. 5. We selected our home based on the schools. We never thought that Zilker Elementary, an Exemplary school with such an amazing reputation would be considered for closure. I love my home, I love my neighborhood. I thought I would watch my children grow up in our home. Now, there's discussion of relocating, of private school and home school. These are costly options in these tough economic times. We will have to borrow

heavily to make them work, but will do so to avoid schools not of Zilker's caliber. And, the trust of AISD has been lost. If we chose another neighborhood (there is no neighborhood with the culture, uniqueness and location of Zilker) with an Exemplary school, would that one be next? 6. Zilker is Austin. There's no neighborhood like Zilker and there's no elementary like Zilker. It's weird, it's cool, and it's unique. You close Zilker and you've changed the face of Austin. Zilker neighborhood and elementary cannot be replicated anywhere. 7. Please include in your recommendation a report on the data not supporting the closure of either Becker or Dawson and those children attending the remaining school. (I do not support the closure of any school and know the parents in those neighborhoods are fighting to keep their schools, but I would rather see a 50% capacity unacceptable school closed rather than an Exemplary school with a waiting list a mile long.) 8. I would support a bond to keep Zilker Elementary open. Thank you for striving for excellence and making Austin one of the most desirable cities in the country. Let's keep it that way.

- I don't support neighbor school closings and I do not want to see Dawson closed or changed since it is a successful, thriving neighborhood school that went from acceptable to Exemplary in only three years and that this school services mainly low income Hispanic families in South Austin. Please support Dawson Elem.
- I don't believe that the reason behind the decision to close
 Ortega Elementary is sufficient. I don't believe that the profit
 the city can make off of the sale is moral at all. My step-son
 previously went to a school located in P.I.S.D and had many
 problems. Since we moved him to Ortega, his progress has

been so much better. His grades have raised, his attitude towards school has gotten better, he actually likes going to school and loves his teacher. She is the best teacher he has had vet. I don't think that they city or A.I.S.D has their best interest in the children of our future. If the closing of Ortega happens it will almost make it impossible for other parents to take their kids to a new school out of distance from east Austin. It's already bad enough that the people who do pay taxes and have been paying them since before the city even thought of condos in the east Austin have to struggle with the taxes rising to get them out of their homes is just horrible of you people whom are pushing the closing of the school. I know that one person's opinion may not count or matter but for those of you who are not struggling to find a decent school for their kids would not appreciate if this dramatic change were to occur with your children. I have struggled for months to even find it possible to find a decent rate for a home on a monthly basis to keep my step-son in this school, so for parents like us to go thru drastic measures to keep a roof over our heads in east Austin and make certain sacrifices to keep our kids attending the good school; would simply be inhumane. I am sure that many parents would have the same argument.

I don't believe the impact to the neighborhoods, surrounding property values, other direct costs to implement the proposed plan and the impact to the children and schools that have achieved high academic standing have appropriately been considered. Dealing with the budget shortfall by attempting to fix it all by closing schools is shortsighted and in my opinion not in the best interest of Austin, its citizens and is negligent. Let's go knock on Gov. Perry's door and ask why we he can't accept

- federal funding. All he has to do is agree to spend it on education. The Austin portion of that funding would go a long way to fixing our problem.
- I don't have any more children in AISD, but I feel that the cuts need to be in the administrative area including the superintendant. It hard enough to get the children to school for different reasons and now you want to close them because it will save the district money? Well, what about saving the children's education? This plan needs to really be thought out better. Closing schools will just overcrowd others. How ironic most of the schools you are trying to close have a high % of minorities.
- I don't have children. I have no sentimental attachment to Barton Hills or Zilker elementaries but I work in educational research at the University of Texas. And I am vehemently opposed to closing these elementary schools. I hope your filter includes the following: (1) Use current demographic data. I live in Barton Hills and this is a growing, thriving neighborhood. New businesses are opening up along S. Lamar. Older residents are being replaced by young families. On my street alone, toddlers are suddenly everywhere. (2) The proposal notes overcrowding as an issue in just 5 years. I predict sooner, given the number of small children in our neighborhood that weren't counted. Don't use our kids and our tax dollars as part of some short-term experiment. (3) Historically, when a neighborhood school closes, property values drop 10%. Do the math. That is a lot of lost revenue for AISD. Take this into the equation. It's one reason that non-parents and businesses are against this proposal. (4) Closing Zilker, 1 of only 5 Blue Ribbon schools in the district (top 6%) sends the message that academics aren't

important. (5) AISD can't afford this proposal. Transportation costs will increase. Elementary school kids can't cross S. Lamar. You will have more busing. Plus, will you have crossing guards on S. Lamar? Can you imagine the traffic nightmare? Plus, the first kid hit by a car will launch a wildly expensive lawsuit. Even merging Barton Hills & Zilker and merging Becker & Dawson makes more sense. (6) Voter-approved bond funds: just a couple of years ago \$4 million in improvements were made using taxpayer funds at both schools. (7) If transfer students aren't counted, where are they in the equation? Thank you so very much for being open to other input. Please use more info than facility costs in your algorithm.

- I don't see that the Task Force seriously considered other cost saving measures, such as selling its 6th St. headquarters or cutting administrative salaries. The financial costs do not remotely justify the educational and social costs. The proposed closures are a permanent measure to address a temporary problem.
- I don't think AISD should close a school that is educating students as well as Ortega is.
- I don't think closing good schools like Zilker Elem and Barton Hills Elem will help anyone. I also don't understand the concept of closing an under populated school like Joslin Elem. and moving the kids into other area schools, which will ultimately overpopulate other schools. I think young kids benefit from being in a smaller school and too many kids/classrooms /portables confuses and overwhelms young kids. I also don't like the re-drawing of boundary lines every year. I moved to my current location so that my child would be in line to go to Cowan Elem, then Bailey Middle school, then Bowie HS. Now

that the lines have been re-drawn, my child will go from Cowan, to Covington, to Akins. I'm not happy with that. I think that the boundary lines should stay the same from year-toyear. If a school gets overpopulated, then I think that instead of re-drawing boundary lines, the particular school that is overpopulated should not allow any new students to come into the school, regardless of where they live. I think they should have to go to the next closest school and if that school is overpopulated than the next closest school should be chosen and so on. I looked long and hard to find an elem. school that would be a good choice for my children. If I can do that, then surely there would be a way to look up which schools are less populated and people would need to choose less populated schools when looking to move to a new area. That way, they don't move close to a school that is already overpopulated and new students are not introduced to a school that already has too many kids.

- I don't think that closing a school down is going to help the budget crisis. Closing a school is taking the education away from all the children that go there. The kids need to have a good start with a good education. Don't close Ortega.
- I don't think that closing a school is going to help the budget crisis. Closing a school is taking the education away from all the children that go there. The kids need to have a good start with a good education. Don't close Ortega.
- I don't understand why all the cuts seem to be at the expense
 of "rubber on the road" functioning of the District. Closing
 schools (high performing, urban schools), is contrary to
 Austin's city persona. I know you were contracted from Ohio,
 but Austin is different from other cities where you have likely

served. There is a strong mindset of local/small/neighborhood in the urban core of the city. We are a city center with virtually no chain restaurants (other than some fast food) and our city nature is to support local businesses. Neighborhood schools serve as hubs are most importantly; keep the city dwellers in the public school system. There aren't many private choices, but with closure of urban small schools, I think you will see flight out of the district but parents no longer given the option of excellent local schools. Also, the availability of transportation to Magnet Schools is very important. The beauty of those schools is their diversity. I have children at Kealing and the afternoon transportation is essential to our family. The morning busses leave so early that they are less of a viable option for our whole neighborhood, but if there was a reasonable pick up time (7am) at our hub/local elementary school, I know of 12 kids who would be using a morning bus service as well. Lastly, I find it inconceivable that you have not offered cuts to administrative costs as a first stroke in cuts. Expect a surprisingly major fight on your hands regarding keeping local elementary schools open and serving their communities. I will be involved in that fight as well.

• I don't understand why closing central Austin neighborhood schools and building new schools are even on the same agenda. Perhaps I just don't fully get this process, but it seems like a "no-brainer". Why not fill the schools we do have, rather than spend more money building new schools? Many schools on the closure list would likely not be as under-enrolled if the neighborhood populations were actually sending their children to their neighborhood schools. AISD's transfer policy is, in my opinion, damaging to neighborhood schools. There are

reasons for transfers, but there are far more valid reasons for parent involvement and community ownership of a neighborhood school. If AISD blocked out-of-neighborhood transfers, they would have a much clearer picture of how (and where) students were being served. I realize the transfer issue doesn't take into account schools like Zilker, Barton Hills, and Pease, which unlike the others seem to have a high 'transfer in' rate. You know maybe in these cases, the issue deserves a second look and consolidation or boundary changes are warranted. But the bottom line is, most citizens and community leaders agree, closing schools is bad for neighborhoods and should only, only be done as an absolute last resort. An issue that I've seen consistently raised and tabled by AISD is the prospect of relocating AISD's administrative offices. I find it exceedingly difficult to believe that the value of the AISD offices located on west 6th is insignificant. Relocation is costly and inconvenient, but if it could save schools and neighborhoods from school closures, and if it could help prevent the displacement of AISD students. I can't think of any reason (other than the difficulty and inconvenience of relocating) that AISD could possibly *need* such a centrally located and high-value property.

 I feel AISD should consider selling the CAC bldg as well as the Baker Cntr. They should consider campuses that currently house other depts to close & repurpose. Schools that are performing well & are doing what they should be doing should be left alone. AISD should not be wasting money on research that doesn't help their situation rather just takes \$ and has no clear goals.

- I feel Doss, Murchison and Anderson all need to be remodeled.
 The buildings are very old, dated and in need of repair. They have not been updated since my husband was in school there in the seventies.
- I feel it is important to use the neighborhood schools. There
 has got to be a way to consolidate Zilker and Barton Hills
 without closing them both. Neighborhood schools are vital to
 their community and neighborhoods. They keep traffic down
 as well.
- I feel Joslin ES had very little notice to react to this proposal.
 Barton Hills and Zilker had very public displays of support in
 the media giving Joslin families an unfair advantage. I believe
 bigger problems will be created with over populating other
 schools. We should look into other options of redistricting and
 include north of Ben White and additional families on the west
 side of S. Lamar Blvd. Thank you for your interest.
- I feel saddened by the task forces decision/efforts to close these wonderful schools. The complete disregard for the long term effects that this will have on all nine communities is completely horrifying. The individuals who are working towards the closure of these wonderful, successful schools will be known, forever for tearing apart Austin's history.
- I feel strongly about the decision to not close the recommended neighborhood schools. While we all understand the need for budget cuts, this action would be devastating for all the families in those communities and in Austin. Not only would this affect their ability to attend their own neighborhood schools and for those parents to be involved in their community, but this would also impact the surrounding schools and neighborhoods negatively. We, in the Northwest

- area already face challenges in trying to accommodate all the children in our expanding neighborhood. Closing surrounding schools would mean transferring these children to an already overcrowded school where we have been forced to add more and more portable buildings. This is not the ideal learning situation for children. We, in Austin, should be able to provide the most basic tool for learning which just what a comfortable learning environment is. No child should be made to feel that they are being squeezed into school and placed without concern.
- I feel that the preliminary options presented will harm the level of education provided to students. The suggestion of closing two outstanding schools, Zilker and Barton Hills, does not register as the most prudent option. Both those schools have an excellent track record. Both these schools have figured out a model (class size, teaching environment, neighborhood involvement, etc.) that works, to uproot that model and substitute another that is not proven is putting our children's education at risk.
- I feel that the proposal to close Barton Hills and Zilker Elementaries is a punishment to schools that work in neighborhoods that need them. People transfer their kids to these schools because they are high-functioning, successful schools. Closing these schools will drive down property values in these neighborhoods, which will result in lower tax revenues for the district. Others have pointed out the likely traffic and safety problems associated with moving kids to Becker and Dawson. It's also worth noting that Zilker and Barton Hills have roomy green campuses, while Becker has much less green space and much less inviting green space. Kids walk and bike to

- Barton Hills and Zilker, healthy practices that would have to be abandoned if they go to school on the other side of the train tracks and Lamar. I think the task force has a hard job, but this proposal has way more downsides than upsides.
- I feel that the task force is asking people to make recommendations without providing some significant key data such as M&O costs and other core foundational data to evaluate this model and to provide useful feedback. Also, the focus of the task force and the guidelines under which it makes very significant policy recommendations is done in a way which is inconsistent with the stated Governance Policy laid down by the Board of Trustees, namely that of working towards the academic success of the community student body. In fact this recommendation appears to purposefully ignore academic quality and to make recommendations without obvious alternative and explanation which seem to destroy extremely successful programs. Lastly, public feedback should have occurred much earlier in the process in order to constructive advice and comments to have a real effect. At this time, the AISD leadership appears to have already accepted the results of this report and is using it to construct policy. This behavior on the part of both AISD executive staff and the task force is also counter to the stated policies of the Trustees and a significant breach of contract with the citizens and taxpayers residing inside AISD.
- I feel that there are other options such as selling the property on 6th street and leasing out or selling properties that are not being utilized such a profound way as our schools. We will have no problem welcoming the AISD staff into our schools once the properties are sold. Our schools succeed because of

- the size. Kids from all grade levels know each other. Kids from all grades know all of the parents and staff. We are a family who open armed welcome all who join us. There truly are no kids left behind because it is impossible for any child to get lost in the mix. Please look into these other options before closing schools. It has already been on the news that private schools are getting piles of applications. You will turn this city into a city like New Orleans where all "good" kids go to private school and all "less fortunate" kids go to the undesired public schools. You have to look at what impact this decision will have on the future of Austin.
- I find the Task Force's proposal to close Barton Hills Elementary (BHE) deeply flawed. The assertion that BHE is too costly to operate is contradicted by AISD's own data which show that BHE currently operates at 90% of the per pupil cost of all elementary students while maintaining an Exemplary rating. In fact, BHE costs less to operate on a per student basis than Gullet, Travis Heights, and 37 other elementary schools. Rewarding outstanding fiscal and academic performance by school closure sends a chilling message to all of AISD's parents, students, and employees. In addition, the simplistic conclusion of this Task Force pays no heed to the real impact on this neighborhood and this community and flies in the face of the City of Austin's larger goal of maintaining and encouraging a vibrant urban inner core. Families will no longer seek out neighborhoods like Barton Hills, which today is very much in demand, when parents have to ship their kids to another neighborhood for schooling. The cost avoidance expected through the closure of BHE is not compensation enough for the dislocation suffered by these real families and this real

- community. To preserve excellence in education and protect a vital core community, I urge the Board of Trustees of AISD to reject the proposal to close Barton Hills Elementary and find necessary cost savings elsewhere in AISD's \$800+M operating budget.
- I first recommend the following: 1. Scrap everything and start from scratch. 2. Include transfer students into the equation, include them in the school population numbers where they are enrolled and in the numbers when discussing relocating students as well as the impact on schools throughout the district. 3. Use current census data that accurately represents the population/demographics of the neighborhoods as they are today and not 11 years ago 4. Please do not include in the recommendations the construction of a new school on the fringes of town if schools are recommended to be closed. 5. For an immediate influx of cash I recommend: 1. Calling this a rainy day and getting some cash from the Rainy Day Fund. 2. Sale of the AISD land tract located in Travis Country 3. Sale or lease of Central office. To quickly save some money, I suggest: 1. Reduce the AISD landscaping budget. I have heard it is in excess of \$80,000,000. 2. Stop giving bonuses to AISD employees until the budget is back on track. 3. Instate a salary cut across the board of 5% for all AISD employees that earn in excess of \$100K/yr. and an 8%-10% cut for those earning \$200K+. If the schools have to tighten their belts, so do the administrators. 4. Consider solar power for the schools. This will yield a long term savings and possible rebates. Potential District Wide and long term savings: 1. Consider amending the school calendar to include approximately five extra vacation days per school year. This may help reduce the costs of
- substitute teachers and may help increase attendance a little (increased attendance brings in money). This could also reduce operating costs, especially if done during high HVAC usage times. This would also reduce the costs of the ESY program during the summer months as the summer would be 5 days less. The budget shortfall for the district should be carried by the district, not just by 9 schools. Time for the rainy day fund. If schools in the district must close, it should be those that would already be considered for closure because of low performance. Exemplary schools need to be kept open. Moving both sets of students across Lamar to Becker & Dawson makes no sense. If these schools must be affected and possibly closed, it only makes sense to close one on each side of Lamar, not two on one side, is a transportation nightmare and a foolish decision. The Task Force should not be taking the brunt of the public's anger. Recommending new facility construction concurrently with recommending 9 schools for potential closure is ridiculous. Figure out a way to utilize school buildings during the summer months, lease to a summer camp or something to bring in some money.
- I have a concern "Hub transportation plan to magnet schools".

 "Hub" will work for morning bus and maybe for late bus since the bus times are off work time. But it will not work for afternoon (return home) bus. We are working parents and most of us will not be able to leave work at 3:30pm or 4:30pm to drive to a nearby school to pick up our kids every day and It will be impossible to form carpool for afternoon bus either. It is not safe for our middle and high school kids to walk a few miles and cross heavy traffic streets to walk from hub to home. Please re-consider afternoon bus option for magnet program

- kids keep the current afternoon bus schedule and drop-off locations for our kids' safety. Thanks for listening.
- I have a different take on the Facilities Task Force than the many "save my school" messages I imagine you're receiving. "How did we get here? Why is the AISD Facilities Task Force necessary? Why are their recommendations to close 9 schools sending shockwaves through our city? Here is what I've observed after participating in the full Facilities Task Force process as a parent and watching endless hours of AISD Board meetings for the last three years: 1. The AISD and its prior boards of trustees have a history of using school-building instead of boundary re-draw discussions to address capacity issues. We also use permanent portable classrooms instead of boundary re-draws to manage capacity and AISD's explosive growth. Now we have enough permanent capacity (even after removing every portable in the district) to address the next 7-10 years of AISD's projected growth, and our "permanent" portables are the least cost-efficient way to educate our kids. Whoops. 2. The AISD also employs a generous transfer policy instead of community investment and boundary changes to address equity and school performance issues. By its very nature, the transfer policy destroys the idea of a neighborhood school. Now we have an excess of seats in wrong places and we have to consider closing schools. Not an enviable position headed into a budget crisis-driven environment. Well, we are where we are, and temporary school closures may be necessary to address the situation we're in. This is our shared reality. How can we avoid school closure from happening again on such a large scale? How do we avoid this anger against what seems on the surface to be illogical? I ask the task force to
- make some broad, future-looking recommendations. 1. Consider making boundary review an annual or biennial process. Let us ensure that every 2 years we are managing utilization. Make it known and prepare the school communities for the public process. 2. Decrease the influence of the district's transfer policy on creating these unbalanced schools that don't always serve the neighborhoods around them. Support neighborhood schools with community investment and boundary discussions before we have to remove them in one fell swoop as we are discussing here. 3. And, most importantly, while this may our shared reality, another speaker mentioned the ideas of Sincerity and Transparency. Please visit these affected campuses to hear the campus stories and more importantly, tell your own story, to build a common understanding. It builds empathy and may avoid some of the anger surrounding our shared reality.
- I have a driven at least one of my children to Pease for the last 13 years. Sure it would have been easier to stick them on a yellow bus both to and from school. But I found a school that works academically and due to the great diverseness and community it has been an awesome place for my children to grow up. Sure this same kind of community can be found in Westlake and Lake Travis, but unfortunately we cannot afford to move to a place like this. This is why Pease has always been a Godsend because no matter where you live, you are welcome to this school. My children have friends from all walks of life which prepares them even more for the real world. A price cannot be put on this. I am also able to be more involved in my child's school day. When a parent is able to show up during lunch, or able to show up to volunteer, this makes for a

better school. This is one of my favorite things about having my child downtown, close to my workplace. I would not have the time during the day to travel to our home school on a regular basis without it affecting my job. This is such a valuable time when my children are young and naturally want a parent around school, and absolutely look forward to it. I cannot get this time back. Please don't take this away.

- I have attended all 3 of the Community Meetings starting in the Spring at Travis High, then Fall at Austin High, and now this past week at Burger Center. I have also attended several task force work sessions that were open to the public but did not take public comments. I am informed on these issues. I want to thank the Volunteer Task Force for their many hours dedicated to trying to save AISD from a significant shortfall that could result in many cuts to our schools. As such an important issue to me, the classroom ratio of 1 teacher: 22 students could change significantly and I would hate to see that happen. I understand that financial impact is the most important issue in determining the options to forward to the AISD Board. I do not want to lose the effective teaching methods at school like Oak Hill Elementary where my children attend. AISD loses many families to surrounding school districts because those districts consistently have high performing schools. We need to reexamine the options brought forward by the task force which includes closing Exemplary rated schools. Won't the AISD budget be negatively affected if the trend sky rockets due to fewer highly rated schools in AISD? Entertain the option to sell/lease the CAC as it located on prime Austin real estate as it is valued at \$25-30 million. There are many schools and facilities that can be closed (lower performing schools) that
- may serve as a facility for the Administrative Offices. Many schools are located within 2 miles of each other that can be consolidated. While the recent rankings of Joslin and Sunset Valley are Exemplary, those schools have not been consistent high performers, are within 1.1 miles of each other and are underutilized. Finally, please consider alternate solutions to the overcrowded schools without changing boundaries when the population could be controlled by limited transfers. O'Henry and Austin High are two examples. With boundaries constantly being taking under consideration, we as a family continue to put off an addition to our home. Why should we gamble on pouring \$50-100K of remodeling when we may need to move to retain the top quality education we have now. How many other families are holding back because there is a constant air of uncertainty? We are talking about jobs and money that could help the Austin community.
- I have been a part of the Austin community for only 4 months and in that time have watched what the East Austin College Prep has done for the community and the children that attend this school. Coming from a low income family and not having any guidance down a path to success, I look at what East Austin College Prep is giving these children. That is hope and an opportunity that most young adults do not have and that is to go beyond just having a high school diploma. If this proposal is for our children's education then why not consider the proposal and what the benefits bring. Because of this I ask that the AISD Facility Master Plan Task Force take the East Austin College Prep proposal to lease Eastside Memorial High School seriously. I believe this proposal offers a way for AISD to save money in this hard economic time and gives our

community what it needs, an option for quality education for our children. For too long our children, their education and their opportunities to succeed have been ignored. As we look to the future we want partnerships and solutions that offer opportunities to our families. The East Austin College Prep option of leasing out a school that is underutilized and underperforming does just that. I ask that AISD lease Eastside Memorial High School, either its entirety or a portion of the building, to East Austin College Prep. They would take over related operational and facilities costs of running the school from AISD through a long-term, low-cost lease. East Austin College Prep would continue to offer the services it currently provides to the community, including a quality education, school-based health clinic, employment services, childcare services, cultural arts programs, afterschool programs and parental education. This arrangement will enable two very significant things to happen: 1. AISD could save significant funding annually by not having to operate this underutilized school. The cost savings could then be redirected to help AISD keep other campuses open and operating. 2. It would offer our community, and our children, with the stable and consistent resource of a quality education that prepares them for successful futures, in particular to attend and succeed in college. This has been lacking in our community and our children deserve this. Thank you for your consideration.

 I have been a part of the East Austin community for 3 years and in that time have watched this community living below standard in education, financial, health coverage and housing, etc. I would like to see a better community and a brighter future of this community starting from each life of all children and families here. Because of this I ask that the AISD Facility Master Plan Task Force take the East Austin College Prep proposal to lease Eastside Memorial High School seriously. I believe this proposal offers a way for AISD to save money in this hard economic time and gives our community what it needs; an option for quality education for our children. For too long our children, their education and their opportunities to succeed have been ignored. As we look to the future we want partnerships and solutions that offer opportunities to our families. The East Austin College Prep option of leasing out a school that is underutilized and under-performing does just that. I ask that AISD lease Eastside Memorial High School, either its entirety or a portion of the building, to East Austin College Prep. They would take over related operational and facilities costs of running the school from AISD through a longterm, low-cost lease. East Austin College Prep would continue to offer the services it currently provides to the community, including a quality education, school-based health clinic, employment services, childcare services, cultural arts programs, afterschool programs and parental education. This arrangement will enable two very significant things to happen: 1. AISD could save significant funding annually by not having to operate this underutilized school. The cost savings could then be redirected to help AISD keep other campuses open and operating. 2. It would offer our community, and our children, with the stable and consistent resource of a quality education that prepares them for successful futures, in particular to attend and succeed in college. This has been lacking in our community and our children deserve this. Thank you.

- I have been mentoring kids at Oak Springs Elementary for 3 years and I disagree with the proposal to close it. I believe it would be sending a terrible message to the Booker T community across the street, whose residents almost all have more than enough challenges to deal with. It would increase the sense of hopelessness instead of fostering a sense of hope for the community. In my experience at Oak Springs, the school has steadily become much more successful at developing the students. The students as a whole seem to care more and have a sense of pride in Oak Springs. Once considered one of the lowest performing schools in AISD, I feel that it would be a shame to close the school now, after it has proven that it can perform at an Exemplary level. Please reconsider your options and keep Oak Springs Elementary thriving in the East Austin community.
- I have been teaching for high school English in AISD for the past 10 years. I've watched my time shrink as we moved from 5 to 6 teaching periods, adding more students and more assignments to grade. Retaining two conference periods with which to meet with other teachers, plan lessons and grade papers has only been a start to staying on top of my workload. In addition to the work I do during this conference time, I take work home, particularly essays, to grade on many weeknights and weekends. The proposal that teachers be required to teach 7 classes with only 1 conference would mean that work teachers normally complete during that conference time would take even more time away from kids, family and personal time at home, at least an hour a night (45 minutes of conference and the added grading load). Teachers, including me, are already pushed to the limit with work load. This added stress,

- including days with no break (aside from lunch) from teaching, is not only a disservice to teachers but would undermine their ability to teach as effectively. How could a teacher maintain a healthy state of mind without cutting corners and providing less feedback to students? Teacher dissatisfaction directly affects a teacher's ability to enjoy time in the classroom, undermining his/her ability to reach students. I emphatically implore the Task Force to take this proposal off the table. Taking away teachers' time to do their jobs will negatively impact students and teachers alike.
- I have been with the district for 10 years and seen so many embarrassing examples of wasteful spending. Now, I look at the possibility of the school I teach at and the school my autistic son attends closing and I am furious. Really this is the alternative to better fiscal planning or other cuts? I think it is ridiculous that transfers were not counted, that schools were not visited, and that any suggestion was made that included working, excellent schools closing. Some suggestions I have heard that could generate more funds include advertising on school buses, taking advantage of Austin events like SxSw to generate funds, selling the downtown property and moving central office to Johnston. I'm sure there are more options out there, and I have heard many from people far more educated in this area than I. Teachers no longer paying into social security would be a huge savings. Personally, I would rather keep that money to invest myself. I am enough of a grown up that I do not need to be "protected" by paying into multiple government retirement systems-one is sufficient. My money can do more for me elsewhere. In the end, I cannot see this proposal truly saving funds. The property values in the

Zilker/Barton Hills area will plummet, leaving less revenue for the district. The wealthy families in that area will put their children in private schools or move out to Eanes thereby losing money for enrollment from the state. Logistically you will have to provide transportation or pay mass amounts of legal fees for children to safely get to school. Not to mention the lawsuits that will be filed should the board approves this plan. I hope this plan is not approved. I hope that this is just a "publicity stunt" to get people working to solve a real budget crisis. It will be a sad day in education and for AISD when it is unable to make things continue to work Exemplary schools.

- I have had the pleasure of visiting Ortega Elementary on numerous occasions these past few years. Entering the building you immediately get a welcoming feeling. The staff is teaching and the students learning, I wish all schools could model themselves after Ortega.
- I have had the pleasure of visiting Ortega Elementary on numerous occasions these past few years. Entering the building you immediately get a welcoming feeling. The staff is teaching, the students learning, I wish all school could model themselves after Ortega. Shutting it down would be a mistake.
- I have lived in Austin all my life and lived in the Barton Hills community for the past 16 years. Over the past 10 years I have been thrilled to see young families move into the area in ever increasing numbers. Don't kill a central Austin neighborhood by taking away our Exemplary elementary school. Barton Hills Elementary School is vital to our great city.
- I have lived in the Austin area since 1978 except for my military years and I've lived in different parts of Austin since 1978 and seen the different communities firsthand. I clearly remember

in the late 70's and 80's AISD did not have a problem financially. Makes me wonder what in Hades happened. We had Mexicans, Blacks, Whites, Asians but we did not have a "dual language" program. We did not need one, Austin schools were English only. We were not a "sanctuary city" either. Those programs cost a lot of money and educate people who actually help drive down property values in the areas they live and property values are the main source of AISD income. I really enjoyed the first speaker; I want to meet that black woman that told it like it is. America is broke; Austin cannot and should not depend on Federal dollars to save it. I also liked her comments on Robin Hood, but people do not see it goes on right here in the Austin area and good people that are involved in their communities and take action and it shows in their property values staying the same or rising are being penalized by communities that obviously don't care and it shows in their declining property values and high crime and high percentages of illegal immigrants' dependents attending public schools and sopping up more money than the other schools due to dual language (bilingual programs). I'll give you an example, I reside in Sunset Valley, we are wise with our money and depend to a large extent on volunteers within the community. We hold on to our values and we fight hard as a strong community to maintain our way of life. This shows because I bought my house brand new in 08 and I've seen almost 100k rise in property value in the past 3 years. Westlake Hills is up there too, on a grander scale. Westwood area in Round Rock, the list goes on. But Austin? Zilker Park elementary area is holding its ground in property values, so is Barton Hills elementary school area, thus keeping pace in income with AISD needs in

emergencies. Yet you would look at them and close their schools while allowing schools in East Austin and South Austin and S.E. Austin to remain open when they have poor property values due to their communities apathy towards each other and the govt., high crime, drug trafficking, and illegals (with many dependent children that go to schools and they are not supposed to be here in the first place)? I say leave Barton Hills elementary alone, Zilker Park elementary alone, and go after the communities that have let their communities go to crap, because THEY are the ones paying less now for schools due to their property values dropping (because who wants to live in areas like that?), and thus their school taxes are less. Time to quit listening to whiners and putting all kinds of data to justify things and just tell it like it is. Another solution would be to take each schools radius and leave the property tax alone but raise their school taxes. If they feel so strongly about their schools staying open let them pay for it. Imagine that, paying your own way in life instead of milking off others. It's what my parents taught me, and their parents taught them, all the way back to our founding fathers. Austin wanted a welfare state and sanctuary city, fine, you got just what you deserved. BTW, the turnout was pathetic when you look at the population of Austin vs. the turnout at the Burger Center Thursday night. Thank you for taking the time to read this. If schools will be closed you can be rest assured that the children will get a good education and see what a real community is about and they will be safe at Sunset Valley Elementary at any given hour because our community cares and is involved, and not only when something (like a school) is threatened to be taken away, but all the time.

- I have lived in the Zilker neighborhood for 21 years. Within the last few years I have observed many upgrades and renovations made to the school, and portables removed only to be restored. What state of repair data was used to evaluate Zilker? I pay a lot of property tax to support the local schools. I have no children but have never minded paying the taxes because Zilker has been such an asset to the stability and diversity of the neighborhood. Perhaps consider closing one school on the east side of Lamar and leaving Zilker on the west side. There are many young families that have moved into the neighborhood particularly for this wonderful school.
- I have looked carefully at the map that shows Zilker, Barton Hills, Becker and Dawson schools. Zilker and Barton Hills are on one side of Lamar and the railroad tracks, and Becker and Dawson are on the other side. The proposal to close Zilker and Barton Hills will have all parents living in the Barton Hills and Zilker neighborhoods crowding across the two railroad crossings two times a day. That would be a logistical nightmare. A better solution would be to leave both Barton Hills and Zilker open and combine the students from Becker and Dawson into whichever building is in better condition. That way no parents would have to cross either Lamar or the tracks to get their children to and from school. If the students who live in Barton Hills and Zilker are given first choice of attending the schools, and an upper limit is put upon transfers, those two schools would be full but not overflowing. If the students who are currently attending Becker and Dawson are put into one facility, that school would be at capacity too, and the cost of maintaining one school would be eliminated. If the district is concerned about the cost of educating students at

Barton Hills, it might consider shifting the attendance patterns so that grades K-2 attend one building and grades 3-5 attend the other. That should make it possible to reduce teachers by having each class an appropriate size. Since the schools are so close, and the number of students is small, I would think it would also be possible to combine administrative duties for the two schools under fewer people. Closing Exemplary schools in central city neighborhoods and causing the parents who live in those neighborhoods to cross an already busy street (and railroad tracks) to transport their children to and from school would not be good for the city, the parents, or the children.

I have looked over the Facility Master Plan task force's recommendations at length. After poring over the numbers and weighing the different options there are several closings that seem to make the most sense in terms of savings and cost avoidance. These options are closing Pease Elementary School (Option 3.6) and closing Zilker and Barton Hills Elementary Schools (Option 4.4B). All of these schools have high transfer rates and it seems to make sense to have these students transfer back to their neighborhood schools. However, I feel the human aspect is getting lost in the numbers. Students who attend these schools on transfers do so because for whatever reason their parents do not want them attending their neighborhood school. Do I think that these underlying issues need to be discussed and solutions found to make these neighborhood schools more desirable to these parents? Yes. Do I think closing schools and telling parents that this is what they are going to do is the best way to go about it? No. Some parents will just decide to take their children out of Austin ISD

- schools altogether, which means AISD loses money. Some parents may not be able to afford this option and may place their child back in the neighborhood school, but this could cause strife and division in those communities. Many of the other schools on the list are neighborhood schools. Neighborhood schools provide a way for a smaller community to exist inside a larger city. In communities people can come together and help one another out. If AISD closes schools they will be hurting communities, possibly even causing further conflict and division. Closing schools sends the message that your community isn't worth the cost to us, which says to some people that they aren't worth it. Is that the message we want to send as a school district? As a teacher in Austin ISD I understand that we need to do something, even many things, to save money, but I do not think closing schools is the answer.
- I have only briefly heard about this a couple of days ago, but am furious about the possible closure of my son's school, Joslin. My son is a 3rd grader at Joslin and we have been extremely happy with the teachers and staff at Joslin. The test scores are high, student to teacher ratio is low, and we are happy. Closing joslin would be devastating to my son and his little sister (she will be starting kindergarten there next year), both have always spoken very highly about being a Joslin Jaguar. My husband and his 2 older brothers went to Joslin and had a great start there with their education. My husband is now an Austin Firefighter, my brother in law is a physical therapist in Round Rock, and my other brother in law is a Lieutenant Commander in the United States Navy. I'm hoping you have all thought of all the possible ideas, but one that I have heard from some parents is why don't we close the low

scoring schools and enroll those students in the low enrollment schools with high test scores? Obviously our teachers are doing something right with teaching our kids. It just an idea, and I'm so sorry I will not be able to attend either one of the meetings due to my work schedule, but I did want you to know that I am a concerned parent and am very happy with where my son is and excited at where my daughter will be next year. Thank you for your time.

- I have researched AISD's plan to utilize our schools. The plan is well thought out, and while there will be some schools closing, every child will be placed within a successful curriculum. I feel confident that each student will thrive in their new and exciting environment. And the most important aspect of this plan is that AISD is saving critical dollars by not paying into schools that are not filled to capacity. Good JOB AISD.
- I have resubmitted my comments because I forgot to sign my first one: I taught at Dawson many years ago and it is very impressive what improvements have been made to the campus and the removal of the portables. The hallways and classrooms are conducive to learning and the environment is a bright, clean, safe, positive and friendly one. Dawson also has a huge piece of land behind the school for future expansion. The building is in excellent condition and lends itself to team teaching and modern approaches to education as well as set ups and adaptability for special needs children. It has always had a strong community feeling even though the parents do not have much time to devote to the school volunteer program because they are hard working parents who sometime work more than one job to get by. But they do care about their children's education and understand its importance and help

as much as they can. There has always been a unique atmosphere at Dawson of high expectations, individual acceptability, adaptability and warmth and even after 20 years that feeling is still there. That school has also achieved incredible results with their children because of their outstanding leadership, skilled teachers and caring staff. They have turned that school into an Exemplary school and part of that reason is because the school has managed to meet the needs of all of their children by keeping class loads small and the school at a manageable size. The neighborhood has easy access in and out of the school and is centrally located. There is plenty of parking and several options for entrance and exit from the school so traffic is not a problem. Most of the students at Dawson are Hispanic (many on free lunches) and the school offers a strong bilingual as well as English curriculum for their students. They have just started an revolutionary character building program there called Early Act First Knight which will teach students ethics, service to community and leadership skills and which would be negatively impacted if this school were to double in enrollment. Dawson is a very progressive school with lots of new programs to enhance all students' development and education. Although I would not support closure of any schools because of the negative effects it would have on our children and Austin, it would not make sense to close a school that is successful and molding our children into the world's next leaders. And children and their welfare are more important that dollars and cents and if AISD does decide to close neighborhood schools, you will cause out of town flight by those families who understand the value of neighborhood

- schools and quality education and then you really will have a major budget problem. Quality education is the #1 priority when companies or families relocate to Austin and if AISD destroyed those school programs that are working and worry more about quantity in the facilities instead of quality in those buildings, this will be a real blow to the economics of Austin and our quality of life.
- I have strong concerns over this approach. Specifically the effect of closing small and successful neighborhood schools in favor of larger more "efficient" schools. Numerous studies have reported that children's' success in the classroom is directly correlated to smaller classroom size and high parental involvement. Your proposal to move smaller successful central schools to larger schools runs directly counter to what we know about educational success. Shifting schools outside of the neighborhoods in which parents purposefully purchased more expensive homes and thus pay more taxes to support such schools, will lead to less parental involvement because the schools will shift outside of their community and to a larger more "efficient" consolidated facility. Larger schools and larger classrooms mean less focus on each additional child. The result will be more at risk children getting lost in the system among a sea of other children. As we continue to put our children at a disadvantage in the classroom, the ultimate outcome will be a society that is not equipped to compete in a global society and economy.
- I have worked with several teachers, with a group of committed parents, and with students in Ortega. For most students, this school is an extension of their community. I believe closing this school would imply closing a much needed

- resource for students to continue flourishing as members of their community and as productive citizens.
- I hope that AISD will put the master plan on hold and bring the community to the table to seriously discuss other viable options. The current Master Plan does not take quality of education into account. A University of Washington Study determined that closing/consolidating schools has a huge impact on the quality of education and that this effect on academics must be one of the primary considerations when closing/consolidating schools. It is not clear how the Task Force or its consultants arrived at the projected rate of growth (for Barton Hills Elementary (BHE) from a current student population of 74%, growing to 79% in 2014). That estimate seems low given the dynamics of Barton Hills in recent years. The student-aged population in the Barton Hills neighborhood is clearly increasing as original homeowners from the mid-1960s make way for younger homeowners with families. Barton Hills is one of the most desirable neighborhoods in Austin for families with young children. (We, like many of our friends, moved here because of the school.) The same is true of Zilker. The current demographics and trend need to be taken into account. Even the report based on the low numbers concluded that closing BHE would be a short-term solution. The task force did not take into account the practical aspect of traffic and railroad tracks in the recommendation to close Barton Hills Elementary (BHE) and Zilker. Moving the students to Dawson and Becker would require the BHE and Zilker students to cross Lamar and railroad tracks which would be very dangerous and require solutions that would be costly (busing) and disruptive to traffic (crossing guards on Lamar).

Elementary school children should not have to cross major thoroughfares or railroad tracks to get to school. The task force recommendations are based on projected "savings" but the study did not take into account loss in property values that will result from school closures. The lower property values would reduce tax revenue for AISD (and the other city taxing entities). The Facility Condition Index assessment of AISD, prepared by AISD consultant Magellan Consulting, indicates that BHE has an FCI of 33.4%, which means it is recommended for renovation rather than replacement. This rating places BHE in the same group as 85% of AISD elementary schools where renovation is the preferred response. BHE has a better FCI than 6 of the elementary schools being considered by the Task Force for closure. Task force recommendations do not put students or their education as a top priority and are in direct opposition to the City of Austin long-term planning initiatives and goals for growth. Please work with the community to save our schools.

• I hope that the district will not follow through with its planned closure of Oak Springs Elementary. This elementary school has made tremendous strides in increasing its ratings and the quality of the education it provides to some of the city's neediest students. It has become a viable part of the local community - it has a functioning PTA. The planned movement of the students to Blackshear Elementary would completely disrupt all of these activities and negate so much of the community's pride in its ability to improve itself. On more practical terms, how does AISD propose to get all of these students to Blackshear? Most of the Oak Springs parents do not own cars, and the walk from one neighborhood to the other is through some very physically dangerous areas,

between the Metrorail tracks and the high rates of criminal activity. Will buses be provided? If so, has their cost been factored into the Master Plan? How will these students participate in afterschool and weekend activities with limited transportation? How will these parents continue their involvement in their children's' learning without being able to get to the school themselves? It would surely be better for AISD to consider closing schools with more resources to absorb the change, or schools which have not displayed this degree willingness to improve academically and generate parent involvement. Oak Springs is working hard to be the best school it can be in some very limited and challenging circumstances. Don't destroy that energy and commitment, keep Oak Springs Elementary school open.

- I hope that you will keep Oak Springs Elementary open as this school has come a long way over the past few years and has just now become Exemplary. Oak Springs Elementary also has a good, working relationship with the community. Parent involvement has never been higher than it is now, and the teachers and other staff at Oak Springs Elementary are committed to its community. Oak Springs also receives support from its community, and again, it is my hope that Oak Springs Elementary will remain open.
- I hope the board takes a strong stand and does what is best for the district and not what public pressure says to do.
- I hope the school board can stand up and do what is right for AISD and our students and our funding issues. Stand up. Close schools.
- I hope this email finds you and your family in the best of health and happiness. I write in opposition to the closing of eight

Austin elementary schools proposed by the AISD Facilities Task Force. Many of these schools are in East Austin and most have high enrollments of Hispanic and African American children. Essentially, these students would be bused to other areas and their neighborhood schools closed. Several of these schools (Pease, Ortega, Oak Springs, and Barton Hills) are rated Exemplary by the Texas Education Agency (TEA). It is apparent these decisions are not being made with what is working in Texas education. Instead, the alternatives being proposed include children to attend less quality schools, farther from home, and in some cases, build new schools nowhere near the affected areas but in south Austin. The majority of students affected by all these changes are Hispanic children. Many teachers face the possibility of being laid off and are the very teachers we need committed, excited, and innovative. I am a resident of East Austin. Because of my commitment to the community, I am an educator in East Austin. My family is biethnic as I am Puerto Rican and my husband is African American. We have two children. Six years ago, we chose to live in East Austin because we wanted a diverse environment and we have historical ties through my husband's family. At the time, we hoped that our kids could attend their neighborhood school. After TEA research and a campus visit, the school was academically unacceptable. Kindergarten kids were learning colors and letter recognition in January. First grade kids could not read in the middle of the school year. Being from the Bronx, New York, I am familiar with low quality and (sometimes) dangerous schools as these were the schools I attended. I worked hard and I was a first generation college student so that my kids would have better options. As a result,

we chose to transfer our kids to Pease Elementary for kindergarten. Now in 6th and 5th grades, our kids fear the school they have grown to call a second home faces closure not because their teachers do not teach well or that they don't go to school or even that they are not doing well on TAKS, but because someone thinks Pease not worth keeping because it is not a neighborhood school and the building is old. There are alternative ways to fill a budget deficit other than making permanent decisions such as closing eight schools. It does not appear the task force considered many of the options that were posed to the public in surveys earlier in the year. We would like the information from that survey to better inform other options other than closing high quality schools. As you know, Pease is historic. It is the oldest, continually running school in Texas. It is 135 years old. Pease is rated Exemplary by the TEA. We have high parent involvement, small classes, and great teachers. Pease has a diverse racial, ethnic, and socioeconomic student body. However, its diversity is no fluke. Before Pease became an all-transfer school, it was charged to help address the problem of segregation in Austin schools. While the city continues to struggle with diversity and inclusion, Pease is a beautiful example of diverse kids that became friends since kindergarten and graduate together in sixth grade. Currently, Pease is 49% Hispanic, 25% African American, 24% Anglo, 1% Asian. The parents represent all walks of life, but the majority is lower income families who care about the education of their kids. Unfortunately, what remains unspoken is that Austin's segregation persists that in order to be assured you can attend a high quality, public school you have to live in a certain zip code. This is not acceptable.

Diverse, Exemplary schools are models for the future of education in Austin. This is not the problem. The insufficient progress by AISD to improve low performing schools in poor neighborhoods is the problem. While it is being said no decisions have been made, at Wednesday's task force meeting, many schools appeared to have had little to no notice their schools were at risk. To many, it appears that some decisions may have been made. I ask for the results of the survey that went out to the public and the anticipated savings so we are better able to discuss serious alternative options to closing schools. Thank you for your consideration and time.

- I hope you all support the closing of Joslin and moving students to other campuses. I also support moving students from Cowan to Boone. The boundary change between Boone and Cowan needs to happen this year. I hope the board stands up to the community and does what is right for the district and saves some money for our district.
- I just bought a house in the Zilker district so I would have the option of sending my son to Zilker and because the neighborhood is ideal for kids. I am a single mom and need the community that only an urban neighborhood with a thriving public school can provide. I would not have bought a house in this neighborhood or be willing to pay the high property taxes if it did not have Zilker Elementary. The school provides, most importantly, a quality education for many children both for those who live in this neighborhood and those that transfer into the school. It also is what makes this neighborhood kidfriendly. It is a safe, walkable neighborhood, the most picture perfect example of what Austin claims to be and to strive for. Closing Zilker, Barton Hills and other high performing schools

will turn all of Austin into a soul-less, heartless place that people will not want to live in. Seriously, it will make it the kind of city one can't wait to move away from instead of one where people feel a sense of community and belonging, a place with an actual sense of place, one that you love and want to nurture. If you remove the urban schools that are working, we will want to say, why even try: Nothing we say or do matters anyway. Obviously this "master plan" is not about children, education, Austin or families but about money and power. There are other ways the city can raise money. And if you want to close schools, why not close Zavala Elementary where children are breathing carcinogenic highly toxic industrial pollution day in and day out. I moved to Zilker because the air at Zavala was making us sick. Now you want to close the school with strong community support, clean air and happy, healthy students. If this plan goes through, it will prove that Austin has lost its heart and soul and that its rhetoric is empty.

- I just read the 1/8 meeting notes. I totally like the energy efficiency ideas, raising and lowering thermostats. Put on a sweater, kids. More oscillating fans in the classrooms. Teach the kids about energy efficiency (shade, fans, clothing, water, etc.). I also like the idea to centralize management of custodial resources. Of course there needs to be good coverage at each school. Yes, make transportation more efficient. It seems like middle and high school kids are old enough to take Capitol Metro.
- I know AISD is facing some difficult budget decisions, and I do
 not envy them the choices that I know must be made.
 Decisions to close schools should be made by criteria the public
 helps create this will ensure a transparency and a positive

- outcome. The method currently being used is the opposite. Numbers and rationale make no sense. Austin continues to work to reduce expensive suburban sprawl and facilitate sustainable growth in its urban core, the prospect of closing successful central city schools clearly runs counter to our community's long-term planning goals. Anybody with a brain knows that families with children will not move into Austin neighborhoods, or stay in Austin neighborhoods, where there are not good public schools. Losing good schools in the urban core would plainly make many of our goals as a city dramatically more difficult to realize. I strongly oppose closing Zilker and Barton Hills Elementary schools.
- I know how hard it is to balance a budget. I struggle with my family's budget even as my husband has lost some of his freelance work and we've added a second child to our home. But I would never consider cutting off the best things just to pay the bills. I get creative. I think long-term. We couldn't really afford preschool for our daughter, but we knew it was the best way for her to begin her education. So we stopped eating out as much, we moved into a smaller house, which also helped us lower our energy bills. We cancelled our cable. Some things we don't need. Some things we do. Community schools that are thriving aren't just a place to learn, they are a place for families to gather, for children to feel part of a larger culture. Closing schools in Austin will not only damage the educational experience of so many youth, it will gut communities that are the life-source of Austin. Can't you get creative, can't you think long-term? Please don't close schools just to save money. It will create more expensive problems down the line.
- I know most of the staff at Ortega personally. I have always noticed how connected all of the teachers are with each other, and how well the students respond to each of them. Shutting down Ortega Elementary would be a tragedy. These people have shown nothing but compassion towards their kids and always have such a great attitude about the work they do. They've thrown their heart into making this an Exemplary campus and teaching the kids to love education. Making this move would be a terrible mistake that could impact these kids for a lifetime.
- I know that closing any school is a very poor way to reduce costs in AISD. The Administration offices should be moved to Reagan High School, as recommended 10 years ago. The property on W. 6th Street is a very valuable piece of property and the sale of it would raise millions of dollars for the district. Our administration office is very top heavy, and these people make huge salaries with raises and bonuses, when the rest of the district's employees are not getting the same treatment. There needs to be further reduction in employees at the top end. There have many improvements made to Zilker and Barton Hills with grants and bond money approved by the taxpaying citizens of Austin. The PTA at Zilker is very proactive and has raised thousands of dollars, through fund raisers, for the past several years to help provide new technology for this school that the district cannot provide due to the budget short falls. Last year alone, the PTA fundraiser provided almost \$35,000.00 in new computers for the computer lab, document cameras and projectors for each classroom, as well as portable computer stations. The Arts in Education committee provides funding for many programs to be brought to Zilker, that many

other schools in the district to not have the privilege of receiving due to the lack of support and interest from the communities they are in. Zilker has several programs and services that are not available at a lot of the other campuses for Special Education and the needs of these children. The SBS unit and SCORES programs have been model programs for the district and other campuses. The fact that transfer students at these schools were not counted, when looking at building utilization and student population, is wrong. There are reasons that parents want their children transferred to Zilker and Barton Hills. Not counting these children is saying to the children and their parents that they don't matter, they don't count. They do matter and should count. Zilker's transfer population is at 33%, down from previous year's data. There are many more families moving into the area so that their children can go to Zilker. This information is not reflected in your 10 year old data. Zilker has had to be frozen to transfers, at some grade levels, in the past 2 years, due to community population growth. If Zilker's facilities are underutilized, why are there now 7 portables on this campus? You should not be looking at how much money can be saved 10 years down the road. Look at what can be saved now. You can't know what is going to happen in 10 years. You used 10 year old data to make your decisions. Take a closer look at what is happening in these schools and communities today. Review your data in the next 2 - 3 weeks when the new census count is available. This should give you a much clearer picture as to what is going on in the city of Austin today. Closing neighborhood schools is not the answer.

- I know the Task Force has had a difficult time in reaching decisions as closing schools is never an easy option. It does seem a fiscally responsible option at this time. I also understand the students and parents' dismay at the thought of their schools being closed, especially the high performing schools. Perhaps the model used at the high performing schools being closed could be used at some of the underperforming yet capacity schools to increase overall district productivity. On another note, the school closing still does not address the vast overcrowding in the north and northwest part of the district. We still have schools that are overcrowded and in need of either a new school in this area or renovations to our existing buildings. In light of all the difficult decisions being faced by the Task Force, do not forget to address the overcrowding in the other parts of the district. If we are looking at the matter from a purely economical standpoint, which seems to be the stance you are taking, it seems most feasible to build a new elementary school to relieve Doss and Hill but still keep it a part of the Anderson Vertical team. If space allows a new Middle School would also be necessary but it seems more likely that additions should be made to Murchison to help it better serve its existing population. There is strong evidence that supports neighborhood schools and the Anderson Vertical team is a strong group. Please keep our vertical team intact and address our overcrowding issues.
- I know there has been a lot of flack about these school closures. I want to offer a private opinion because publicly, I feel I cannot speak what I really feel about these school closures. Many of my friends are against them. I am for the

closures. As a parent, I am actually for them. We have a child at Crockett. I live in the Southwood area and the majority of kids here are transfers to Barton and Zilker. If they came back, Joslin may stay open. I see the rich neighborhoods of Barton and Zilker neighborhoods getting the financial benefit to their real estate and a bunch of really great, active parents leaving the neighborhood. If those parents were active here in our neighborhood schools, we would have a great top notch school. The people who have a right to complain about the closures are only those parents who live in the neighborhood. Transfer parents should have no say. They are not supporting their neighborhood schools; they are supporting another neighborhood school. It looks like the waves of public opinion may prevent closures from happening. Stop the transfers. End it. Have kids attend their local school. In a couple years, the closures will be much easier to do.

- I know this is a difficult decision for the Task Force (TF). If the TF focuses on facility capacity & upkeep costs, closing a school in the central Austin area & diverting students to Becker Elementary a school underutilized & strong growth potential, a committed school administration & staff, a tremendous community/family support system and a dual language (Spanish/English) program that is a flagship for other schools and communities throughout Texas & the US to replicate. Thank you for this opportunity to offer thoughts/perspectives.
- I know we are facing difficult decisions during an unusual downturn in our economy that calls for strong leadership and thoughtful planning. I fully support the closure of some facilities if that will save jobs and of course maintain quality educational programming for all students. I give this support

with the understanding that these facilities will not be sold in case of future population shifts and will possibly be leased out to other neighborhood type organizations that will not disrupt the neighborhood culture. These are not popular actions but that is where the strong leadership comes in. The leadership needs to do a better job of putting all of this in context so that the community will better understand the options available and the consequences of not closing these facilities on our community and lost jobs.

- I know your job is incredibly hard and I appreciate all of your time and effort. I think it's imperative that the Task Force keep, as its highest priority, the education of students. Facilities may appear sub-par on the surface, but contain the most amazing learning opportunities and experiences.
- I learned today that Zilker Elementary School and the nearby Barton Hills Elementary are at risk of being closed, but not because of reasons you might think. Both Zilker and Barton Hills are considered to be Exemplary, high-performing elementary schools. However, AISD is looking to cut costs and, as a result, they are looking to consolidate schools that might be underutilized with smaller, older schools that cost more to run. The answer for what to do with Barton Hills and Zilker is sobering: Close Barton Hills and Zilker and move students to Becker and Dawson Elementary Schools. It wasn't quite The Wonder Years but I had an idyllic childhood, one that involved hundreds of cumulative hours running through a little yellow sprinkler in our backyard and long walks on summer evenings that wound through our Zilker neighborhood to exotic destinations like the "Rose Garden House," where we'd, quite literally, stop and smell the hundreds of roses that an old,

stooped man tended to every day, or "The Car Slide," the windy bit of Kinney Avenue that leads down to Barton Springs Road where Flipnotics now resides. But the crown jewel of my childhood, easily, always, was Zilker Elementary School. My introduction to Zilker was liberating. It was a step toward adulthood. It wasn't until second grade that I really remember becoming aware of my classmates, or, more specifically, the diversity of my classmates. Many of my peers lived in subsidized housing, had family members in jail, or simply were neglected at home. Many of them spoke only a little bit of English. Zilker, it could be said, is where I learned the great loves of many colors. It was, and still is, a vibrant school that drew a stark contrast to the whitewashed halls of Westlake I was exposed to when we moved across the park in 1994. For many years, I fantasized about reuniting with my Zilker classmates, until 2005, when I organized a 9 year elementary school reunion for the Zilker Elementary Class of 1996 (the slogan was "Why wait another year?"). To my surprise, about fifteen past students showed up and several of our teachers even made the trek.

• I like to hear how you would explain to our kids to do our best, feel good about your accomplishments, be Exemplary and even after all that, your school is going to close. I like to hear what you could tell our teachers/faculty that you need to sacrifice, you don't have enough resources, sacrifice everything to help the kids succeed and we're relocating you. I like to hear what you tell the parents of Ortega who are the most active PTA in the district after winning PTA of the year and say, that's still not good enough.

- I live and work in East Austin, and I can't accept the loss of another school in our community. Keep Ortega open.
- I live and work in the City of Austin but my school district falls within EISD. However, I have provided sweat equity and dollars to Oak Springs Elementary. So take my comments as someone who has invested in your schools when I had no prospect of personal gain. I come from a background where I went to inner city schools (Mobile, Alabama) where most students were on federal lunch programs. We were so inner city we were already integrated when the Federal Courts ordered the schools to be integrated. While I was not on these lunch programs, suffice it to say, I saw the struggles that many of my friends went through just to get through the day. They walked to school hungry. If it was cold, they had holes in their sweaters. I remembered watching most of my classmates struggle to learn to read and to be able to perform simple math. What my friends needed was a warm meal, clothes and someone to work with them so they could learn to read. They needed someone who cared. Oak Springs is similar in situation. The students there are the poorest of the poor. Out of this situation, different groups in the community, including First Baptist Church of Austin, have gotten involved and the school has developed a spirit of community. I can remember hearing years back that the teachers at Oak Springs cried with joy because approximately 50% of the children in one grade had actually passed the TAKS or TASS test. But the story does not end there, due to the hard work of the teachers and all involved, Oak Springs has now risen to be rated an Exemplary school. How many of the AISD schools have achieved this rating under these circumstances? I understand you are trying

to meet budget and save money. I must profess I am somewhat confused by your preliminary idea to close Oak Springs and put it with Blackshear when Oak Springs has a much lower facility condition index. Plus, by the time you run buses so that the children do not have to walk 1.5 miles through what the Austin Police Department has identified as a high gang, drug and prostitution area, I think your numbers will go down. But, even if you can save some money, the question is we going to balance the budget on the backs of those who can least afford it? Are we going to try and balance the budget on the backs of the kids who are at the greatest risk to join violent gangs or turn to drugs and let them walk through an area that is literally a recruiting ground for crime and drugs? With an estimated 80% of Oak Springs families not having a vehicle does it make sense to put these children and their parents or grandparents further from the school? Just because we have the authority or ability to do something does not mean it is the right or moral thing to do. We need to go out of our way to make sure that those who have the least in our community are not stomped on in this process. There must be other savings in administration costs or administrative facilities that can be found to avoid destroying the Oak Springs community's elementary school which stands not only as an exemplary school but as the only light of Hope for Oak Springs families who otherwise have no hope for their children.

• I live in Barton Hill and my daughter went to Barton Hills elementary school from kinder to fifth grade, and is now in a private high school. I was glad that she was able to go to elementary school in our neighborhood and I guarantee you that a lot of Barton Hills parents will consider private school

- options if you close our neighborhood school down, which is very unfortunate
- I live in East and I attend East Austin Austin College Prep Academy. I would like you to consider supporting the proposal the East Austin College Prep Academy Prep presented at the community meetings to let us lease space at East Side Memorial High School for our school. I like my school. I learn about math and science, we talk about things that happen in our community and how we can change them. We have teachers who care about us and we get to have fun. All of us at the school know we are going to go to college and that we can be whatever we want to be when we are older. If you support our proposal then our school can grow and more kids could have what we do. If you support our proposal, maybe you wouldn't have to close some of the schools and those kids could stay at the schools they like too. Thank you for listening to me. (84)
- I live in East Austin and I currently go to East Austin College Prep Academy. I would like you to consider supporting the proposal the East Austin College Prep presented at the community meetings to let us lease space at Eastside Memorial High School for our school. I like my school. I learn about math and science, we even have a globaloria class where we can design our own game and work with technology, we talk about things that happen in our community and how we can change them. We have teachers who care about us and we get to have fun. All of us at the school know we are going to college and that we can be whatever we want to when we are older. If you support our proposal then our school can grow and more kids could have what we do. If you support our proposal, maybe

- you wouldn't have to close some of the other schools and those kids could stay at the schools they like too. Thank you for listening to me. (19)
- I live in the Linder neighborhood. It's currently one of the most over capacity elementary schools in the district. It's been that way since we went looking for an alternative 5 years ago and will remain that way until AISD can secure the land and bond money to implement the option that includes building a new elementary between town lake and Linder. As a consequence, we researched a lot of AISD elementary schools and settled on Zilker. We considered and rejected Becker partly because it was under threat of closure at that time. I now have one child at the Kealing Magnet, one at Zilker and one that will start at Zilker in 2014 (hopefully). I've got two recent quotes for the task force and the board: the NY Times had an article with info from the Brookings Institution that found Austin drew the largest number of people 25-34 in 2007-2009. Mayor Leffingwell "Losing good schools in the urban core would plainly make many of our goals as a city dramatically more difficult to realize." See a parallel there? If we want those people to stay close in, where are they going to send their kids to school in 5 years? Will Austin stay competitive if we shut down some of the best performing schools? The current budget crisis has put pressure on the task force to come up with options that I believe have been chosen in haste and without looking at the whole picture. It has put them and everyone here at the meeting tonight into an awkward position. The Facility Condition Index and neighborhood enrollment are not the only criteria that should be used and they ignore a lot of important details. The Master Plan is

clearly assuming that all of the transfers will go back to their home schools. The statement that Option 4.4c, the Barton Hills / Zilker option, will impact only 513 students is an outright lie. It's going to affect all of the students. That total is 871. You're ignoring 358 (195 for Zilker and 163 for Barton Hills) children as if they don't exist (including my child). Where do they end up? How do they impact their home schools? If you combine Barton Hills, Pease and Zilker, that's 610 kids headed to their home schools in 2012. Are the home schools equipped to handle that? Is the district equipped to handle all of the new transfer requests that are inevitable as a response to this? What about the campuses that have to place them? The task force should've put that in the report and it should be examined before this plan is adopted. As a part of that, Becker is in a much more crowded and tight traffic area. Zilker already has some traffic issues, the issues at Becker will be worse. The task force can't predict how many parents will opt to drive their children. There are questions about safety issues for the kids that would walk from the Zilker neighborhood to Becker and if the parents opt to drive them, it'll create safety issues at the school. It's going to create safety issues either way. Becker is 20 years older than Zilker and looking at the priority levels for the FCI, they're nearly the same for priority 1 and priority 2. I also think that you're underestimating the costs that will be incurred for Becker to accommodate the new students. Zilker has bathrooms in many of the classrooms, Becker doesn't. Becker has a second floor. There's a population of kids at Zilker that are special needs kids who were directed to Zilker in the first place because AISD had nowhere else to go for those children. What happens to them? What happens to the

programs that have been implemented at the existing schools? How many of the teachers go with the kids? It's going to take years for the new campuses to gel and turnover affects the all important TAKS scores. What I really dislike about this process is that it has the side effect if pitting different parts of the community against each other. I don't know that it's true, but looking at the options being presented, I get the feeling that Becker got into the process early and deflected the closing option away from themselves and onto other schools like Zilker. So, let's not do that. The closings disproportionately affect those at the schools being closed for the benefit of the whole district. I'll give the analogy of everyone taking a pay cut at a company to avoid laying off a small number of employees. One of the line items in the budget survey suggested a 5% across the board cut which saves \$22.4 million. That's 3 times the savings for closing schools. Assuming that isn't done in addition to the closings, wouldn't that be a better alternative? You could cut less than 5% to still get the same savings as closing the schools, but distribute the pain to everyone instead of disproportionately affecting a smaller group in a drastic fashion. And perish the thought, we might have to raise taxes to get out of this mess, but isn't it worth it if we keep schools that are doing a good job?

• I live in the Zilker neighborhood and both my children have attended Zilker Elementary. This Exemplary school has involved parents, outstanding teachers and quality education for all its students. This is a central city school that works. Why would we close down schools that are doing so well? Doesn't the district care about the quality of education its students receive? Closing Zilker would be huge blow that I don't believe

- this family-oriented neighborhood would recover from. There are other ways to achieve the necessary cost savings that don't involve closing schools. Please consider other options. The budget crisis is temporary but the closing of Exemplary schools will impact the communities forever.
- I lived around the corner from Ortega for 3 years and coached an after school basketball class. I love that the community is such a part to these kids' education. Taking them away from their neighborhood would strip them of their place and be dehumanizing. Please keep Ortega part of this neighborhood.
- I lived near Ortega for two years, and several of my friends send their children there. I've heard nothing but good things, and I am happy my friends' children are at such a great school. The neighborhood has a bad reputation, but this school redeems the area. It would be devastating to close a school that provides so much positivity. I am proud of Ortega. Don't let these kids down. Don't let this neighborhood down. Keep Ortega open.
- I looked at the school closings with an eye toward the distance between the existing school and the school which kids would be reassigned to. Most of these are 2 miles or less so it does not seem unreasonable. In some instances while the distance is small there are major roadways between the schools that would mean the kids could not walk or ride bikes to school. But certainly reasonable distances. There is one that jumps out the distance between Joslin Elementary and Boone is almost 5 miles. I realize that this is a boundary drawing issue. But without seeing the new boundaries, this has the potential of young children traveling a long distance for elementary school. The other issue is that the proposal calls for closing Zilker and

Barton Hills Elementary schools, west of Lamar, and sending those kids to schools east of Lamar. Lamar is a high traffic and often high speed road. In terms of the need for buses and safety of kids getting to and from school, why not close one east of Lamar and one west of Lamar? I am happy to see the proposal for hub transportation centers for magnet schools. I whole heartily support creating efficiencies to lower the cost to provide transportation to magnet programs. That said, eliminating transportation to magnet programs would be catastrophic. Kids from wealthier families could drive or car pool their children. And in High School wealthier families could buy their kid's cars and they can get themselves to the magnet school. However, significant portions of our magnet students are not wealthy and could not drive or car pool their children to school. And they certainly cannot provide cars for their kids. It would be a sad day for the district to deny access to our magnet programs to kids who could not afford to get there.

• I mentored a student at Ortega for 2 years with Austin Partners in Education. I got to meet a lot of the teachers and administration of the school, and they were all really great people. One thing I am struck with about Ortega is the community aspect of the school. You just do not see schools like this one very often, where parents will come in and install gardens, and there are community murals everywhere, done by neighbors helping the kids learn how to paint. Ortega feels like a group effort. A group effort that clearly has paid off in terms of improved grades, improved quality of life for the neighborhood, and an Exemplary status in an unexpected area of the city. So the shutting down of the school will not only stop all the good that's been coming out of Ortega, but will

- also stomp on the collective efforts of the entire neighborhood, mentors, parents, artists and children who have made this special school what it is today. Just some thoughts.
- I object to the AISD Facility Master Plan Task Force's proposal to close several elementary schools, especially Oak Springs, in order to save money. Closing schools is not the best costsaving solution because it negatively impacts the children and the community. Closing neighborhood schools reduces parental extra-curricular involvement, and creates transportation hardships, and decreases neighborhood and child safety. Some of the schools that are being proposed to be closed are schools, like Oak Springs, that serve primarily low-income families. Many of the families with children attending Oak Springs do not have cars, cannot afford bus fare, and are extremely benefitted by a nearby, local school. Walking to a non-neighborhood school places children at greater safety risk as they would have to walk farther to school through potentially high crime and traffic areas. Furthermore, Oak Springs received an Exemplary rating in 2010. Closing this school that has struggled and ultimately achieved academic success provides a disincentive to other schools to strive for academic success and minimizes the hard work of the Oak Springs students, teachers, parents, and administrators.
- I oppose closing Barton Hills Elementary. It is unconscionable
 that Quality of Education produced by specific schools was not
 part of your criteria, and I suggest you include it. Quality of
 Education cannot be extricated from a facility, but instead is
 the very essence of the facility. If there is no overreaching
 District Plan that encompasses and trumps the Facilities
 Master Plan, "facility" must be defined to include Quality of

Education that each facility has grown to produce. Using this definition, the Barton Hills facility is a gem of the District and to remove it from a Facility Master Plan would remove one of the best facilities that comprise it. The school has evolved to its preeminent state along the most efficient path, attracting the best teachers, administrators, students and parents. This "facility" starts with the brick building, the portable building classrooms and the park/playground, attracts and uses great teachers, students and parents to produce a high quality educational experience. The parents give an above average amount of time, effort, and money to the school, increasing its Quality of Education. This school is a very large part of the Barton Hills neighborhood that loves having it, helps maintain its grounds, and would be decimated by its extraction. The facility is enhanced by being located across the street from the Barton Creek Greenbelt, which is used by students and teachers. The result produced by this facility is an educational experience of the highest order. It took decades for Barton Hills to reach this pinnacle and is wrong to think that its quality could be cut to pieces and re-integrated elsewhere. To overlook Quality of Education produced by a facility would be a grave mistake, and I strongly urge you to consider it.

- I oppose closing neighborhood schools that are performing well.
- I oppose the Task Force recommendation to close Exemplary Central Austin schools (specifically Barton Hills Elem. and Zilker Elem.) for these reasons:
 1. Task force recommendations are in direct opposition to the City of Austin long-term planning initiatives and goals for growth. "As the city continues to work to reduce expensive suburban sprawl and facilitate sustainable

growth in Austin's urban core, the prospect of closing successful central city schools clearly runs counter to our community's long-term planning goals." Mayor Lee Leffingwell. 2. The Task Force has left many questions unanswered and none of the "negative costs" of implementing the plan have been provided, including: recent bond money spent on upgrades to schools that are now being targeted for closure; costs of upgrading/modifying schools that would receive an enormous influx of students; transportation, safety and parking costs; loss of property tax revenue as neighborhoods that lose their schools experience declines in property values; loss of students to private education, charter schools and other school districts; and hundreds of transfer students were left out of all cost calculations entirely. We need to hold AISD accountable for all costs, especially when our children's education is at stake. 3. Academic performance was not considered. Impact on academic quality should always be a top consideration for any AISD decision, yet this plan completely disregards it. Many of the schools targeted for closure are model schools. Allowing AISD to close these schools sets a dangerous precedent that impacts every Austin resident. Even when immediate cost-cutting measures are a focus, we cannot and should not ignore the fact that degrading quality of education has bigger, long-term costs. 4. There are other ways to cut costs besides closing schools. Current economic conditions are temporary. We should be developing a longterm vision for AISD's budget shortfall. Closing schools is a permanent decision with long-term implications. AISD should be taking action to pursue other cost-cutting measures, including the viable option of selling or leasing its underutilized

prime real estate in downtown Austin. The administrative headquarters on 6th Street has an estimated market value of \$29 million. 5. Small, neighborhood schools are vital to communities and produce better education results, as proven by countless research studies AND in practice right here in our city. These are vibrant schools with strong administrators, great teachers, and excellent academics at the heart of active communities. Visit our research page for a list of sites, articles, and research about the benefits of small schools.

- I personally believe that it would be in the best interest of the City of Austin if Pease Elementary remains open as part of the Austin Independent School District. Both of our children attended Pease Elementary and now they are both Honor Roll Students. In addition, they are members of the National Junior Honor Society and the National Honor Society. Our experience at Pease Elementary was exceptional. Please keep Pease Elementary open.
- I personally strongly disagree with the plan for several reasons.

 The community surrounding Zilker Elementary is a community committed to ensuring education is a priority and all children are encouraged in this type of environment. Without the school the community may lose its focus and the children are the ones who loose.
 Zilker and Barton Hills schools are perfectly Exemplary meaning they do an outstanding job. This is what education is about. If it could be done anywhere it would be. Hard work by teachers and parents has developed a symbiotic relationship which produces a student curious and eager to learn beyond elementary school. If they close based on budget you have just destroyed something tangible and it cannot be reproduced

- elsewhere. The whole community looses. 3. You are showing the community that we can't be creative and innovative in a crunch. We have to be smart and use people who are clever with finances to have a plan that meets constituents' needs. Simple solutions are not simple. This requires more complex planning with intelligent qualified individuals. More options should have been considered.
- I prefer consolidation of schools rather than eliminating bus service to magnet schools or elimination of arts, music programs.
- I propose finding money saving options, much like the ones you heard Thursday, the 13th of January, that do not affect our students. A District fundraiser may be an appropriate way of doing this. Holding a Marathon/Half Marathon each year that showcases different neighborhoods in the city. Our city loves running and it would be a way of celebrating different sections of the city. I would be more than happy to participate in this, as would others I have run the idea by. Our small schools are a success because we are a tight family unit. We know other kids, we know other parents and the staff. We support each other. Don't take away our students' security. They need us to make good decisions; please don't let them get "lost" in this process. My son loves being a Joslin Jaguar. Please don't take his school from him.
- I question the real reason behind these changes. They seem to affect schools that are already stressed and aging without really providing any relief to already overcrowded schools. There's no clear plan as to what will be done with the closed facilities. In almost all of these cases, these changes are causing more crowding in schools with fewer teachers. This

plan also appears to disproportionately affect schools that are populated by lower income and middle income families. Families who have stretched budgets as it is and will now be forced to travel longer distances to get their children to schools. Forcing children to walk longer distances and past dangerous streets just to get to school. I don't see wealthier areas of town being asked to close their home schools and overpopulate the schools being left intact. Will there be more bus service to the schools? How will students get to the new schools they will be assigned? In many cases students will be asked to travel farther distances and cross dangerous streets just to get to school. How will the students' safety be guaranteed? Also, I don't see how spending 28 million to build a new school solves any problems when we can't pay the bills right now. This is just plain irresponsible. A fraction of this bond could be requested and used to improve the condition of existing facilities. Parents and citizens are being manipulated into approving this future bond proposal by proposed school closings. The citizens of this city will be forced to pay for a new elementary that we can't afford because school closings will cause overpopulation in the affected schools. Closing the state's oldest operating public school is a travesty but it also forces more students into their home schools. By having this all transfer campus it allows those students at Pease ES to open up space in their home schools. What happens to the teachers, and all other employees at the schools being closed? What happens to the teachers at the schools getting an influx of students? Will there be teachers added to these schools to ensure that class size remains manageable? This plan basically allows AISD to close those schools they don't want to run

- anymore and pushes more students into fewer schools. Yes there are some advantages and money saving but the plan doesn't appear to be fully thought out. Or at the very least not very well detailed and explained.
- I realize Austin has serious budget and integration concerns, but closing these schools will only be a temporary solution and it will come at a huge price, quality education which is AISD's mandate. 1) Ignoring academics and how small, community schools positively impact our neighborhoods is shortsighted and will hurt Austin financially and culturally. We need to find another solution. School closure should be last resort. 2) Factor in cost-savings to district by a highly-likely change of HB 72 on 22:1 (K-4) student/teacher ratio 3) I support TRE. 5) Decrease campus budgets (across the entire district) by 5%. Give principal's the flexibility to individualize their school's budget cuts 6) Focus on redesigning schools rather than closing. 7) Need transportation audit. Transportation service is 2.93% of the AISD budget at almost \$25M. (per CFO Conley-Adams presentation to the AISD UpClose group on 9/22/10, which I am a participant). Transportation needs to be addressed and not just focused on magnet schools. Kansas City (maybe another midwest city but I read it in PTA Leaders mag) had to stop almost all bus service to schools. Possibly stop all or most bus routes to all non-title I schools (or privatize it), or some variation. Share routes/resources with cap metro. 8) Readdress the impact of the social security costs- a \$36M cost to the district 9) Factor in cost of public safety issues and maintenance needs for vacant buildings in one large plot in the city. The goal may be to not have vacant school buildings but there is no guarantee. 10) Explore option of "private gain on

- public property". AISD maintained fields and grounds are being used by private organizations charging their clients. 11) Share resources with City Parks and Rec department.
- I realize budget cuts are critical, but this is the governments fault, not the citizens, and the children and families should not have to suffer the consequences of poor government. Why do they bother with TAKS tests when they are not going to consider how well a school does? The reason Barton Hills and Zilker are Exemplary schools is because of the small communities involved. Remember the saying "it takes a village" and these are villages that come together. These kids are our future, why mess it up? You move them, and they are going to lose that sense of community, their scores are going to go down, and guess what, Texas will continue to have one of the worst public schools systems in the nation. I don't have children at the school, but I know a good handful of families that do, and they work their tails off for their children to succeed and become well minded, educated citizens. The government needs to suffer, not the children of these schools. People move to this neighborhood specifically for the schools, they are paying taxes yearly to send their kids to these schools. It is not a cheap neighborhood, not only are parents putting their 100% into their children's education, they are also hard working citizens who bust their tails off in order to afford these schools. AISD closes these schools; they are going to face even more problems.
- I realize that there need to be budget cuts somewhere. But I believe closing successful, exemplary, neighborhood schools is absolutely the wrong way to go about it. I think you will be making a disastrous decision for the future of our children and

- the future of Austin if you close these schools down. I think the money that is available to build a new school should instead be used to build permanent structures to replace portables at existing successful, exemplary schools. Families want to live in central Austin, even choosing a smaller house and higher taxes because we love it here. And we need good schools for our children. We already have them. Closing them will be a historically BAD decision for everyone. Please look harder for ways to cut money. Athletics? Programs that are taking money but are not working? Moving high cost administration offices? More options need to be explored.
- I realize there are some hard choices that the Trustees will need to make in the next couple of years, but I am real concerned about closing neighborhood schools. Although not on the current list of potential closings, I want to express my support for the activities and success at Dawson Elementary School. As member of the Rotary Club of Austin, we have made an effort to support the successful results to date. I believe in the last 3 years they have gone from acceptable to Exemplary. As a former teacher, mother being a former teacher, wife being a former teacher, and a daughter being a current teacher in East Austin, I believe I can recognize a successful program. Dawson is such a program. They are making a difference in the Hispanic community of South Austin. As Rotarians we plan to
- I really oppose the proposed closure of Pearce. After the staff, students, and surrounding neighborhoods worked so hard to avoid closure and bring test scores up, and after securing and beginning to implement a plan to create a prep academy that was desirable to all stakeholders, the closure is presented as pretty much a fait accompli by the district. I wonder if the

relative lack of feedback on Pearce can be attributed to stunned silence; this is the exact opposite of what the community was promised. If we had more time we would be happy to brainstorm money-saving alternatives to these school closures, but this seems to be happening so quickly. I understand money is tight, but couldn't that inspire the district to innovate in ways other than shuttering buildings? Please at least delay this decision; Pearce has so much potential and its closure would create a huge scar in the fabric of Northeast Austin.

- I recently transferred my kids to Ortega Elementary and am impressed with the way they teach our kids. I feel my kids are being challenged more. I like the interaction between teachers and parents about their children. Overall I am saying and hoping to keep Ortega Elementary open. Thank you
- I recognize the Task Force's dilemma, but believe there are better solutions than closing the proposed 9 schools. Doing so will devastate these communities in central and east Austin. Lowering property values and affecting local small businesses. I am a resident of Barton Hills. When we purchased our home in 2003, there were 2 small children on our block. Now there are 11 children and our street is still growing. Please don't close our schools. They truly are the heart of our community.
- I remember waiting in the Oak Springs Elementary School office like it was just yesterday. My church, The First Baptist Church of Austin, has a long-standing partnership with Oak Springs, so I decided to heed a call and start mentoring a young boy at the school in the spring of 2006. Before we met, the school counselor didn't tell me the boy's name, age, family make-up, or interests; just that he had been waiting for a

mentor for quite some time. And when I was finally introduced to Anthony, then seven years old and in the 2nd grade, I had no idea how much my life would change for the better. I had mentally mapped out in detail how our first meeting was going to go (that's what an attorney's literal thinking will do): I was going to show Anthony a box of some personal items that had sentimental value to me; he was going to ask me about them; I was going to find out a little about his family; and we were going to start conversing from there for the rest of the school year. But Anthony had other plans in mind; he wanted to go play baseball and basketball in the gym right after he ate lunch and he certainly didn't care I was in my work clothes at the time. And so Anthony started teaching me about spontaneity and keeping things simple from the day we met. I felt an instant connection with him, and our friendship grew over the next few weeks as we played games in the school library, talked and just hung out. But I realized that the school year was quickly coming to an end, and I wasn't sure if I would get to continue my relationship with Anthony any longer. The last week of the school year, Anthony gave me a letter from his grandmother, informing me of his difficult upbringing and asking me to become his Big Brother. I welcomed the opportunity to continue our relationship; and here we are today, four years later. Anthony is a part of my family now, and I'm a part of his too. But I really think the turning point in our relationship occurred just a few months ago, when I found out from Anthony's grandmother that he was struggling in school – and that he didn't want me to know about it, for fear he would disappoint me. I took my Match Support Specialist's advice and set up a conference with Anthony's three teachers

during early March. All I wanted to hear from them was what I already knew about Anthony based on our friendship: he has the potential to do great things if just he focuses on the task at hand. When Anthony came into his home teacher's room and saw me there, he was noticeably surprised; because he recognized I now knew the truth about his schoolwork. Rather than talking down to Anthony, I looked straight at him and told I loved him and cared about him; that I was there not out of anger, but to make sure he succeeds. Since then, Anthony's grades have improved dramatically; he passed all three portions of his TAKS Test and is on to the sixth grade, then to high school, then to college. I firmly believe that. In the interim we'll continue to attend various UT sporting events, go to the book store, play putt-putt, eat meals together, swim and get some sun at Hobie Day every August, and just talk. Listening to Anthony's stories and spending time with him is rewarding enough; we get plenty of time to chat between my place in Austin and his place in Pflugerville. But watching him grow up before my very eyes and gain more confidence and maturity is truly awesome. Anthony inspires me to be a better husband, father, son, friend and person. And he reminds me that grace is all around us. I'm hopeful that other willing males and females will take that next step and get to experience what I have through Big Brothers Big Sisters, which all began at Oak Springs. I have learned more than I would have ever hoped possible from Anthony, and I look forward to the years ahead. I shared the above statement in the summer of 2009, as part of my acceptance of the 2009 National Big Brother Award at the BBBS National Convention in Miami, Florida. Anthony is now in the 7th grade at Dessau Middle School in Pflugerville; he was living at the Booker T. Washington Housing Project when I first met him. Oak Springs changed my life; I would have never met Anthony but for the school. Closing Oak Springs would have a long-term detrimental effect on the community around the school, which has come to depend on it as a positive force in an otherwise negative environment. Indeed, Oak Springs transformed from one of the lowest performing AISD schools to achieving an exemplary rating by the State of Texas in the spring of 2010. The Oak Springs family and faculty deal with a variety of unique challenges. Thank you for your time, service, and dedication to our community.

- I respectfully ask you not to close Oak Springs Elementary School. This school has 77% of its families at or below the poverty level. These children will have to walk to a school further away, which means they probably won't go to school anymore. This then means they will grow up to be juvenile delinquents. Then they will end up in jail. This is so not what anyone wants for our Austin school district. Please. Give students who are less fortunate a chance at a good life.
- I respectfully request that the lives of hundreds of families not be generationally broken by the closing of Pease Elementary. It should not become a quiet museum behind glass walls in a world where schools are fashioned as "mills" of teaching and learning. Pease stands as Texas' oldest example of a continuously operating school; how many generations in the faces of the current children sitting in each classroom today, do Austin city planners see this morning? Grandchildren of men who plowed the land upon which it sits; great grandchildren of men who formed our Republic? The children & families attending Pease today feel & hold within themselves

the energy of the Texas spirit, not just today's politics and way of life, but past generations of founders who fought for Texas independence. I beg planners of this great city, Austin, to use their energies and spirits to challenge themselves not to close the successful, vibrant working Masterpiece of this school, Pease Elementary. This school stands as Austin's alive & working museum of greatness that is still profoundly forming the lives of children today, as it has continuously for many long years.

- I say sell your West 6th street buildings, and your offices can be moved to schools which are now underutilized. Sure it would scatter your offices all around the district, but there is email, conference calls and scheduled meetings to name a few ways that your offices could still stay in touch, you could even pick up a phone. This way the schools could stay open, and your staff could be in the schools, a very novel idea, students, teachers and district offices are in the same buildings. Also put out a list of all the members of the task force, their occupation, and their qualifications for being on the taskforce. It would be interesting to also know if any task force members recommended school closings in their own neighborhoods.
- I see that we as a district our closing schools to fully utilize campuses and save tax payer money. I see that from a financial aspect as a constructive thing to do with district funds. To keep children in their neighborhoods or as close as we can and strive to make each school closer to capacity. These although hard to swallow for some seems a great option to be efficient. I see what is being done to help eliminate the underutilized schools around town. I am on the northwest side of town. We are all over 100% capacity or close to at the elementary level. Actually

- what is in the school is under documented according to district numbers. We need Murchison, one the best middle schools in the area, to have facilities that match their achievement. You are going to have the great migration further North and West by many families if you do not address the overcrowding at Murchison. You must make additions to this successful campus or redraw the boundaries and send more children to other middle schools. The school can only hold so many before it breaks. It is irresponsible not to devote funds to this campus now. I would also not eliminate any programs at this campus. You must reward what is right in middle school education not tie their hands together and make the faculty and the pta of this campus deal with leftovers from the district.
- I sincerely hope that you take the students and the community into consideration when making these decisions. I have visited Ortega as an outsider a number of times and have walked away impressed with the passion that I observe from the staff. The outside activities that are held there open the school to the community and encourage parents to participate in their child's education.
- I sit on both on Maplewood Elementary School's Campus Advisory Council and serve as its PTA President-Elect. While the following message is not an official response from either body, I am writing on behalf of the many in the Maplewood school community who have been educating themselves on the Facilities Task Force recommendation 3.4 regarding a boundary change between Maplewood and Campbell Elementary schools since it was presented on January 12th. After several days of meetings and discussions, we have established a position and are enacting a process to address

the recommendation. We have devoted deep thought and reflection on the capacity issues facing Maplewood for several years, and rather than raise a substantial clamor of "No, No, No" through the media, we intend to collaborate with all involved and provide a better, more integrative alternative to the recommendation. Our position at Maplewood can be summarized as follows: 1. Maplewood is a school community of experienced problem-solvers. 2. We understand this boundary recommendation must be considered in the greater context of school facilities planning for east and northeast Austin over the next decade. We are already involved in that larger contextual discussion. 3. With the Campbell school community, we have a more comprehensive understanding of the issues facing the Maplewood and Campbell campuses than the task force. 4. We will exemplify the best of what is hoped from neighborhood schools by collaborating with the Campbell school community. Together, we will propose a better, more integrative alternative that honors the interests of both campuses and proper school facilities planning. As in any issue, we have attempted to acknowledge our interests as a Maplewood community, and beyond the obvious "why are you taking my child out of our neighborhood school, and putting them in another" that the task force might expect, we also acknowledge our interests as follows: 1. The Cherrywood/ French Place neighborhood section (section "41E" in AISD parlance) has been implementing sidewalk-plan over the last several years that establishes a "safe route" to Maplewood. There is not an established "safe route" to Campbell. The children would have to cross Dean Keaton or Manor Road to reach Campbell. 2. The Tower View/JJ Seabrook neighborhoods (sections "41B" and "41C" in AISD parlance) provide an important Hispanic cultural influence on Maplewood. Maplewood Elementary is the AISD's closest school to a 33% White/33% African-American/33% Hispanic student population. All cultural heritages is equally cherished at Maplewood. 3. This recommendation reflects a band-aid approach to addressing the school needs and issues surrounding the Mueller development. Displacing children from traditional Maplewood households as a "plan" for addressing Mueller's growth lacks sensitivity and creativity. There are substantial plans and ideas currently being discussed that would provide better alternatives. 4. There is no budget impact to this decision, and no present need at Maplewood to implement this decision immediately as Maplewood is not currently over capacity. We should have time to develop a more integrative alternative the proposed boundary change. Thank you, for your service on the Facilities Task Force.

• I speak for Zilker elementary school. I am a parent of 2 kids there and I have been to 3 other public schools in the past 10 years. This school is by far the utmost top performer in all areas especially with the Parent teacher connection to students that makes our students thrive and our community a great place for children to learn, experience, and grow to become successful adults in the future. My question is, have you done any case studies on what children that went to Zilker or other Exemplary school that is like ours and seen how successful they are as adults? My children and our lives would not be the same if it were not for this school and the parents and teachers. We are a great place for kids and families to live,

learn, and share with others in hopes that all schools could be like ours.

- I strongly believe that moving the boundaries for Maplewood Elementary is a huge mistake. There are no cost savings. Instead of moving children out of Maplewood who have historically gone there as part of the neighborhood community, close Maplewood to transfers. It is not right that my kid will not potentially get to go there after attending a couple of years yet kids from other areas of town will be allowed to transfer to Maplewood. I live in my neighborhood because of Maplewood Elementary and now the line is being drawn and she will have to go to Campbell. This is not right. I also strongly believe that no schools should be closed. Move the administration offices to more affordable space and lower the salaries of the administrative staff before you close schools. The kids should come first.
- I strongly disagree with the closure of Oak Springs Elementary. I have volunteered on their campus and have come to realize how much the lack of transportation for the majority of parents will significantly impact their ability to participate in campus activities, which will negatively impact the students. Why make it more of a hurdle for these people to support the education of their children? Why make the children walk through the toughest part of town to get to school? Please reconsider.
- I strongly disagree with the idea that closing down so many schools will solve the financial crisis that AISD is in. I also strongly disagree with their recommendation that both Barton Hills Elementary and Zilker Elementary close. They are the only elementary schools in the neighborhoods West of Lamar. What
- is so disappointing is that, contrary to TF claims of operating under capacity, the schools are both full due to transfer students that the TF was not allowed considering. While I do understand consolidation may have to be an option, I don't understand why the idea of consolidating ZE/BHE and Becker/Dawson was not as high a priority to consider. That way at least there would be a neighborhood school in both neighborhoods on either side of Lamar. My other concerns are that if all three elementary schools are closed and the children (I still don't understand where the transfer students will end up) are bused to Becker, A)due to the safety concern of students crossing South Lamar and a set of dangerous railroad tracks, how the district will be saving money with busing, and B) that in a very short amount of time Becker will become vastly overcrowded, therefore costing even more for improvements and upgrades to accommodate the large increase in student population. Combining ZE/BHE and BE/DE seems to be a logical way to handle the deficit, but most important, do what is best for our precious commodity; the students. I would also like to say that I am extremely disappointed, and a little taken aback, but the fact that all of this was presented for public input at the end of the Task Force's commission.
- I strongly disagree with the task force's proposal. There has to be a better way to save money other than closing Exemplary neighborhood schools. Some of these schools fall in underserved areas where many families don't have cars. Increasing the distance the child has to travel only increases absences. This proposal does nothing to improve actual education in Austin. It only saves money at the cost of our

children. I encourage the task force to consider some of the alternative recommendations on the save our schools website. Surely a combination of decreasing the inflated salaries of the superintendent and board in addition to selling the AISD building and leasing out Eastside Memorial High School would make up a significant amount of the needed budget.

- I strongly feel that AISD should sell its Sixth Street offices and relocate to a more affordable location before consolidating schools and relocating students.
- I strongly oppose Option 4.4 B. It does not promote central Austin property. If Barton Hill's students are moved to Becker, property/home values would greatly decline, families would not be interested in this highly sought after area, and many families will move to the suburbs or chose to send their children to private schools. Barton Hills is a model school and has a family-like community. It truly is a great place to learn. Teachers have created curriculum regarding the greenbelt, which classes visit often. We would not have access to this at Becker. In many, many ways, it would be a tragedy if Barton Hills Elementary is forced to close.
- I strongly oppose the closing of successful central Austin neighborhood schools, Zilker Elementary in particular. This school works tremendously well in its current location as an anchor for the community by providing excellent public education for our children. To consider closing this school runs counter to all current thinking on the benefits of small neighborhood schools and is in direct opposition to the City of Austin's goals of strengthening central neighborhoods and reducing traffic and pollution, as confirmed by our mayor. Zilker is the most sought after school in the 78704 zip code, as

evidenced by the number of students who want to transfer in and the fact that the growing population of kids in the immediate area has made all but priority transfers very limited in the past two years. The Zilker neighborhood has become an extremely desirable one for young families because of the presence of the school within easy walking distance and the vertical alignment that tracks our students to O. Henry and Austin High. Take away this school and you will take away the very heart of the community. It makes no sense to consider closing a diverse, thriving school that is running at full capacity and is increasingly filled with children who live in the Zilker district. If schools must be closed, I urge you to close or consolidate ones where the least possible number of students will be impacted, i.e. schools that are underutilized. The course you are considering runs against common sense, the city's vitality, and the best interest of children.

- I strongly oppose the closing of Zilker Elementary school. Please, please, please do not close this school down. We moved to this neighborhood specifically so our sons could attend Zilker; if you close this school down, we will probably move out to the suburbs.
- I strongly oppose the closure of Barton Hills and Zilker Elementary Schools, as well as the other schools that are performing at an Exemplary level. It is wrong-minded to close the schools that are leading the way based on financial considerations solely, which seems to be the case in this instance. It is also concerning that the financial arguments themselves seems incomplete and fail to consider costs of upgrading/modifying schools that would receive an enormous influx of students; transportation, safety and parking costs; loss

of property tax revenue as neighborhoods that lose their schools experience declines in property values; loss of students to private education, charter schools and other school districts; and hundreds of transfer students. Overall, it is a short-term solution that is not sustainable or consistent with the long-terms goals for the city core and does not consider the long-term impact to the community. I urge the Board to consider alternative cost-saving measures that do not have the same negative impact on the students and communities as closing schools. As a parent whose child will be entering school in the next year in one of the affected communities, I will be closely following the actions of the School Board on this matter.

I strongly oppose the proposed closing of the schools as outlined in this presentation-most especially Zilker Elementary. It is heart breaking to consider that both of the well performing schools in our neighborhood (Zilker and Baron Hills Elementary) might be closed. In reviewing this presentation, I believe that some more important considerations should be (re)considered when making the recommendations to close these schools. Closing these urban elementary schools is in direct opposition to the goals of the City of Austin in terms of building a stronger urban core and reducing suburban sprawl. The quality of life afforded by these neighborhood schools while not easily quantified cannot be overlooked. It is my understanding that these two schools are on the closure list due to the condition of the facilities. It is not an insignificant fact that both of these schools have recently had millions of dollars of improvements made to them. The impact to the community in terms of decreasing property values, the financial impact to AISD to renovate and/or expand the schools that would have to absorb our students-where are these costs outlined? Finally, the academic records of these schools must be a consideration. Parents stand in line to get the chance to send their children to these schools-we are proud of our schools and have the academic records to prove their worth. Recommendations to better utilize AISD facilities must not come at the expense of our children. The negative repercussions to the community are too great, and seem to shift costs to other areas: transportation (busing), student costs (higher at both Dawson & Becker according to recent Texas Education Agency data). In the big picture, closing Zilker and Barton Hills Elementary schools doesn't make sense for the city or for the AISD budget as a whole.

I strongly oppose the TF's recommendation to close small neighborhood schools. I am a native Austinite and was a product of busing in the 70s. It split our neighborhood apart (Highland Park elem). Many families went to private schools or went to other schools. We too went to another school (Doss Elem). And although I don't regret my parents' decision to keep us at a relatively close small school, I regret that I lost the ability to maintain potential lifelong friendships and I regret that our immediate neighborhood was split apart. I am a Zilker resident. My husband and I specifically chose this neighborhood to raise our kids. We value this city. We wanted to be close in to the things we love, and most importantly, we wanted our kids to go to a fabulous community-driven school. Contrary to the TF's data, we are not in a declining neighborhood. We are the modern family, making it work w/3 kids less than 5 years of age in 1000 sq. ft house, paying \$6000/yr taxes no less to live here in this great neighborhood.

I urge the TF to at least investigate the accurate numbers prior to making such a major, city-altering decision. Transfer students are not being accounted for. Zilker and BH are at and above capacity w/transfers. What will happen to the transfer students when the schools are split apart? Becker and Dawson will not be able to absorb them. Splitting Zilker into 2/3 Becker and 1/3 Dawson will destroy the goodness of this school. Children will be split apart, teachers will be split. It is not an equal move. Not to mention the safety concern of crossing a major thoroughfare like Lamar, crossing an unsafe railroad crossing, where unscheduled trains could cause for many tardies, as well as the safety issues of no space for parking and busses at Becker. Please look at the correct census data. Our neighborhood is not in decline. Our street is filled with young kids whose parents moved here for this school. On our block alone, just our block of Ford St, there are 23 kids that are elementary age. 13 of those 23 are 5 and under and there are more babies on the way. More people will state it more eloquently than me (please read the FB pages for Zilker & BHE.). There are so many points where the data is just incorrect. I just cannot fathom why AISD would close 2 of their best schools, 2 schools that are doing it right, where children are succeeding. Emotion is high because this is the very emotion that runs this city and keeps it unique. Closing these schools would change the heart of this city. I implore you to at least study accurate data before considering these closures.

 I strongly urge the AISD Facility Master PlanTask Force to reject Option 4.4B presented at Community Meetings January 12 & 13, 2011. Closing Zilker Elementary and Barton Hills Elementary would be a colossal mistake. FCI calculated for Zilker; this is certainly too high. Area population growth by 2014; this estimate is too low (unless you succeed in closing the schools) Realities ignored: Both these schools serve a vital role to the larger AISD community by providing programs that serve transfer students whose needs are not met at their home schools. Closing Zilker and Barton Hills schools will drive property values down; lower property values = fewer AISD \$. Additional notes: How can the Becker Elementary location can support full capacity and deliver educational quality? There is no parking at Becker and the surrounding streets are narrow. How will you get 500+ kids in an out of that tight space without resorting to busing? What will busing cost? There is precious little outdoor play space at Becker. There are numerous studies showing the correlation between exercise and higher standardized test scores. Both Zilker and Barton Hills have running tracks which have been used to advantage for WOW time (or whatever Work Out for Wellness is called these days). The outdoor space at Becker may be adequate for 200, but it will not serve a school of 500+ students well.

• I strongly urge the Task Force and the Board to keep Pease open. Do not allow this historically rich, downtown jewel be lost. Pease Elementary is currently on the list of potential closures. Pease is a school rich in tradition, diversity and history. The Task Force claims that the closure is needed because the building is old and requires major repairs. I've been a Pease parent for 11 years. Not once, in all that time, has the district ever made major repairs to our school. Now, in part due to the district's shortcomings, we on the list of closures. Our neighbor is Austin. Pease has students from 27 Austin zip codes and come from many economic groups. 30%

of our children are on free or reduced lunch. Our ethnicity is 28% Anglo, 22% African American, 45% Hispanic, 1% Asian. 4% of our children are also of two or more races. While is it true most of the Pease parents work downtown, that does not make us an elitist school. Many of us are two working parent families; one of those parents just happens to work downtown. Many state, county, and AISD workers are downtown. Working downtown does not mean you are a lawyer or an executive. I urge the Task Force and the Board to not move forward with closing 8 Exemplary elementary schools. Especially in light of the potential plan to then build a schools in areas where schools with be closed. The plan, as it stands, moves students into schools that are already overcapacity, while not moving children into schools that are underutilized. Further, the plan does nothing to combat the very real problem of school overcrowding. Instead of focusing on the dollars that might be saved by closing schools that are working, the plan should focus on using our available assets and schools which are not meeting the academic standards. It's appalling that a school district would consider closing 8 schools that are doing their job by education our children well, in favor of keeping open schools that aren't.

I strongly urge you not to close Barton Hills Elementary. Not
only is the school a historically successful and productive part
of the AISD system, but it is an integral part of the Barton Hills
neighborhood and community. There are many ways to
attempt to deal with the budget crisis that the School System is
facing, but eliminating a productive school and important
component of a close in neighborhood community should be
at the very bottom of the list of solutions. Given the number of

- transfers that Barton Hills accepts each year, the facility is being utilized at a high level, and should continue to be open to serve the community and the children of the Barton Hills and other neighborhoods. I appreciate your consideration.
- I suggest moving AISD central office out of downtown and over to the east side closer to high need, lower performing schools where rental space would be much cheaper.
- I support Becker Elementary and its Dual Language program.
- I support Becker Elementary and its Dual Language program.
 Becker is a beautiful urban neighborhood school. After attending Thursday's community meeting at Burger Center this Task Force has brought out a lot of hostility among our neighbor schools. Please dig deep and find a solution to keep our schools open. We appreciate the time you have put in to trying to solve this financial nightmare.
- I support Becker Elementary School. The community has been working very hard. The school has wonderful, attractive programs for students, including a dual language program, a green garden house, an art house, a chicken coop, to name a few. The building is one of the few, if not the only, AISD School that is a documented historic site. The school is Exemplary, consisting of stellar students, staff and community members.
- I support closing the schools if no other methods for cost cutting are available. When a school has two future options, I prefer the one that affects the least number of students. More than anything I would like the transfer policy to allow fewer transfers and benefit from more community involvement, enrollment at home schools would increase. Likewise, I would like to see Middle/High School magnet programs ended and instead have all middle and high schools

- offer challenging and interesting courses. I think many parents who have motivated children that just can't quite make it into Kealing or get a transfer to a special program are choosing private middle schools, their home schools have lost the brightest students and most involved parents.
- I support Dual Language at Becker Elementary and do not want to see any central city schools closed, especially not exemplary ones. I suggest that we study how certain campuses are able to spend relatively small amounts of money per student per year and still maintain high ratings (such as Pease). Can we apply the habits and policies at that campus to other schools in the district to save money long-term and short-term? Also, regarding the FCI. I believe it would be advantageous to the board (as well as boost public confidence) to publicly admit incorrect/incomplete data and vow to correct it now and revise recommendations based on accurate information. For example: take into account the bond monies that have been spent in the last few years on campuses as well as money slated to be spent to upgrade or repair facilities. These are monies that would not need to be spent again and therefore should not be counted in the potential savings to the district for closing schools. I understand that policy changes are not in the scope of this Task Force, but as recommendations to the Board of Trustees, it would make sense that your recommendations include whatever you think would help reduce cost in maintenance and operations of our facilities. If that is re-writing the transfer policy and re-drawing boundaries, those recommendations must be made. Even though this is a focused Task Force, the big picture should not be ignored. Selling administrative buildings and/or going to a
- virtual office platform could also save/recover quite a bit of money relating to facilities. Please don't brush off these options; they are perfectly viable in a city like Austin. I don't support advertising on our campuses and buses. Our children see plenty of advertising, I believe to their detriment. We don't need it on our schools, too. Thank you for your time and effort. Those left on the Task Force have a lot on their shoulders and I do not envy your position. Please do listen to the community. Austin is a smart city; we have lots of good ideas to offer.
- I support keeping Becker Elementary open. It is a historic building that has been well maintained. It serves an economically disadvantaged population in socio-economically diverse area, bringing people from all walks of life together. Please don't close this Exemplary school that provides innovative programs like Dual Language and The Green Classroom. Becker is the model that all schools should aspire: true diversity, innovative programming and community. The Becker family is committed to continue and extend the success we have achieved here to Fulmore Middle School and Travis High School. The children, parents and staff have accomplished something great here, give us a chance to see it through, continue to grow and make a difference in the whole community.
- I support keeping neighborhood schools in the urban core open. Redraw boundaries to fill seats. Only close schools that cost more to renovate than to replace. I support keeping either Barton Hills Elementary or Zilker Elementary open. I support keeping Becker Elementary open. The Dual Language Program alone at Becker is projected to bring the campus to the desired

- capacity within 2 3 years. Moving students from Barton Hills/Zilker to Becker threatens the Dual Language program as well as the culture at that school. Moreover, if the Barton Hills/Zilker students are allowed to keep their vertical track into O.Henry/Austin HS, this will intensify the real and perceived division among students. Putting this scenario into place would be very detrimental to the students of Becker Elementary and to the community.
- I support neighborhood schools and doing everything feasible to keep them open. Becker Elementary is an important hub of our community. Its recently-established Dual Language program is continuing to build academic and social success. Schools like this are critical contributors to our current and future quality of life and economic viability. Careful consideration must be given to maintaining the bonds between schools and their communities. If parents who have options are discouraged, more will opt-out, further decreasing state funding per attending student, and concentrating the density of option-less families in our urban schools. This would reverse much of the progress our schools have made, and run counter to AISD's mission.
- I support the consolidation of the facilities and also the repurposing of the closed schools. They can be rented or sold to create revenue for the district. We need to keep an eye on the overpopulation of the schools and how this will affect our future generations. As we all know student to teacher ratio affects learning. Regarding the staff specially teachers an accountability system should be implemented for all the schools, especially for the ones that will be affected by these changes. Keep the best teachers out of all those schools.

- I support the efforts of the District to be reactive to the budget shortfall. Though the severity is probably hard for many people to understand the shortcomings are real and must be dealt with. I also think that the transfer policy of the District is too lenient and works against appropriate delegation of students to schools. I also feel it hurts several neighborhood schools that parents transfer their children away from in order to send them to places like Barton Hills and Zilker. By closing schools that are transfer magnets and focusing the former transfer students back into their neighborhoods I think the schools will benefit. With regards to the Barton Hills and Zilker closings; Becker elementary is very close and more central to the populations it would pull from. Thank you
- I taught at Dawson many years ago and it is very impressive what improvements have been made to the campus and the removal of the portables. The hallways and classrooms are conducive to learning and the environment is a bright, clean, safe, positive and friendly one. Dawson also has a huge piece of land behind the school for future expansion. The building is in excellent condition and lends itself to team teaching and modern approaches to education as well as set ups and adaptability for special needs children. It has always had a strong community feeling even though the parents do not have much time to devote to the school volunteer program because they are hard working parents who sometime work more than one job to get by. But they do care about their children's education and understand its importance and help as much as they can. There has always been a unique atmosphere at Dawson of high expectations, individual acceptability, adaptability and warmth and even after 20 years that feeling is

still there. That school has also achieved incredible results with their children because of their outstanding leadership, skilled teachers and caring staff. They have turned that school into an Exemplary school and part of that reason is because the school has managed to meet the needs of all of their children by keeping class loads small and the school at a manageable size. The neighborhood has easy access in and out of the school and is centrally located. There is plenty of parking and several options for entrance and exit from the school so traffic is not a problem. Most of the students at Dawson are Hispanic and the school offers a strong bilingual as well as English curriculum for their students. They have just started a revolutionary character building program there called Early Acr First Knight which will teach students ethics, service to community and leadership skills. Dawson is a very progressive school with lots of new programs to enhance all students' development and education. Although I would not support closure of any schools because of the negative effects it would have on our children and Austin, it would not make sense to close a school that is successful and molding our children into the world's next leaders. And children and their welfare are more important that dollars and cents and if AISD does decide to close neighborhood schools, you will cause out of town flight by those families who understand the value of neighborhood schools and quality education and then you really will have a major budget problem. Quality education is the #1 priority when companies or families relocate to Austin and if AISD destroyed those school programs that are working and worry more about quantity in the facilities instead of quality in those buildings;

- this will be a real blow to the economics of Austin and our quality of life.
- I think any time you consider closing schools and changing boundaries, you are going to get opposition. The reality is an incredible budget shortfall and frankly, I don't wish to support these campuses with an increase on my property tax. I would hope that these options will move forward. I also wish that you work with Austin to help alleviate some of the disadvantages of redistricting, for example, elem students crossing Lamar that should be addressed proactively. I think there has been a lot of time and energy put into looking at budget options, and I like these options far more than some of the other options, such as taking away teacher prep time or increasing student loads on teachers.
- I think closing schools is a mistake, especially when you want to open new schools. Use the schools we have now and redraw the boundaries so that each is filled to an acceptable capacity. If people want to move out to the suburbs then those children should be bused in to existing schools. Why are we building new schools when we have underutilized schools? It would be more cost efficient to change boundaries than to build new schools. You are already proposing changing boundaries; I'm just asking that you think of the boundaries differently. Use the existing schools and redraw maps to get the total schoolage population into existing schools. Use the bond money to make repairs vs. a new building. I worry about all of these empty school buildings in the city core. That is just an invitation for vandalism. (See Detroit's problems for closing schools.) I'm not familiar with all of the areas affected but I do strongly disagree with closing both Zilker and Barton Hills Elem.

Schools. You would also be changing the feeder schools in this scenario and affect O'Henry M.S. and Austin H.S. Why would you close 2 schools where a high number of children transfer to? These schools are over capacity when you count transfer students. I realize that the capacity for Barton Hills is low and Zilker needs repairs. I would suggest fixing Zilker and expanding Barton Hills with the bond money instead of building new schools out in the suburbs. That way you also keep those schools going to O'Henry M.S. and Austin H.S. The task force doesn't mention how this affects the middle schools that these schools feed into. I really want to know how this affects O'Henry M.S. and Austin H.S. Under the proposal, where do those children go to middle/high school?

- I think closing these schools would only lead to people moving out of the city for better school districts. We've worked hard to perfect Barton Hills Elem, please don't close it. Please consider renovating it and moving forward.
- I think closing Zilker elementary would be a tragedy. It's a beautiful school in a beautiful, historic neighborhood.
- I think it is bad policy to close small, Exemplary neighborhood schools (including my own, Barton Hills) for a number of reasons: 1. The city is encouraging close-in Austin residency, and this plan actively discourages it by closing Exemplary close-in schools in favor of new suburban schools. 2. By closing these schools, our children can't walk any more to school, which discourages exercise and fitness. Becker is too far and dangerous to walk to for BH residents. There is also very, very little parking, so transportation will be a big problem. 3. The demographics in our neighborhood (Barton Hills) are changing and many, many more young families with children are moving
- in. (On my block alone we have seven kids under age 3. including my own 2 young sons, ages 1 and 3.) Closing these schools doesn't take into account these changing demographics. 4. It will be very tough to recreate the excellence and sense of community that took YEARS to generate at BHE. Why close Exemplary schools in favor of less strong schools? Seems like misguided policy. 5. Closing our Exemplary neighborhood schools will depress close-in property values and hurt local businesses. We and our neighbors would probably move to Westlake for Eames schools or send our kids to private schools. 6. I understand budgets are tight, but I highly encourage looking at other options. For instance, I still don't understand why the option to consolidate Becker and Dawson was tabled; I wasn't satisfied with the answer to that question at the Tues. hearings at BHE. We could consider selling advertisements in schools, which I know is controversial but could generate revenue. We could sell the admin. office downtown.
- I think it is poor planning on the school district and the task force to not include the transfer student numbers anywhere in their discussions. You haven't included these children on the front end (as enrolled in the schools you are considering closing) or in the back end in the neighborhood school. Take Oak Hill elementary as an example. According to your data Oak Hill has a permanent capacity of 770 students but according to TEA AEIS report in 2009-2010 they had 993 students enrolled. How many transfer students from Barton Hills and Zilker would move back to Oak Hill? What are your plans to reduce the numbers in that overcrowded school? Your information and analysis is flawed.

- I think it is preposterous to develop a plan on how to address budget. Austin AISD shouldn't close its highly performing schools. Barton Hills, Zilker, and the other schools identified for closure perform at a high level because of strong involvement and investment by the teachers and parents. That commitment stems from the love that these people have for those schools and their children. You cannot expect that same level of commitment to transfer nearly as easily as you can transfer children into another school. Pushing children into other schools will only lead to decreased performance by previously highly performing children. I also am disturbed to know that the plan was developed based on 2000 demographic data rather than data from 2010. The old data provide a skewed view of the current number of children living in the districts where schools have been identified to be closed. Recent data will show that Barton Hills and Zilker would be full of local children, with these schools then providing a very strong reason for people to live in Austin, spend their money in Austin, and pay their taxes in Austin. Without good schools in Austin to which parents can send their children, these parents are going to move to other districts, probably in Hays or Williamson County. Austin needs to be able to provide families with reasons to live in the city, rather than providing disincentives.
- I think it makes the most sense to close these elementary schools: Pease, Brooke, Oak Springs, Barton Hills, and Zilker (in that order). It also makes sense to close Pearce MS. Further, I support re-balancing between Maplewood and Campbell; and Crockett and Akins, even though they do not provide immediate cost-savings, per se.
- I think it's a bad idea to close down any Exemplary schools. Don't mess with something that is working. I think that closing any school should be a last resort unless they are seriously below capacity. I think there are other options that can save a lot of money. Let's start with the school year. The average Austin temperature in August is 96 degrees. In June, it's 90 degrees. Let's start school after Labor Day and shift those days into June. That will save a lot of money on air conditioning. Also, I don't know anyone who is happy starting school at 7:45 AM. I have a kindergartener and we rush like crazy to get her out the door in time, but there are some days where we may be 5 minutes late getting to class. We've received notices about how much we are costing the district. It's a ludicrous policy that 15 minutes worth of tardy time should equal an absence and cost the district money. I realize that may be out of the district's control, but pushing the school day forward by an hour could save a huge amount of money. It also makes it easier on working parents if the school day is more closely aligned with the work day, and I think you will find that most people have to be at work at 9 or 10 these days. In Albuquerque, where my niece and nephews go to public school, they don't start until 9 AM. I don't see much listed in the preliminary report about cutting back on the administrative side of things. Since the whole reason for the district to exist is to educate kids, let's make cuts in the administration before we make cuts in schools. How about a 2 year pay freeze for administrative employees? What about workforce reductions? What about furlough days? I work in the private sector and I have seen all of these at my workplace in the past several years of difficult economic times. I think we

should also be doing everything we can to eliminate wasteful spending. I see teachers being sent a lot of books and materials that they don't want or need. In a kindergarten class I was shown a ten page large print book that the teacher did not want that I was told cost 50 dollars. Multiply that by all the unnecessary materials in every classroom in the district and the cost must be astronomical. Instead, let's trust and empower our teachers. Give them each a budget and a list of acceptable materials they can order. Trust the teacher to know what they need for their class. Then you could have a smaller per-class budget because no money would be spent on unwanted materials. I think school performance should definitely be a factor on school closures. If a choice between a high performing and a low performing school closure arises, the high performing school should remain open. It makes more sense to send kids from lower-performing, underutilized schools to higher-performing, underutilized schools than the other way around. Otherwise, we continue to punish high performing schools by disrupting their successful programs, dissolving their leadership, rejecting an involved community, etc, etc. This is the wrong incentive to achieve excellence. Excellence must be promoted, even when facility decisions are made.

- I think that closing any school is unfortunate, but closing schools that are Exemplary performing schools is absolute foolishness. Many whole communities have been built around these schools. If these schools are closed the tax base for their communities will be devastated. Thus while trying to improve the current budget crisis; you will actually be making it worse. Please leave Barton Hills Elementary school open.
- I think that not having the transportation to magnet schools would damage the magnet programs. Many working parents would not be able to allow their children to go to these schools because they would not have transportation. Why would AISD want to do this? Also, closing centrally located Exemplary schools to build new schools in outlying areas seems very ridiculous. Why would you not want to promote and try to have all AISD schools try to model the Exemplary schools? Repairs and changes to current schools can wait until after our financial problems are over if the schools are kept open as is. If schools are closed, then there would be busing issues and the rising cost of gasoline, the repairs and changes needed to be made to the schools in order to sell or lease the property, and the costs of building new schools. How would that be cost effective? I think that all ways to save money must come from areas that do not directly affect students adversely, such as selling the AISD headquarters. I think that new sources of funds for the schools must be found to promote education in Austin, such as money required to go to AISD from local events happening in Austin. We should make our children and their education should be our first priority.
- I think that the potential closing of Oak Springs Elementary should be avoided because of the impact it could have on the children's academic progress and physical safety. A move to Blackshear would require students to pass through areas known for dangerous criminal activity. The physical distance from Blackshear makes after school and weekend activities more difficult and could create detachment from the school where community members have developed so much ownership.

- I think the closing of schools is the right choice. The quality programs and teachers are not closed only the building.
- I think the overall change would be a great asset for AISD to close campus which would help the budget. The main concern is the education of students not what is convenient for the parent. If, parents are behind their children home campus now; they should continue to be behind the new schools in which the students will attend. Just because the student changes school, this should not change the parent's involvement. No one likes change, it always has it pros and cons. The main focus should be what's best for all student's not a few. Who knows with the change, just might be the best thing for all such as morale, parent involvement and cost efficient, etc.
- I think the plans to close Barton Hills and Zilker Elementary schools are outrageous. These are both blue ribbon schools and are vital to their respective communities. In addition to providing education to the students of these communities for decades, the school facilities themselves are vital to the neighborhoods. Closing these schools would dramatically affect the character of these neighborhoods and would thus undermine the community as well as the property values in the neighborhood. Why would the district propose closing these schools while keeping a less than 50% full elementary school which is in very poor condition open by taking the students from Barton Hills and Zilker and sending them to this school instead? Having a true neighborhood school that kids can actually walk or ride bikes to rather than relying on gasconsuming, polluting cars and buses is of tremendous value in and of itself. Also, these neighborhoods do not have any small

- parks of playgrounds, rather, the residence use the school grounds for this purpose. Please reconsider this proposal. It would be a true tragedy for these neighborhoods to see these schools close. Keep Barton Hills and Zilker open.
- I think the solution of closing down Exemplary schools is definitely the wrong thing to do. Many of these schools, the parents, students, teachers and community have worked extremely hard to become Exemplary and closing them will devastate all involved. This goes against everything we are trying to teach our children. The FCI is based on flawed information. It doesn't consider all of the work done to the schools over the past few years and the supposed work that is listed as a future cost can be postpones or cancelled. Zilker elementary doesn't need a new Gym for \$2.4 Million. The assumption that replacing a school when it hits the 55% FCI number is also flawed. It still costs 45% more to build a new school. Also we know that most project run over budget and over schedule and take years to plan. What we need to do is look at alternative funding sources and alternative options for maintenance work. I know that many Zilker parents are willing and capable of doing many of the types of repairs that would be needed for Zilker Elementary. Another option proposed was to have parent pay a set fee per year. One school system was mentioned as requesting \$200 per student and collected from 50% of the parents and was able to cover their shortfall with that. If half of the parents raised \$200 per student that would raise \$8.4 million. I think that would cover the facilities right there. I know most would be willing to do this or at least do fundraising per child to that amount. Please take the option

- of closing Exemplary schools off the table; it's just the wrong thing to do.
- I think the task force should proceed with its proposed facility plan. The realities are that under-utilized schools waste tax money, and neighborhood demographics coupled with the physical condition of the schools make re-assignment and closing schools the best choice for balancing the budget. I grew up in a large public school district in St. Louis with my elementary, middle school, and high school all 5-15 miles from my house. Kids actually rode busses to school instead of having their parents create traffic jams in neighborhoods dropping their kids off at school. This didn't have any negative impact on either my education or the graduation rate or college entry rates (I have my BS in engineering). Neighborhood parents are using their local schools as a convenience and ignoring the financial realities.
- I think there is a strong desire for a magnet school (mathscience) available to residents in the Southwest Austin/Oak Hill area. Covington Middle School would be a campus for this program since it seems to currently be under-utilized. This would be a good option for students in our area who are interested in a magnet program but are not able to travel across town to attend these programs (do we really need middle school age students "commuting" to go to school outside of their neighborhoods?). It would also free up some space at our current middle schools that are at/near capacity.
- I think this is a mistake because the data that AISD is using to determine which schools to close is outdated, from before the last bond referendum. Many of the schools have had major upgrades, they have had HVAC systems installed and major

- improvements. To make a decision that will have an impact on so many families and students, the district owes it to the taxpayers to make sure the data is fresh and up to date. The other big thing to consider is the special education students in those schools. For Autistic/ASD children, consistency is extremely important. For every third grader that is a SPED student that you move next year, you will be completely uprooting them at a very important time, then uprooting them again to go to middle school the next year. It just seems too drastic for the special ed students especially. Please do not close all these schools.
- I think you should close Zilker or Barton Hills, but not both.
 - I thought that looking at one of documents on the project website, a slide presentation, provided as "supporting documentation", might provide a way to organize my thoughts on this extremely ill-conceived idea of closing some of Austin's neighborhood schools. In particular, I'd like to express my extremely strong opposition to the idea of closing Barton Hills Elementary and Zilker Elementary schools. In this supporting document "School Closure Lessons from Other Urban Districts", found here http://www.dejongrichter.com/projects/austin-independentschool-district/supporting-documentation/index.php, there are a couple of key "lessons" that seem to be ignored here in Austin during this process. "Lesson #1: Make a clear and compelling case for closure. How will students be better off?" This has NOT been done and is not going to happen. BHE and ZE are high performing, highly-desired, historic-in-our neighborhoods schools. Parents and community members are never going to buy a case in which kids in these neighborhoods

would be better off with their fantastic faculty members and students split apart and sent across Lamar and railroad tracks to the under-enrolled schools miles away. These are both schools where the community, neighborhood culture of the schools allows their PTA groups to garner so much support and activities from parents that they each raise over \$30,000 a year to put into supporting school programs. Convince parents that taking their kids from such strongly-supported, tight-knit neighborhood schools and spreading them out across a farther area of south Austin is going to make their students better off? Not going to happen. The District will be facing legal battles if choosing to pursue this school closure route. In addition, the cost savings and the true costs of moving all of these students to the other, old, under-enrolled schools do not add up. The cost savings case is not clear or compelling. The public and parental perception of what the District is doing currently to try to save money is that AISD has not gotten to the point yet in cost-cutting measures where it warrants something as drastic as school closures. Stop giving the superintendent bonuses. Cap salaries of district administrators. Move District administrative offices to under-utilized school buildings and sell the downtown property. "Lesson #3: Use objective, consistent criteria that start with student performance". It has been very apparent that this task force did not see it as part of their criteria to analyze student performance of the schools they are considering closing. BHE and ZE are both "Exemplary" schools. At Zilker, my neighborhood school, the student body is very diverse yet student achievement is not. All students, regardless of race/ethnicity score well above state averages. Zilker is a successful school and student performances show it.

Also, I whole-heartedly agree with these reasons, cited on the "Save Austin Schools" website (http://saveaustinschools.com/) about why neighborhood schools are essential and should not be slated for consideration of closing. Any and all other means of budget cuts and revenue generation should be pursued. Let the parents help figure out how to get more money to the schools. Let the parents & community see that the AISD administrators are going to feel the tough times along with us, not take home high salaries, bonuses, and give out more contracts to out-of-state consultants. I will directly quote the website here as I feel these are all sound arguments for stopping this process of school closures. "Top 5 reasons Exemplary schools in Central Austin should not be closed as recommended by this task force: 1. Task force recommendations are direct opposition to the City of Austin long-term planning initiatives and goals for growth. 2. The Task Force has left many questions unanswered and none of the "negative costs" of implementing the plan have been provided, including: recent bond money spent on upgrades to schools that are now being targeted for closure; costs of upgrading/modifying schools that would receive an enormous influx of students; transportation, safety and parking costs; loss of property tax revenue as neighborhoods that lose their schools experience declines in property values; loss of students to private education, charter schools and other school districts; and hundreds of transfer students were left out of all cost calculations entirely. We need to hold AISD accountable for all costs, especially when our children's education is at stake. 3. Academic performance was not considered. 4. There are other ways to cut costs besides closing schools. Current economic

conditions are temporary. We should be developing a longterm vision for AISD's budget shortfall, not a short-sighted, reactionary move that would lead to overcrowded schools and more expenditures within five years. Closing schools is a permanent decision with long-term implications. AISD should be taking action to pursue other cost-cutting measures, including the viable option of selling or leasing its underutilized prime real estate in downtown Austin. The administrative headquarters on 6th Street has an estimated market value of \$29 million. 5. Small, neighborhood schools are vital to communities and produce better education results, as proven by countless research studies and in practice right here in our city. These are vibrant schools with strong administrators, great teachers, and excellent academics at the heart of active communities." Lastly, I will add my frustrated comments to those of many others in my neighborhood regarding our taxes paid and property values. Our family moved specifically to the Zilker neighborhood for Zilker Elementary School, as have many others. Our oldest daughter started in Kindergarten there just 3 days after we moved in. My husband and I made a very conscious choice at that time: not to move out to the suburbs where houses were cheaper, lots less valuable, taxes were lower and we would have to drive everywhere, but instead to pay more for a smaller house on a highly valued lot for which we would pay exorbitant property taxes each year because we wanted to live in a central neighborhood, with a smaller, neighborhood school. Many of my neighbors have made this choice and we are paying our fair share towards education. We are not paying these high taxes on my highly valued property so Austin can build another big box school for

- another sprawling subdivision on the outskirts of town. We live here and pay our taxes where we do to benefit from and support our local, neighborhood public school of Zilker Elementary.
- I totally agree with the proposal that brings students to Boone from Cowan and SSV. Proposal 2.2B The Cowan-Boone attendance zone could have been taken care of last year with the boundary task force. However, the board did not have enough guts to do what is best for the school district. I hope the board does what is right for the district and saves money. Cowan has portables when a school within 2 miles has empty classrooms.
- I totally oppose closing schools to save money. Especially if it means "moth-balling" them until they are needed. You will still need to maintain these facilities and it just doesn't make any sense. I think we should look at all other options- such as; cutting administrative salaries, selling the administrative property on 6th street, leasing underutilized spaces like Delco, Burger Center, East Side Memorial, charging a small fee for transfers, etc. as potential cost saving options. Closing fully functioning, Exemplary schools in growing neighborhoods should never be an option on the table. We need to begin the budget cutting process again without closing schools as an option.
- I totally support the suggestion that other avenues and ideas should be explored besides closing schools. Education should be the priority and a school's excellence should not be ignored. The recommendations of which schools to close and the new boundary proposals are ridiculous, especially for elementary school children.

- I understand AISD has some very important decisions to make. I also respect the work and careful consideration of both these groups. Like so many school districts and local governments across the nation, AISD is faced with difficult challenges due to inadequate oversight of expenses and lack of planning for difficult economic times. I have been a volunteer at Oak Springs Elementary School for many years, and I have seen tremendous progress in the students, teachers, and administration during that time. It has been so exciting to see the parents and local community come together to provide a safe environment where the students can learn. Day-to-day struggles have been lessened as a community who believes it can make a difference in the lives of their young people are beginning to see the fruits of their labor. Your decisions will have a huge impact on the students and their families. How much more disruption, disappointment, and discouragement can they take? My children attend a school that has all the elements in a learning environment needed for a child to thrive. We are fortunate. I would not be happy if I were told my children needed to attend another school, but we could adjust because the change would not be overwhelming. My heart aches for the families of some of the schools. Hardships exist everywhere for many of them...and now this? How many Task Force and Board of Trustee members have children affected by these changes? Few would be my guess. I'm not so sure Martin Luther King would be pleased of the disruption to progress caused by the mismanagement of our tax dollars by those affected the least. I urge you to reconsider the recommendations of the Task Force and keep Oak Springs on
- the track to success. My thoughts are with you as you struggle with making the best decision for all those concerned.
- I understand and appreciate the need to make difficult changes to meet a reduced budget. However, it appears that current school capacity or utilization is the most important consideration, rather than school performance. With so many schools struggling to keep up with standards, it seems counterproductive to close schools like Barton Hills Elementary that provide a great education. Instead of closing these schools because they are not operating at capacity, perhaps we should view them as a great transfer option for an improved education to students at other schools that are above capacity and not performing as well.
- I understand that AISD needs to save money during this budget crunch. But moving away from the small neighborhood schools model would be devastating to the education of so many Austin children. It values money over providing the best possible education for kids. (Small schools with small class sizes are the best environment for young children.) It works against what planners have been trying to do with urban infill and attracting people to the central core. Why should I stay in Austin rather than move out to the suburbs if my kids can't go to a good-quality, close-by neighborhood school? It will destroy the sense of community built around these schools. One of the things that make a school great is parent involvement, and that happens most easily when parents feel invested in the school and it has the support of families, neighbors and local businesses. It isn't "Austin." People choose to live here for a reason, and being a good place to raise children is one of the main ones. A city without neighborhood

schools isn't a good place to raise children. Many of these schools are Exemplary, they work. AISD officials should know better than anyone that that's pretty hard to do, especially with lower-income areas such as Oak Springs. I know budget cuts are painful, but these are especially hurtful to the people who have the least say: children.

- I understand that it is necessary to find ways to reduce costs, but closing well-performing schools that are vital to the community is not a good plan. Some things matter more than the bottom line.
- I understand that it is the Texas Legislature's fault for not providing enough funds to support AISD and all of its current schools and thank the task force and the board for undertaking such a daunting task. I hope you will keep as many schools open as you can and if you have to close schools, chose wisely with the most accurate data. And all the while actually thinking about the community, the families and the impact this will have on Austin. We aren't like the rest of Texas, don't let the legislature treat us like we are by taking away education and overcrowding our kids so they have to struggle to learn.
- I understand that the budget constraints that the Task Force and School Board are faced with are intense and that making these cuts has got to be heart wrenching. The job of the task force and board is, indeed, a thankless one in this year of budget crisis. I do believe, however, that closing down well-established, thriving schools with a long history of success is not wise. I think it is naive to think that the success that has been created over years of dedication at Zilker and Barton Hills can be easily transplanted to another location. The type of success we see at these schools takes years and probably

- generations to achieve. Why close down a piece of AISD that is really working, when there is so much to fix?
- I understand that the district is in a financial crisis. However, I am worried that by doing what you are proposing we will create an academic crisis. A lot of the schools you are talking about have a lot of children and families that have basic needs challenges that affect their learning. To increase the number of students in those schools is going to require the district to also to invest in other programs to assure the academic success of the students. Plus also have the support for the teachers to be able to deal with the stress of having high number of students with multiple basic needs. In regards to Zilker and Barton Zilkers they are a true reflection of having academic success because they have small number of students in their classrooms that are made up of different students from various social economic backgrounds. The social issues are there, but they are manageable. Please be mindful what you are creating by merging high needs schools both academically and socially together. I do not support your plans; unless the district is prepare to provide additional instructional and social support to these schools. 1. TA in classrooms 2. Additional support staff per grade level. 3. Feeding programs 4. Administration by grade level to deal with behavior issues **Leonor Vargas**
- I understand that very difficult decisions have to be made and that schools have to be closed. What I don't understand is why there is a proposal to build another school for Metz, Sanchez and Zavala students when we are trying to cut the budget. Building another school makes absolutely no sense when you will have empty buildings as it is.

- I understand that you are projecting a larger budget shortfall in 2012 than in 2010 or in 2011. However, I firmly believe that closing underused schools would have a bad effect on the neighborhoods and children. You want to balance the budget, and to meet that goal as quickly as possible, you would close schools under the justification that the population center is moving out of the urban core. I see many problems with this logic: First, the cost of building new schools in the suburbs is many times the savings from closing urban schools. So if you want to serve those children and save money doing it, you should bus those children to urban magnet schools. You should sell off the portable trailers if they aren't being used. Second, as our aging neighbors move out of the neighborhood or pass away, young families move in. We see more babies born every year in our neighborhood. This makes me suspect that your statistics are manipulated in order to justify your desired outcome, the quick fix. And what's so wrong with this quick fix? When you close a school in an urban center, you encourage blight. Who wants to buy a house in a neighborhood with no school? If you close Joslin Elementary School in my neighborhood, you remove a community outreach center, a playground, and a park. You prevent parents from walking or biking with their kids to and from school. You break up childhood friendships. When AISD closed Porter Middle School and turned it into an elite academy, you rejected my daughter and all of her girlfriends in the fifth grade at Joslin. You sent them to two different middle schools. By the seventh grade, my daughter had developed an anxiety disorder severe enough to cause her to avoid school. For the eighth grade, she refused to return and we had to find an online
- school. Part of the problem at her middle school was the long bus ride. Part of the problem was a school suddenly overburdened by a huge jump in attendance, due to the closure of Porter. The classes were crowded and unruly. My children will not be affected directly if you close Joslin Elementary School but my neighborhood will be. Please try harder to find other ways of balancing your budget in the long term, rather than taking quick fixes with potentially disastrous effects for the people whom you serve.
- I understand the need to fill in budget gaps and to make current facilities more efficient; however, I think that closing 2 elementary schools in a large neighborhood and having them relocated is not smart. Zilker and Barton Hills Elementary schools, should not both be closed. Combining those two schools would make much more sense than transferring to other Becker and Dawson. There will be increased traffic heading across Lamar because it is not safe for young students to walk or ride bikes across Lamar. I don't think the recent influx of young families to the Zilker/Barton Hills has been taken into consideration; there are many new young families that will then be forced to travel by car to increasingly full elementary schools. My family relocated to Austin from Virginia and we choose this neighborhood because of the proximity to two schools that had great reviews. While my son is only 2, we were planning for the long-term of my son's education. We live within walking distance of Zilker and biking distance of Barton Hills, eliminating my car off the road during an already busy time of day for all commuters. Travel over to Bee Cave Rd by the elementary school around school drop-off and pick-up times. It's total nightmare traffic wise. There are

- no sights of children walking because of the busy road, which is what will be a reality for many families if both Zilker and Barton Hills ES are closed. Please I urge you to not close both. Please save one of the schools. Quality of life for students and quality of teaching is what's important here. Increasing class sizes will hinder the successes in the class room.
- I urge the Board not to close Pease Elementary School. The various figures related to Pease which are included in the Master Plan and other information do not tell the whole story. and some are even misleading. First, Pease is not partially empty. Pease is at its own capacity. Right now, there is a waiting list at Pease for every grade level. Second, the figures stated for cost of capital improvement are misleading in that they presume that the facility must be remodeled/refurbished to meet all current standards, and they include the cost of such improvements. While safety-related issues should certainly be addressed, Pease is an old building, and the parents who transfer their children to Pease know that when they enroll their students there. Third, Pease provides an option for parents who work downtown, many of whom work for the various city, county, and state agencies, who would otherwise have to sacrifice involvement at their children's schools. Pease is its own community, and it is a very close one. Fourth, Pease represents a complete educational success on every level. Pease is very diverse racially and economically, and Pease is rated Exemplary. Fifth, when determining the cost of running Pease, I have not seen any mention of the fact that there are no transportation costs related to Pease. Parents who choose to send their children to Pease must provide for transportation. This cost savings should be reflected in the
- calculations which are the foundation of this proposal. Sixth. while the budget shortfall is a tangible thing which must be addressed with real financial savings, some intangibles should not be overlooked. The historical value of Pease cannot be overstated. Won't go into the details here, since I am sure the Task Force will receive numerous missives relating Pease's historical details. Seventh, I understand that there is some interest in using Pease as the first AISD charter school. Pease parents would like to hear what this would actually mean for the students, administration, and parents. That might be a good option, and the Pease community is open to learning about what it might mean and how it might be accomplished. Please do not consider my support of Pease to be a tacit agreement that any other successful central schools should be closed. I simply speak on behalf of Pease, and hope that you will take Pease off the list of proposed closures for the reasons stated above. It is, by all estimation, an Exemplary school which serves all of Austin and has succeeded in achieving the goals set for all of our schools.
- I urge you not to close Oak Springs Elementary School. Oak Springs serves children and families who are in the most need of help. 77% of their families are at or below poverty level. 98% of their children are on free or reduced lunch programs. Most of the children are in single parent homes or are raised by relatives. An estimated 60% of their families do not have access to computers or email access. Despite these obstacles, Oak Springs has moved from one of the lowest performing schools to Exemplary ratings. This improvement is thanks to the efforts of dedicated teachers and staff and the increased involvement of parents and families in the lives of students.

- 75%-80% of Oak Springs families do not own a car. Closing the school would make it additionally hard for children to travel to school in a safe manner. The addition use of school buses would add to expenses for the school district. Oak Springs is a vital neighborhood school that provides stability, safety, and education to a community that desperately needs them.
- I urge you not to consider closure of Zilker Elementary School. It does not make geographic sense. Zilker Elementary School was the primary reason that I moved into the Zilker neighborhood 2 years ago. I am a single mom who cannot afford to pay for private school so living in a neighborhood with one of the best public schools in the city was of top priority for me. I am happy to pay the higher property taxes just to be able to have my son attend this Exemplary rated school. We walk to school every day along with many other parents and children in our neighborhood. If Zilker were closed we would be forced to drive to another school or move away from the place we call home. My son would no longer be able to walk or ride a bike to school because he would have to cross the busy intersection at Lamar and then the train tracks to get to the only other schools available. If all of the kids in Zilker were moved east, that intersection would become a traffic nightmare for parents and kids. I understand that the issue is one of money and facilities maintenance. Zilker has an extremely active, creative, and dedicated parent community that has made huge improvements to the campus over the years and continues to do so. The school is very well cared for and not in a state of disrepair as suggested by the task force recommendation. I know many skilled parents who would be only too happy to dedicate time and energy to continue the
- work of improving our school. Not only that, but Zilker's location next to a city park is truly unique and gives our kids lots of outdoor space for enrichment and physical education activities. The schools east of Lamar do not offer this to our children. Our campus also has 2 wonderful playscapes and lots of space to expand if needed. I am frankly confused as to why the task force would choose to close a school that is truly at the heart of our family-oriented neighborhood. On my street alone, there are at least 5 other families with school-age (or soon-to-be school-age) children within a few houses from mine. The idea that this neighborhood is in decline is simply not true. I know more and more families trying to move into the neighborhood and have yet to meet a family who wants to leave. Keep Zilker open. It's a great place for kids.
- I urge you to obtain recent, accurate and complete data before making the decision to close any school. Should these areas grow significantly in terms of young family demographics in the next 5 years (and I believe they will), you will be digging a bigger hole by closing their schools. And since schools become the hearts of their community and kids come to know them as a second home, I urge to consider more than just the demographics data in your decisions. Whether fewer, bigger schools are more cost effective than more abundant, smaller schools very much in debate and I'd appreciate it if the district does not use my child as a guinea pig. There are other options, as were pointed out by many parents at the community meetings at Delco and Burger, starting with selling the downtown AISD offices. 1) Sell or Lease the Admin offices on W. 6th St \$10MIL+ revenue also, disperse their offices into the "underutilized facilities to avoid any additional cost for new

office space. 2) Offer incentives in communities where parents of higher-performing students have elected to enroll their children in Private schools (Travis High, Bouldin). Thus those neighborhood schools start being revitalized and utilized and thus naturally improving their rankings to garner the FED grant money being given for said improved rankings. Please read the Tribune article interviewing Superintendent where in the second paragraph, it clearly states the FED grant incentive for pulling "persistently lowest-achieving" campuses. 3) Raise taxes. Especially for the areas that are requiring new schools. 4) Close unused AISD facilities and centers (Baker)/sell or lease any unused parcels. 5) Do not give big businesses like the Domain tax incentives/breaks that our long-time local businesses forfeit. 6) Try to tap into the grants ACC is accessing to go solar. The rewards are long-term savings overall and in line with the City plans. Not to mention a great example for our students and job creation for the solar companies/others working in our area and so Austin. 7) Contact ACC (they are booming right now) and see if there are any partnerships we can make to garner income for both entities. 8) Contact other institutions looking to expand with the high numbers of returning students to higher/better education and see if they are interested in leasing/buying any underutilized AISD facilities (As Eastside Prep mentioned @ mtg). 9) Demand no bonuses for AISD employees. How can we allow bonuses when they will be laying off Teachers. 10) Contact all of our local immediately surrounding businesses to see what we can work out for win-wins in fund raising. They know we will come out in support which is great for all (think BookPeople) 11) I love the idea of allowing our city officials to try and garner proceeds from the many events that come to Austin but especially those literally in our backyards. 12) Goes w/ 11 but can we not rent our school buses during said festivals/events. Transportation is always an issue even with regulars like Blues on the Green and 4th of July and again, these are in our backyard. 13) I think all proposed school's PTAs and other school non-profits should figure how much they raise annually (a nice big sum) to present as already in-place offset expenses for AISD. 14) Demand a deduction in Superintendent's salary. I am not saying slash it absurdly but \$275K? I know most of us in this economy would be happy with \$100K (That's a savings of \$525000 over the three years of her contract (2011-2013). 15) Demand Gov Perry sign for the Feds funds (\$20MIL to AISD alone). Call, Email, Write. I think it's worth trying to coordinate a state-wide March on the capital (or his house) b/c this affects every school district across the state. Teachers ready? We have calculated that closing Barton Hills and Zilker Elementary Schools would have a negative effect on property values and thus tax collections, here are the calculations and links to referenced sources for the information used for calculations: Barton Hills Residential Total Current Market Valuation \$929,414,629

http://www.citicite.com/mueller/index.php?module=Parcels& op=plan&PlanningAreaID=4 Zilker Residential Total Current Market Valuation \$620,722,344 http://www.citicite.com/mueller/index.php?module=Parcels& op=plan&PlanningAreaID=67 Total Current Residential Value for Barton Hills and Zilker= \$1,550,136,973 10% Anticipated Loss in value: \$155,013,697 Loss to AISD in Property Taxes @ 1.227% = \$1,902,018 Loss to All Property Taxes (AISD, City of

Austin, Travis County, Central Health, ACC) @ 2.3169 = \$3,591,512 The 10% loss in market value is supported by many mathematically complex studies, PriceWaterhouse study PDF concludes that disruption of neighborhood schools reduces house values by 9.9%. http://www-agecon.ag.ohio-state.edu/class/aede680/irwin/pdf/53.pdf Here is another study that determined that having a neighborhood elementary school ranked "excellent" generally increased property values by 9 to 19% http://ageconsearch.umn.edu/bitstream/6609/2/39010211.pd f. (2)

- I vehemently oppose any proposal to close any central school.. Walkable, Exemplary schools support our city's SIGNED charter for a "City of Tomorrow". Zilker elementary is a successful, thriving community which generates money for the school district and the city. Zilker does this via increasing property values (at least before these proposals were announced), building businesses in the area, and creating high performing students with high attendance numbers for the district. Don't close Zilker. Don't close any central schools.
- I want to comment on the proposal to cut or reduce magnet school bus routes. If the current option on the table is to create hubs where students are dropped off and have to either make their own way home or take other buses, what does AISD save? You still need the buses and you still need the drivers. Consider the inconvenience: parents either have to arrange for pick up or leave work early to pick kids up. What is the difference between picking up your kid from their own school or a hub school? You still have to leave work early. This seems like a plan where changes are being considered because

- things need to change, no because they save money or are more efficient. Besides kids will get home even later than they already do? Why create magnet schools, take our tax dollars and say that you can't get to and from your school, without a parent picking you up?
- I want to object to the closing of Oak Springs Elementary School and the move of those students to Blackshear Elementary for the following reasons: 1. Oak Springs changed from a low performing school to Exemplary rating by TEA this year. The school closing would have a negative effect on the future performance of these students and the moral of the Oak Springs and Booker T. Washington Housing Project. 2. The Task Force has not taken transportation costs into consideration. Approximately 75% to 80% of the students' families do not have cars. This means that the very young students will have to cross light rail train tracks, an APD identified high gang, prostitution and drug dealing area in their walk to and from school each day. The exposure of these young children to this type of activity will absolutely affect each child's performance in school. 3. If AISD decides, for safety reasons to bus the Oak Springs population to and from school each day, then the cost of that transportation should be considered by the Task Force in their future proposal and plans. 4. The lack of transportation available to the parents will greatly impact their involvement in after school activities, the potential for their children to participate in tutoring and any evening programs for the families. Poor families cannot afford to ride the public transportation. 5. Capitol Metro announced fare increases this week. 77% of the families at Oak Springs are at or below poverty level. They will not be able to afford the

public transportation costs to keep active in the school community and evening programs. 6. AISD has had detrimental press about the low performance of their students in the last few years. Why not use Oak Springs as an example of Exemplary student achievement, community involvement via their volunteers and increased parental involvement? You have the opportunity to use Oak Springs as a voice for the change that can occur when people join together to help students achieve. Why close this school and declare it in ineffective in the job the students, faculty, administration and volunteers are doing to show success?

- I want to thank the task force on the difficult job of determining a proposal for the Facility Master Plan. The presentation and options handout do an excellent job of providing the logic and facts behind the proposal. I understand that the focus right now is on consolidating all AISD facilities, but I would like to request the consideration of a math and science magnet school in south Austin. There are no magnet schools south of Lady Bird Lake, and there is interest in a math and science magnet school at both the junior high and high school level.
- I want to thank you for the time you have put into this task which seems to me no matter what upset some people. I'm very disappointed that any schools need to close. I would like to see transfers as part of the numbers equation. It seems that any school that is working for sure needs to remain open in the way that it works now. I saw the way many parents voiced their opinions and they were obviously wonderful advocates for the school even though that was not there neighborhood. The district needs to realize we don't all get a fair shake if you

look just at the neighborhood and opportunities for choice need to remain within the district. So much is done to help failing students, at risk students, special needs students but for the GT student or high achieving student it seems that people seem to think that means rich white kids. When I hear people speak of the magnet programs as something for the elite it infuriates me. As a Hispanic mom with 6 children all in AISD I can say that the magnet program is a treasure that needs to be fostered not ransacked. It is hard to get parents to make efforts of sending their children to another side of town. Please provide transportation for these schools. My 4 older kids have all gone to or are attending Fulmore and 2 went to or are at LASA. Transportation is key and a hub in our case would still leave us more than 2 miles away and crossing dangerous thoroughfare. Please look at some additional stops in those cases and work with parents to develop a plan that will work.

- I want to voice my complaint about the closing of Oak Springs Elementary. I feel that this closing is not in the best interest of the students. If you look at the data Oak Springs has been on the rise in the quality of schooling that it provides and I feel closing it know would hurt the students. I look forward to hearing that is will be allowed to stay open.
- I was appalled by the suggestion that AISD close eight Exemplary schools and "redistribute" or realign those children throughout the city. As such, I attended one of the recent public comment meetings held by the Task Force. The Task Force members spoke about AISD being a business and about dollar amounts. They spoke about underutilized and overcapacity. They spoke about schools that were approved in previous bond elections that have not been built. They spoke

about needing additional bond money and the plan to build schools in the areas where schools will be shut down. What was not mentioned by the Task Force is that AISD is in the business of educating children. Nor was it mentioned that their current recommendation does not realign children into the middle and high school vertical team that has the least capacity (i.e., number of children). It was not mentioned that the current plan will realign children into one of the most overcapacity middle and high school vertical teams. They didn't speak about the numbers that really count: the number of children that are succeeding in the schools recommended for closure. They did not speak about the middle school that might be recommended for closure; the same middle school that has failed to meet educational standards more than eight years in a row; the school for which closure has been required by the TEA. The Task Force voiced the opinion that the schools recommended for closure will cause limited or little disruption. I find that statement extremely arrogant. It is easy to say the little or no disruption will occur when your family is not affected. However, when you can no longer walk your children to school or when you have three children in one school and a fourth in another school in a different area, it causes significant disruption. I sincerely hope that Board will not follow the recommended Facility Master Plan and close Pease Elementary. Pease is an Exemplary school and one of only two Exemplary elementary schools with this diversity ratio (21% African American, 49% Hispanic, 27% White, and 3% Asian/Pacific Islander). In addition, 27% of our children are disadvantaged, 3% have limited English proficiency and 20% are at risk. I do not understand how AISD could plan on closing a successful, diverse school, one that is achieving their academic goals, while fighting to keep open schools that have repeatedly failed to meet the state minimum standards. Closing eight Exemplary schools reeks of a plan that was formulated as a quick and easy fix, with no real understanding of the issues and problems that will be created by the "fix" itself. I recognize that difficult decisions have to made because of budgetary problems, but I fail to see how closing a strong academic school because the building itself needs work is a sound decision by the people charged with directing the education our children. I urge the Task Force and the Board to review the numbers again and find a better way to close the deficit gap. I suggest selling or leasing the administration buildings downtown, the Baker Center, and the CAC. AISD could move their administrative staff to Highland Mall, which is virtually empty of retailers and where significant space has been leased by ACC. Top AISD administrators could volunteer to take a specific percentage pay cut, i.e., 10% - 20%. Schools that do not meet the academic standards could be closed and those children moved into schools that are underutilized. Without an intensive study of the entire budget, it's not feasible for me to make additional suggestions. However, I have no doubt there are many other, better ways to cut the budget than shutting down Exemplary schools; schools that are educating our children well.

 I was very moved by the input from Ortega staff, parents, and community last night at the Delco Center. It sounds like a wonderful place and you have worked hard to make it that way. Such an excellent urban school in the core of a tough area in East Austin should never even be considered to be closed.

- I went to the community meeting Wednesday night at the Delco center and really was disappointed to not see all 72 members of the Task Force or even more members show up than what were there. They are making decisions that we take personally because our kids are involved and yet not many task force members showed up. I hope that the task force members would put themselves in our shoes and imagine how their kids would feel being forced into another school and how unfair that is when they have worked so hard to be at an Exemplary school.
- I whole heartedly oppose the closure of neighborhood schools, especially Barton Hills Elementary. It appears the Task Force's greatest considerations are the facility costs and their numbers are inaccurate. The information proposed also contains flawed numbers regarding future neighborhood students attending the school. The Barton Hills neighborhood is a rapidly growing and vibrant area, both residential and businesses. Many young families moved to the neighborhood in order to attend the consistently rated Exemplary school. We moved to the neighborhood over six years ago in order to secure a spot in BHE, an Exemplary school, for our children. We live only blocks away and our community lifestyle of walking to school is an immeasurable joy. Barton Hills Elementary continues to provide an enriching, supportive and community minded environment for children and families alike. The closure of BHE would directly create a void, an emptiness that cannot be recovered. It is AISD's duty to support and preserve Exemplary, community inner city schools like Barton Hills Elementary to protect the children they seek to educate. The closure of

- Barton Hills Elementary would directly negate the City Of Austin's efforts to maintain vibrant, residential urban core.
- I will be writing our legislators in favor of repealing the Robin Hood act to help with the AISD budget issues. I am concerned that closing Zilker & Barton Hills will only result in collateral damage to the neighborhoods and businesses leading, to lower property values for these areas, leading to lower tax revenues and hurting the AISD budget from another direction. The idea of building new bigger schools is fundamentally flawed in serving to provide the best education and cost savings. The extra transportation costs have not been addressed among others issues). The cost benefits of building bigger new schools (and maintaining them) cannot be significantly greater than the current facilities. The danger of children crossing Lamar Blvd. and the railroad tracks in the dark not being considered is another fundamental flaw in the report. The amount of financial liability that AISD is opening itself up to has not been considered adequately. The data created being based on the 2000 census (instead of the 2010 census) is another fundamental flaw in the report. Not addressing the approximately 10 million previous bond expenditures on these facilities is another fundamental flaw in the report. Not considering the transfer students is another huge fundamental flaw in the report. The large number of portable buildings that are overflowing at Barton Hills is testimony to the fact that Barton Hills is not underutilized as the report has stated. Other options for budget savings & revenue must be considered. Closing of the 9 targeted schools is unacceptable and not an option. Please exhaust all of these options to help close the budget shortfall: 1) Lease out Eastside Memorial HS to the East

Austin College Prep. 2) Sell AISD headquarters and move administration into Highland Mall (follow the ACC lead). 3) Create a new bond proposal for the voters. Community support is obviously strong. 4) Solicit corporate sponsors for more support. 5) Solicit more foundations for support. 6) Increase property tax collections penalties and activity. 7) Save big by not building new larger schools. 8) Sell advertising on buses, schools, etc. Thank you very much for providing a feedback method.

I wish to comment on the transportation issue. My student attends a magnet school and takes the bus home in the afternoon. We already pick up our child from the elementary school so going to a hub policy will not affect us. Many other parents find the hub policy unfeasible and are recommending additional stops. With the reality of the budget shortfall I do not understand why a sliding fee for bus service was removed as an option. Am I happy about paying for a service that attendees to our home school get without paying an additional fee? Of course, not but given the alternatives, I will. Also, paying a fee will give AISD a better idea of the number of students who do use the bus. My child never takes the bus in the morning as do many other students who arrive by car. If people have to pay for the service then this gives the district the ability to quantify and scale the response to the demand. My other child goes to the Fine Arts Academy at McCallum and I have no access to district transportation since we reside outside the attendance zone. Would I be willing to pay for school bus service? Yes. I do not relish having to pay for something which my tax dollars should already pay for but it would help to support the decision our family has made to

- attend this school. Many McCallum students pay a fare to CAP metro to get to and from school (no public bus service in my neighborhood however) so we already have students who are dealing with an inequity in transportation support from the district. Students pay a reduced fee for school lunches why not a reduced fee for transportation for those who need it and no reduction for those who can afford it. There is no perfect solution to the AISD budget problem we will either pay through higher taxes /fees/ or unpopular outcomes. Nobody can realistically believe that the district can solve the budget problem through greater efficiencies or elimination of waste only. We will all end up paying financially now or seeing the district slip into further mediocrity in the future.
- I wish to speak for parents of Oak Springs Elementary since an estimated 60% do not have computers to speak by this means. An estimated 75% to 80% do not own a car to get to meetings and many lack means of receiving information and communicating. Oak Springs families & faculty deal with a variety of unique challenges including: a) 77% of families are at or below poverty level; b) 98% of the children are in the free lunch program; c) most of the children are in single parent homes or are being raised by a relative. If these children are sent to Blackshear Elementary, most will have to walk across the light rail train tracks and through an area with high gang activity, drug dealing and prostitution. Even if buses are provided each morning and afternoon, participating in after school programs (including tutoring) evening programs for families, Saturday school and Saturday events will be difficult to impossible because of lack of money to ride city buses, lack of car, or any means of getting to and from Blackshear. This

recommended change must be an extremely depressing idea for families in this neighborhood, most of whom may have no voice in this. Oak Springs changed from one of the lowest performing AISD schools to achieving an Exemplary rating by the state of Texas in 2010. Schools upgrade a whole neighborhood. The thought of closing this school must be terribly depressing to parents there. I have understanding and great respect for the Task Force charged with the responsibility of recommending changes to help AISD operate more efficiently. I only ask that they take a close look at communities that may need help the most but from which the least has been heard.

- I wonder why Ortega & Oak Springs were selected to be closed. Sims has fewer than 300 students and is one the district's smallest campus facilities. I would hope re-zoning from Ortega & Oak Springs would increase the enrollment at Sims significantly to make it more cost-effective as well.
- I would just like to make the every important point the Zilker Elementary is a community not just a school building. Many of the families at Zilker know each other and spend time together building relationships and upholding common values for our children. Closing Zilker would be a sever detriment to our community and children. Zilker is great and it makes no sense to close a school that works.
- I would like the Task Force to truly consider renting out space at the underutilized schools to private entities instead of closing the schools first. Many local, children-centered businesses would benefit as would the school. I also believe that lowering and/or raising the thermostats in schools would help. I am unsure if 4 degrees is too much or too little at this

- time. I believe leasing administrative facilities may be better b/c it then becomes a source of income for AISD in the long run. Maybe consolidating all administrative facilities into either CAC or Baker and leasing the other out to private entities should be considered before closing several elementary schools and/or realigning areas. I do believe realigning so many areas in Austin at one time could potentially cause issues in the local economy and unrest in the community.
- I would like to advocate for Oak Springs Elementary. It would be a great disservice to the children and families at Oak Springs to close that school. My church, First Baptist, has been mentoring and working with the teachers, children, and parents for many years. 77% of the families there are at or below poverty level, 98% of the children are in the free lunch program. Most of the children are in single parent families or have a relative raising them. About 60% of the Oak Springs families do not have home computers or email access for information from the internet. 75-80% of the families do not own a car. Not having a family car presents many challenges. The preliminary proposal of the Task Force is to send Oak Springs children to Blackshear which would make young children walk to and from school every day, across light rail tracks and through areas that the Austin Police Dept. has identified as having high gang activity, drug dealing and prostitution. If AISD decides to provide buses for the 300+ children at Oak Springs then the cost to the district should be considered by the Task Force. The parents and children will have the added challenge of transportation when trying to participate in after school programs (including tutoring), evening programs and weekend events. Poor families cannot

- afford to ride the bus. Because of transportation hardships the lingering negative effects of past school closures in this neighborhood and the need for stability for low income children and their families. Please take these things into consideration before closing this wonderful school.
- I would like to comment on Option 4.4B, the plan to close Zilker and Barton Hills Elementary schools. As a long time resident of the Zilker neighborhood, I can't imagine why you would want to close two of the most successful schools in your district. The parents in these two neighborhoods are extremely active in the schools, and the children thrive. I do not have children, but chose this neighborhood because of its strong community feel and excellent school. Every morning I see kids and their parents walking and bicycling to school. What a fantastic way for kids to start their day. None of the kids in our neighborhood will be able to walk or bicycle to Becker or Dawson. Is that really a step in the right direction? I find the math involved in not counting transfer students to be a little confusing. Are the population numbers and projections based on the most recent census data? Our neighborhoods have evolved quite a bit in the last ten years. If you're using ten year old population projections, I'm afraid you've started with incorrect assumptions. I have heard that AISD does not plan to sell the property that Zilker is on, and even if they did there could be issues since it is partially city park land. Please don't leave us with an abandoned building in the heart of our community. It is bad enough (actually beyond my worst thoughts of what could happen to our neighborhood) that you would even consider closing Zilker Elementary, but to leave us with a constant reminder of what we used to have would be
- unforgivable. I also think that AISD's plan to shut down so many schools in "close-in" neighborhoods goes against everything the city of Austin is trying to do to encourage people to live closer to town and mitigate the sprawl we've experienced over the last decade. In our neighborhood we have definitely seen more dense housing options constructed and more and more families moving in. Zilker is a success story, not a school that has failed in any way. Your plan seems to only take into consideration the age of the facilities and not the quality of the education. I would recommend you take a look at the bigger picture and consider the success and education of your students. To quote from your welcoming statement on the AISD website, "we invite you to discover the offerings at your neighborhood school". Zilker offers a wonderful learning experience to its many students and gives them a strong foundation for future success in education. Isn't that what you want in all of your schools?
- I would like to comment on the Facility Master Plan option 4.4 B, the proposal to close Zilker and Barton Hills Elementary Schools. Under the proposal, you could indeed achieve a suitable percent capacity at the remaining Becker and Dawson Elementaries, but you would have done so by eliminating the two schools with high Net Migration Factors (please see the tables accompanying Option 4.4 B: the Net Migration Factor column for Barton Hills and Zilker in the Current table and the Percent Capacity column following the 2014 Projected Enrollment column in both the Current and Proposed tables). What is the reason for the high net migration to Zilker and Barton Hills Elementary Schools? I would bet it is their reputation, one could even say fame in this city, for being

- excellent public elementary schools. In other words, you would be achieving a comfortable facility capacity in 2014 by eliminating the reason for students to transfer into the area. This is perverse. It would be analogous to a business wanting to avoid any expansion and achieving that despite clear trends to the contrary by deciding to eliminate the best-selling lines. In other words, Barton Hills and Zilker Elementary Schools would be victims of their own success.
- I would like to comment on this plan. I will speak about Zilker because that is the school I know. However, closing any of these schools, if you are concerned about actually educating children, is woefully short sighted. The task force states that Zilker is under enrolled when in fact it is over enrolled. It is overenrolled because it attracts numerous transfer students. It attracts these students because it is a very good school and has very good programs for special needs children. The task force evidently does not care about these special needs transfer students. Why in the world would transfer students not be counted? They are, in fact, enrolled in the school. What is the message being sent? The plan to move Barton Hills, and Zilker over to Becker would immediately overrun that school. Zilker kids would have to cross South Lamar during rush hour (the district obviously will not bus them). If they make it across alive they will then have to negotiate the railroad tracks on West Mary. What is the cost of abandoning the school building? How much will it cost to keep it maintained? Were these costs assessed? This school is largely maintained by parent volunteers. If the building is simply abandoned it will make a good crack house.

I would like to express my concerns about the task force recommendations that Joslin Elementary school be closed. My first concern is that the Joslin principal was not told until last week that we were on the list to close. The task force states it held many meetings/open forums regarding ways to solve this issue in the past several months. We have not been given any time to defend our school and show why we should remain open. Becker has been on the list in the past, so they were more prepared to defend the action that we were. Keeping a school that is at 38% capacity open over a campus that is at a greater current enrollment percentage is ludicrous. Moving Joslin student to Sunset Valley, a school similiar in size, is ridiculous based on TEA Report cards. Joslin is not only an Exemplary school, but a Title 1 school which gets additional federal funds. Moving to Sunset Valley will only cause overcrowding at the school. We would like to know why transfer students are not being considered in the enrollment calculations. They are attending the school (counted in the enrollment/attendance for federal funds) and will be transferring along with the rest of the population to the new schools. It is unfathomable that on the first day of school we attended a ceremony at Joslin where Dr. Castarphen told us that the most recent round of test scores at Joslin were not only among the highest in the district, but among the highest in the state, and now we are being told that the school is targeted for closure. Studies continue to show that low income students (the majority of the population of Joslin) perform poorly in larger class sizes. Comparing the performance of students a Joslin (with small class sizes) to other low income schools in AISD (Houston Elementary, Palm Elementary, Widen

Elementary) would seem to bear out the same results as Joslin performs better in TEA metrics. Joslin also houses an excellent Al (hearing impaired) program which to the best of our knowledge is not offered at other campuses. Our Pre-K son has seen significant benefit from participation in the AI buddies program where non-impaired children attend a portion of the day with AI children in order to prepare them for mainstreaming with the general population. He has learned sign language in addition to building skills that will give him a good start on Kindergarten next year. We understand that the district faces a large budget shortfall next year. However, the main concern of AISD has to be on providing a quality education for our children. I fail to see how closing down Exemplary schools will improve the quality of education for any of the students at the affected schools. If anything I believe we would see a decrease in quality due to the disruption of the communities that are established at each of the elementary schools. The experience my children receive is not simply due to the location of the school, it is a direct result of the sense of community that has been created due to the diligent efforts of the faculty, administration and staff at Joslin. This environment is highly conducive to excellence and is not something that can simply be exported to a different school population. Closing down Joslin (or any of the targeted campuses) will only serve to destroy this sense of community and degrade the overall quality of education for the affected students. We should be looking to Joslin (and the other targeted campuses) as examples of what is being done right in education and spreading that learning across other campuses, not closing the schools down simply because they may be housed in older

- buildings. In attending the community meeting on 1/13, the task force was presented with several viable options (selling non-campus properties, leasing out the facility at a failing High school, improving overall attendance) which would all have additional monetary benefit beyond the \$11 million savings proposed by closing 9 campuses (8 of which are TEA Exemplary campuses). All other avenues should be explored before any move is made to close down any school which is currently succeeding in providing a quality education for its students.
- I would like to express my opposition to several of the proposed options for the Facility Master Plan. There must be better solutions than closing Exemplary schools. School closings should only be a matter of last resort or the result of failing schools. Eight of the nine schools proposed for closure were rated Exemplary by the TEA. Educational quality needs to be a major criterion to assess the feasibility of any plan dealing with our schools. This is conspicuously absent from the matrix of criteria leading to the formation of this plan. My family, along with many young families, is not counted in the outdated 2000 census data used to justify the task force's utilization numbers, moved to Zilker expressly to attend Zilker Elementary, then O' Henry and finally Austin High. Zilker Elementary has been closed to all but priority transfers for the last two years. In the last two years Zilker has been attended by 80% neighborhood kids, clearly young families are moving here. I have a daughter in Kindergarten and her sister will join her there in three years. We planned to continue walking to our neighborhood school cumulatively for the next ten years. If we are moved to Becker or worse yet, Dawson we would need to cross Lamar and a very busy railroad track which is poorly lit

and lacks sidewalks. This is a serious safety concern, not to mention bottlenecks caused at either school will cause traffic snarls that will result in many late arrivals to school which cause undue distractions to learning. We will not be able to walk to school which hundreds of children do at Zilker. Zilker is the heart of our community. It is situated adjacent beautiful city park land which plays host to many community events and gatherings. Closing Zilker and all the urban core schools proposed here is contrary to the City of Austin's fight against sprawl and will force people out of the city draining it of its rich diversity, dragging on economic growth, and depleting tax revenue for schools. Closing Zilker and Barton Hills would decimate our neighborhood and needlessly pull apart a rich vibrant community that has been successful for 61 years. Zilker offers unique services to our most challenged student. Children with learning disabilities thrive there; please do not take this precious resource away from the one who need it most. Zilker is also a diverse school. My daughter's kindergarten class is a virtual rainbow coalition which is precisely why we chose to live here. We value a pluralistic population and feel strongly that as a culture we profit from an exchange of ideas that are fostered in diverse economic, ethnic, and social environments. Zilker also according to this study is very efficient in terms of cost per student especially when costs for renovation are removed from the equation. The PTA raises approximately \$60,000 per year that contributes to creating better programs and facilities. These are challenging times, but we must offer creative solutions and alternatives to closing schools to cover our budget shortfalls. Some possibilities are selling the AISD headquarters, utilizing the rainy day fund to cover short falls,

- advertising on buses, cut lawn maintenance (estimated at \$81 million per year), higher taxes, four day summer administrative work weeks, urge the Governor to accept the \$183 million federal stimulus money for education, examine and adjust boundaries, lobby to keep more of our chapter 41 money in our district, incentives for attendance, administrative pay cuts (we are all feeling the pain, right?). I would urge AISD to give the utmost priority to the futures of children first and the quality of their education. Thank you for this forum.
- I would like to highly encourage the Task Force to reconsider closing Oak Springs Elementary School. Oak Springs is a vital part of the Booker T. Washington Housing Project and the rest of the Oak Springs neighborhood. I am sure that you, the Task Force, will receive thousands of opinions on why each school up for closure should not be closed. I am a member of First Baptist Church of Austin, and our church adopted Oak Springs, through AISD's Partners in Education, over eight years ago. At first, we promised to support them in providing a School Carnival for the students and their families and that was all. But, over the past eight years our relationship with the Oak Springs community has blossomed and has become a vital part of our church's outreach ministry. We host a Back-to-School Luncheon each year for the staff and faculty of Oak Springs to remind them what a valuable contribution they make to each student who walks through the doors of Oak Springs. We continue to help with the school carnival each year, along with doing a School Supply Drive for the students at the start of each school year. The youth group at First Baptist does monthly mission projects at Oak Springs, continuing to better the landscape at the school, so that the students and parents

can be proud of the school. And, last year, the Children's Minister at First Baptist, Dorothy Strickland, was nominated for Austin's Partners in Education Volunteer of the Year Award, because of the time she has given to Oak Springs Elementary. I urge you to take a step back and look at the profound effect the closing of Oak Springs Elementary will have on not only the students and their families, but also to our church. We love the faculty, staff and students of Oak Springs and have been so encouraged to see the continued improvement the school has made on its own year after year. Thank you for the time you have given to read these comments and the other thousands of comments you have received about each school. I hope that you will be very diligent in seeking out alternative plans to save the district money that does not include the closing of schools.

I would like to reiterate that I am against the change in the boundaries for Maplewood Elementary school as it affects the Cherrywood neighborhood. I have lived in this neighborhood since 1993 and have chosen to remain here because I love Maplewood Elementary. The change you are proposing would affect my daughter specifically if it were to go into effect next year. She would need to put in a transfer. However, since we do not know when the decision will be made, we can't put in a transfer. Further, the transfer would defeat the purpose of this proposal. And I assure you that most of the families would put in for a transfer if given the choice. It does not seem right that my daughter has the potential to lose the right to go to Maplewood yet other kids can transfer in and stay as long as they wish with that transfer. I have paid taxes for all these years with the thought that my children would be going to that school. In fact, we considered moving to Mueller and only Mueller because of Maplewood but when we lost the lot we had selected and the only other choices would mean our children would have to go to Blanton, we chose to stay in Cherrywood so that we could keep the kids at Maplewood. My son will be in 6th next year and is hoping to get in the Kealing Magnet program so this won't affect him. There would not be a problem if Mueller kids were not routed to Maplewood. Why should the new Mueller development affect the historical routing of Cherrywood/French Place kids getting routed to Maplewood. I strongly believe that if anyone should be rerouted, it should be the Mueller kids. Last in, first out. That is the way it should be to be fair. Also, the Cherrywood/French Place neighborhood has been working on implementing a sidewalk-plan over the last several years that establishes a "safe route" to Maplewood. This does not exist for Campbell. Kids would have to cross Dean Keaton or Manor Road to reach Campbell which are hellish to cross and even I don't do it. And as far as the Tower View/JJ Seabrook neighborhoods, again you are messing with the dynamic that is Maplewood. Maplewood Elementary is culturally diverse and we would like to keep it that way as it is one of AISD's closest schools to a 33% White/33% African-American/33% Hispanic student mix. Cultural diversity is one of the things that make Maplewood such a great school to go to. Further, the school needs and issues surrounding the Mueller development need to addressed in a way that does not negatively affect the surrounding neighborhoods. Displacing children from traditional Maplewood households as a "plan" for addressing Mueller's growth lacks sensitivity and creativity. There are substantial plans and ideas currently being discussed that

- would provide better alternatives. Since Maplewood is not currently at capacity and there is no budget impact to this decision I feel it should be removed from consideration.
- I would like to see AISD committed to preserving neighborhood schools. This is the model that I feel best nurtures children in safe and smaller environments where they can become capable and confident learners. It also is supportive of parents and communities in general. Options for making up some of the budget shortfall: rent out school space in the evenings for adult enrichment classes; rent out school space in the summer for child care programs; rent school spaces to church groups for Sunday morning meetings. Consider selling some of AISD's administrative property or vehicles.
- I would like to urge the Task Force to reconsider an option that was not presented at the recent community meetings – Option 0.13 To move a portion of students from Small MS to Gorzycki MS. The students in question have been reassigned from the Oak Hill ES to Baldwin ES due to the southwest ES boundary change that occurred early last year. These students went from tracking to MS with the majority of their peers to tracking to MS with less than 15% of their ES population. I believe the task force may have gone through the process of considering this option without the benefit of knowing the advantages of making such a boundary change. Please reconsider option 0.13 keeping the following in mind; * Improved Vertical Alignment -Redrawing the boundary for the students in area 449 provides a means for students to track with their peers from Elementary School through High School. Vertical Alignment has been emphasized as a goal in AISD's Educational Framework. *Financial Savings - According to the AISD Department of Pupil
- Transportation, moving the Baldwin Area 449 students to Gorzycki MS will reduce transportation costs by at least \$7,000 per year. Gorzycki MS is approximately four miles closer to Baldwin Area 449 than Small MS. *No significant impact – This boundary change would only affect approximately 15 students, or less per year. Therefore, the change would not significantly add to Gozycki MS' population, nor significantly take away from Small MS' population. *May reduce transfers- Many families from area 449 seek and have been granted transfers to Gorzycki MS due to the facility being closer and out of the way of the traffic congestion of Highway 290. *Over- projected –I have to respectfully disagree with the latest demographic report published on the AISD website. The current projection for 2010 for planning Area 449 of 118 students attending Baldwin compared to the actual 75 students from Area 449 currently enrolled at Baldwin elementary has Area 449 overprojected by 57%. Furthermore, Area 449 is a low-density population area with no projected future growth due to environmental restrictions. Although not as significant an impact financially to AISD as the other options being considering, the task force's recommendation of option 0.13 would be in the interest of saving money and improving vertical alignment with minimal impact on students or facilities. Therefore, I again urge you to revisit and give serious consideration to option 0.13 in future task force meetings. With sincere respect and appreciation for the time you have give to this Facility Master Plan Task Force.
- I would like you to consider supporting the proposal the East Austin College Prep presented at the community meetings to

- let us lease space at Eastside Memorial high school for our school so we can finally have a gym and a cafeteria. (2)
- I would not be in favor of Dawson Elementary being closed as
 it is a thriving school, rated Exemplary, and a vital part of the
 community. I am the GM of the Clarion Hotel and employ staff
 whose children or grandchildren attend that school. Closing it
 would prove a disservice to the area.
- I would not want to see Dawson closed or changed since it is a successful, thriving neighborhood school that went from acceptable to Exemplary in only three years and services mainly low income Hispanic families in South Austin
- I would respectfully like to oppose the proposed boundary changes which would send children in the Maple Run community to Boone Elementary School instead of Cowan Elementary, which would then send them to Crockett High School instead of Bowie High School. Thank you.
- I write to urge you not to close Oak Springs Elementary, and please reconsider the proposal to close other neighborhood schools. School closures have the potential to impact local businesses, property values and area traffic. Closing neighborhood schools will affect the entire community in adverse ways that you may not be considering. Although I do not have children in Oak Springs, I am aware of the particular challenges faced by the school and its students. Despite these challenges, this elementary has transformed itself from one of the lowest performing AISD schools to one getting an Exemplary rating this past year. Most of its children come from families with incomes below the poverty level. In the case of Oak Springs, 75% to 80% of the families do not own a car and cannot afford to ride the bus. This fact will result in many

- elementary school children and their parents walking through neighborhoods that have been identified by the Austin Police Department as high crime areas. Making it dangerous for children to get to school and stay late for needed tutoring and making it difficult for parents to attend after school activities is highly undesirable. Many Austin citizens have worked with these parents and teachers to provide quality education and stability to the children attending Oak Springs. For many of the kids, the school is the most stable thing they know. Closing Oak Springs will create yet another obstacle for these children to overcome. Please do not close this school.
- I write to urge you not to close Oak Springs Elementary, and to try to avoid closing all neighborhood schools. Studies, including one performed by PriceWaterhouse, show that property values decline from 9.9-19% in areas where neighborhood schools close. Businesses in those areas then suffer. Generally, traffic congestion in consolidated school zones increases due to more kids on the roads in the morning. Closing neighborhood schools affects the entire community in adverse ways that you may not be considering. Although I do not have children in Oak Springs, I am aware of the particular challenges faced by the school and its students. Despite these challenges, this elementary has transformed itself from one of the lowest performing AISD schools to one getting an Exemplary rating this past year. Most of its children come from families with incomes below the poverty level. In the case of Oak Springs, most of the families do not have cars and cannot afford to ride the bus. This fact results not in increased traffic around Blackshear, but in many elementary school children and their parents walking through neighborhoods that have been

identified by the Austin Police Department as high crime areas. Making it dangerous for children to get to school and stay late for needed tutoring and making it difficult for parents to attend after school activities is highly undesirable. Many Austin citizens have worked with these parents and teachers to provide quality education and stability to the children attending Oak Springs; for many of the kids, the school is the most stable thing they know. Closing Oak Springs will create yet another obstacle for these children to overcome. I urge you not to close this school.

- I write to urge you not to close Oak Springs Elementary. Although I do not have children in Oak Springs, I am aware of the particular challenges faced by the school and its students. Despite these challenges, this elementary has transformed itself from one of the lowest performing AISD schools to one getting an Exemplary rating this past year. I know that the AISD budget situation necessitates drastic measures be taken, and your job is not easy. However, I feel that the improvements made at this particular school should cause you to reconsider the recommendation of closure. (2)
- I write to you as a concerned citizen and member of the First Baptist Church of Austin to urge you not to close Oak Springs Elementary, and to try to avoid closing all neighborhood schools. Studies, including one performed by PriceWaterhouse, show that property values decline from 9.9-19% in areas where neighborhood schools close. Businesses in those areas then suffer. Generally, traffic congestion in consolidated school zones increases due to more kids on the roads in the morning. Closing neighborhood schools affects the entire community in adverse ways that you may not be considering. Although I do

not have children in Oak Springs, I am a member of The First Baptist Church of Austin, whose congregation has been heavily involved in the life of students & staff at Oak Springs and have watched Oak Springs begin to thrive within the past year. I am aware of the particular challenges faced by the school and its students: 1. 77% of the families are at or below poverty level 2. 98% of the children are in the free lunch program 3. Most of the children are in single parent homes or have a relative raising them. 4. An estimated 60% of the Oak Springs families do not have a home computer or an email address limiting their voice and access to information on the internet 5. An estimated 75% to 80% of the Oak Springs families do not own a car. Despite these challenges, this elementary has transformed itself from one of the lowest performing AISD schools to one getting an Exemplary rating this past year. The faculty and staff at Oak Springs visit the children and parents in their homes and are committed to this neighborhood and the particular needs of this community. Parent involvement is the highest it's been in years. The continued success of the Oak Springs Elementary community depends on the ability of the parents, children and teachers to walk to and from the school safely and frequently. Most of its children come from families with incomes below the poverty level. In the case of Oak Springs, most of the families do not own a car and many cannot afford to ride the bus. This fact results not in increased traffic around Blackshear, but in many elementary school children and their parents walking through neighborhoods that have been identified by the Austin Police Department as high crime areas. Making it dangerous for children to get to school and stay late for needed tutoring and making it difficult for

parents to attend after school activities is highly undesirable. Many Austin citizens have worked with these parents and teachers to provide quality education and stability to the children attending Oak Springs; for many of the kids, the school is the most stable thing they know. Closing Oak Springs will create yet another obstacle for these children to overcome. In addition, Oak Springs Elementary has historical significance to East Austin. Two schools have already been closed in this part of town. These closures gave a very negative message to the neighborhood, reducing neighborhood and community involvement in schools. I urge you on behalf of these children, their families, and the entire community, many of whom do not have the luxury to speak for themselves, please do not close Oak Springs Elementary. (2)

I'm the parent of a Kindergartner at Pease Elementary. I attended both community input meetings (Wednesday night at the Delco Center and Thursday night at the Burger Center). At the Wednesday night meeting, it was stressed that one school in the district has a FCI of 71%. That one school is Pease Elementary. Since that fact was presented in such an ominous light, I'd like to ask the Task Force to revisit what that percentage actually represents. Though a 71% FCI sounds bad, a high percentage of a small expense does not result in a large savings. In fact, in terms of overall facilities budget for the district, the percent doesn't matter at all. What does matter is the cost. With cost and not percentage in mind, I looked over the Task Force notes from Meeting #11 where the FCI for all schools, properties, and other buildings in the district were addressed. Since one solution put forth by the community at both input meetings was the sale of the Carruth Administration Center, I compared the cost of recommended repairs to Pease to that of the Carruth Administration Center. The Facilities Cost of Improvement is broken down into Priorities 1-5, with Priority 1 representing "urgent need". Pease Elementary has a Priority 1 cost of \$ 379,515. The Carruth Administration Center has a Priority 1 cost of \$239,301. And just to put these numbers in perspective, I would like to point out that the AVERAGE Priority 1 cost for middle schools in AISD is \$1,045,058 while the AVERAGE Priority 1 cost for high schools in Austin is \$1,520,222. Pease has a total FCI cost of \$7,668,770. The Carruth Administration Center has a total FCI cost of \$6,779,887. Now remember, our facility was built in 1876. The Carruth Administration Center was built in 1991. Yet our total facilities costs of improvement are virtually the same. Again, for perspective on the overall facilities budget, one middle school has a total FCI of \$29,251,629. One high school has a total FCI of \$45,175,511. Since numbers, not performance, were apparently the only factors in the recommended options set forth by the Task Force, I recommend you take another look at the actual numbers. Elementary schools account for a very small percent of the facilities budget. Closing them, especially successful ones, will realize very little, if any, actual savings for the district. Here are some suggestions: 1) Fix Priority 1 and 2 items for schools (the ones that will have to be fixed anyway if the district does not intend to sell these campuses) and leave the rest of the recommendations for when the country is not in financial crisis. 2) Sell the Carruth Administration Center. The district carries no outstanding debt on the property. 3) Sell any properties held by the district where future schools will not be

- built (ex. land in Travis Country). 4) Build the schools with money from the previous bonds elections before any discussion of closing any school is on the table and certainly before asking the taxpayer for more money to build more schools. Closing Pease or other Exemplary Elementary schools is not the solution.
- I've worked with a number of consulting firms over the years. And I know that consultants go into jobs with their own sets of biases. And the bias I've seen since the beginning of this project is a bias against small, community schools. I look at these reports, and all of the cost-savings these options will produce. But I don't see any acknowledgment of the costs. Costs for suddenly have to provide transportation for kids that can't walk or bike to school any more. Costs for the schools that will suddenly have to absorb dozens or hundreds of more students. Where is that side of the balance sheet? I simply don't believe that none of these closings have economic consequences. And the main thing I see in this report? An almost willful disregard for the schools' academic ratings. Nowhere in here do you show the schools' academic ratings, and all of these are Exemplary or Recognized. This strikes me as short-sighted in the extreme, especially when some of these same schools have majority minority status, and we know that Austin has struggled for years to provide adequate education across racial and socio-economic boundaries. I have heard it said that moving kids from these Exemplary schools to more marginal schools would bring up the standards of the schools to which they transfer. Do you really believe that? And do you have any objective data, to back that up? I would submit to you that all you'll be doing is marginalizing and damaging the

- educational opportunities of thousands of school children that the district is currently serving well.
- I'd like to thank the task force for volunteering their time to try to solve a huge budget shortfall for AISD which all our school districts across the state are suffering because our governor would not use federal funds for education and our legislature cut property taxes at a time we couldn't afford to. We want all schools to remain open. I want my child to attend Becker next year. Although Becker is not on the current list of proposed school closures, I want to share why Becker should remain open. As the task force knows, but everyone here may not, the Task Force found that Becker is one of two schools in our community that have the highest permanent capacity for students and a lower FCI, meaning it requires a lesser amount of repairs and capital improvements. Becker also has the capacity to accept additional children, making it an optimal place for a community school. Ideally, AISD would not be put in the position to close any schools, period, but if it has to be done, Becker should be kept open because of these fiscal advantages. On the social side, Becker's population is overwhelmingly economically disadvantaged and we also have a substantial number of students who have limited proficiency in English. Becker is also a majority minority school, just like our fair school district. Despite these facts that many would see as a disadvantage, Becker is Exemplary and is flourishing. Disadvantaged children at Meadowbrook public housing can walk to a top notch education which may very well be the harbor in the storm of their lives. At the monthly Parent's Academies at Becker I have been impressed to see parents from different backgrounds speaking different languages

working together. Becker's diverse, dual language environment prepares our children well for the 21st century world we live in and guarantees they will never have to worry about this language barrier. I have been so proud to stand with the involved, committed parents who want to send their kids to a diverse inner city school and who care about everyone in their community's education, not just their own children. We have chosen to be a part of this community, advocating for Becker for the last 18 months, despite the fact that our child would be a transfer student next year from Linder and therefore may not even get in. That's how impressed we are with the parents, the school, the principal and the facility.

- If a school is closed I would suggest that the name of the closed school be added to the name of the school to which the students are transferred to. Example, if Zilker closes and the students are moved to Pease, that Pease be called Zilker-Pease Elementary School. This way it is a combining of 2 schools to strengthen and make the remaining school better and more productive. Also the name and traditions can live on.
- If financial responsibility is the goal, then I would suggest that some savings can be realized by eliminating the position of assistant principal, especially at the elementary school level. It is my observation that whenever the principal is absent from his or her home school, a substitute principal has to be hired (at approximately \$50/hour) as the assistant principal(s), for some not so obvious reason, are not able to assume the duties of principal. Most Elementary schools have two assistant principals; thus, quite a substantial savings if that position is eliminated as I believe their salaries are posted in the range of \$120,000. I would imagine that the staffing is the same at the

Middle and High School level, although salaries are probably proportionately higher. Further, in keeping with the current goal of saving money, a hiring freeze would seem to be in order; specially, bearing in mind that half-dozen or so schools are on the chopping block. That means that some six or seven Principals, 12-14 Assistant Principals, as well as related staff, are going to be available.

- If Maplewood needs less Numbers, Take them from The New neighborhood that got them in the predicament they're in now, Mueller. Don't take Cherrywood apart.
- If schools have to be closed or consolidated, then at least respect existing neighborhood boundaries. In the case of Barton Hills, Zilker, Dawson and Becker, the best solution (and the safest) would be to: 1) leave Barton and Zilker alone, since both are at capacity when you take into account transfer students and the growing child population in the two districts.
 2) Consolidate Dawson into Becker, since both are under capacity. 3) Sell or lease the downtown AISD building and move staff into Dawson.
- If the ideal percentage for a school is 85%, then it makes sense that closing Becker E.S. brings the balance to the other three schools to near perfect. Current numbers show: Barton Hills 79%, Zilker 77%, Becker 44%, and Dawson 52%. Closing Becker means that Barton Hills and Zilker can go to 85% and Dawson can go to 82%. Add to this, testimonials from former Becker teachers that it is the least "user friendly" facility of the four schools and closing Becker to boost the other 3 schools seems the best option. This also means the smallest number of school closings.

- If there is all this space at some of these under enrolled schools, why not convert some of it to office space for administrators? Shouldn't administrators be housed in a facility that also included some of their clients? How could the disruption to our students due to closing schools not completely outweigh this disruption to our adult administrators? 1. Sell the CAC (Campus Advisory Council) building on West 6th Street. I know this may not be possible, but what about #2? 2. Sell the Baker Administration Center at 39th & Avenue B.
- If they do choose to close a school, I think that the Board should consider using that closed facility for the relocation of the AISD offices. Doing so would then allow the Board to sell the current AISD office location, liquidating the asset, and use that money towards offsetting some of the predicted shortfall.
- If we back up and look at the goal of the taskforce, to look only at building utilization, we would still be here talking about closing Barton Hills Elementary even if there wasn't a budget shortfall. That is simply the way the task force was setup. I'm guessing there was a reason no one from any of the impacted communities was included on the task force. The Superintendent clearly wants to reallocate money and buildings from the elementary level to open new boutique academies for the middle and high school levels. For AISD, the budget shortfall gives them perfect cover to do the school closures. If this is not the case, I urge the task force to include a resolution that the elementary schools be reopened as general elementary schools before they are repurposed for an academy. I urge the task force that when they talk to the community they emphasize that the schools being closed will

not improve AISD's budget until the 2012-2013 school year budget. AISD is being more than a little disingenuous when they mention the 2011-2012 budget deficient and say that it is the reason they have to close the schools. Yes, the task force was told to only look at building utilization. However, the task force cannot claim that is the only or best method of determining a campus's efficiency. If you look at the comptroller's report of AISD elementary school efficiency, Barton Hills is #15. If you look at the per pupil cost to run the school, Barton Hills is #39 out of 78. To say that it is inefficient for AISD to keep Barton Hills open is not supported by the numbers. The only efficiency number the task force uses for Barton Hills is to say that if we ignore all the transfer students only 73% of the building space is being used. If you include all the transfer students and 6th grade (which was ignored by the report) the number is 158% - hardly an underutilized building in its current, actual state. The task force also needs to realize and communicate to the public, that since Becker has no room for any of the current transfer students, which means 40% of the Barton Hills teachers will not be making the move simply on space considerations alone. Yes, you really are blowing up the Barton Hills community, it is not a simply lift and shift of the current community to a new building. It appears that the loss of teachers has already been factored into the cost benefit of closing BH because otherwise we can't figure out how AISD came up with the \$2.2 million cost savings for closing Zilker and BH by cutting just non-teacher expenses. The task force cannot claim that by closing BH they are saving teacher jobs, they are actually eliminating them. Children safety seems to have been glossed over. Bus transportation for Barton Hills

needs to be added into the cost since many families live more than 2 miles from Becker. There are serious safety concerns over crossing Lamar, the railroad track, and the lack of sidewalks. How much is AISD asking the City of Austin to spend on building sidewalks? There is a reason why these neighborhood schools were created in the first place; it is not that our ancestors were adverse to efficiency. Long-term consequences – the assumption that these are only buildings and that there are no consequences beyond moving the kids is very short sighted. I do not blame the task force here – you have stayed in your purvey. I blame the people that gave the conditions to the task force. Taxes; I'm not going to beat the AISD tax issue other than to restate that conservative calculations do show that AISD will lose more in tax revenue by closing BH than by keeping it over. On top of that, let's not forget City of Austin tax decreases. By closing "just a building" the long consequences could be that the city has to lay off police officers and firemen. Someone has to keep an eye on the big picture. Also, you have to include the calculation that you will drive a significant number of students to other school districts and to private schools. That means less money from the state. Politics – I haven't verified it, but someone told me that the BH precinct had the highest percentage of voters in favor of the last bond election. Personally, I have voted for every bond and tax increase proposal that AISD has floated since I moved in 24 years ago. When AISD sends the message that they are de-prioritizing elementary education in the inner center and then comes back to float a \$500 million bond package to build state of the art facilities in the suburbs next year - how many folks in the BH and Zilker neighborhoods do you think will vote for it? Personally, I'm ready to buy a billboard that says, "Stop the financial mismanagement, vote no on the bond proposal". AISD needs to think about the political ramifications here. If a significant proportion of AISD supporters decide that they can no longer trust AISD to properly allocate their tax dollars. AISD will have a very difficult time passing future property tax increases and bond elections. In very real, measureable dollars, closing these schools is going to cost AISD much more than AISD is claiming will be saved.

- If Zilker and Barton Hills are closed, I am concerned that you will force the families in this area to a) choose to leave the public schools and b) move out of this area. We pay horrific taxes and yet families choose to live here because of our amazing schools. I don't want to live in a childless community. I don't want to live in a city where the educated and able abandon the public schools because they have no voice. I don't want my property devalued.
- I'm a concerned Barton Hills community member and future Barton Hills Elementary School parent of two. I understand the difficulty of conveying the enormity of the budget deficit and its ramifications. We hear that the Task Force wants solutions. For this, we need time and information. I urge the Task Force and the AISD board to extend the timeline and add more public forums to both receive comments and answer questions. I believe this rapid timeline is especially burdensome for schools without the parent resources of the Zilker and Barton Hills elementary schools. First, a bit about Barton Hills Elementary School: BHES is an efficient school and a safe school. Becker ES predicts that with its popular dual-language program, the school will meet ideal capacity levels within a few years. This is

without moving any students from Zilker ES and BHES. Becker is on a small property, with a small playground, and no parking. Going to Becker would adversely affect the health and safety of our children. Many would have to be bused, adding costs and taking away the daily exercise of walking to school. Others would have to walk across the five lanes of S. Lamar during rush hour, cross the railroad tracks and then walk on curvy, busy Mary St, without sidewalks. Besides causing tardiness, train crossings are too dangerous for young children to navigate alone. Safety improvements would be needed (sidewalks, bridge over tracks), again costing money. If you have not walked from Barton Hills ES to Becker, I welcome you to join me and my children on an early morning walk, arriving at Becker at start time to see for yourself both the danger of this walk for young children (and parents with strollers) and also the crowding at Becker during morning drop off. I feel that my children and many other recent neighbors with young children were not adequately included in the projected BHES enrollment. We moved here six months ago specifically so that our children would be able to walk to an outstanding neighborhood school. We see many recent arrivals with young children on our block and throughout the neighborhood. Of course this is anecdotal. I echo what others say, use the best and latest data, the 2010 census data, even if this means waiting two months for its release. Ensure that all the data used is accessible and the decisions transparent. Also please look at the costs of closing BHES: * A decline in property value, by best estimates approximately 10%, which will result in less money for AISD through taxes (*see figures below). * AISD per-head count. Some students will go to Becker, some will move to a different AISD school, but others will go to neighboring school districts and private schools (see http://www.kvue.com/news/local/Private-schools-benefitingfrom-looming-budget-cuts-113634894.html for a recent article about this topic). * Organized opposition to future AISD bond proposals. Find cuts that do not have long-term unintended consequences (loss of property tax revenue, movement of students to EANES and private schools) and that are easily reversible. Cut a small percentage from athletics. This change is easily reversible and will not break the fabric of communities. It also spreads the pain across the district. A sliding scale could be used to help maintain equity. I understand that this was an option under consideration. Is it still on the table? If not, why is it no longer an option? Selling the central administration district is said to need "further study." Please take the time to study this now. It is not the time to play the market. I read that one reason it needs more study is that the gains will not be realized this year. Any savings from closing schools will also not be realized this year. Mayor Lee Leffingwell recently expressed his concern about the closing of schools in the urban core. I ask Task Force members and the board to use this as a starting point for a dialogue with city leaders looking for ways for the city to help with this budget deficit. Other interesting ideas from the meeting; look into using a portion of proceeds from ACL/SXSW, advertising on buses, closing other administration buildings, closing the Teacher Development Center. Thank you for your time and service. I know the decisions will be difficult and painful, but let us try to make school closings the last option. Here are the relevant property market values involved: Total Current

Residential Value for Barton Hills and Zilker parcels= \$1,550,136,973 10% Anticipated Loss in market value: \$155,013,697 Loss to AISD in Property Taxes @ 1.227% = \$1,902,018 Loss to All Property Taxes (AISD, City of Austin, Travis County, Central Health, ACC) @ 2.3169 = \$3,591,512 Below are the links to the referenced sources for the information used for calculations. Only residential parcel values were included: Barton Hills Residential Total Current Market \$929,414,629 Valuation http://www.citicite.com/mueller/index.php?module=Parcels& op=plan&PlanningAreaID=4. Zilker Residential Total Current Market Valuation \$620,722,344 http://www.citicite.com/mueller/index.php?module=Parcels& op=plan&PlanningAreaID=67. The 10% loss in market value figure is supported by many detailed studies, PriceWaterhouse study PDF concludes that disruption of neighborhood schools reduces house values by 9.9%. http://www-agecon.ag.ohiostate.edu/class/aede680/irwin/pdf/53.pdf. The following study determined that having a neighborhood elementary school ranked "excellent" generally increased property values by 9 to 19%.

http://ageconsearch.umn.edu/bitstream/6609/2/39010211.pd f.

I'm a concerned citizen and expecting parent whose child (due this summer) would be assigned to Joslin Elementary. My husband and I are dismayed about the possible closing of our excellent neighborhood school. When we found out about the baby, we started doing research and were delighted to discover that our neighborhood school is rated "Exemplary." We've been reading the school principal's blog, and are really impressed by the school's activities and the sense of community at Joslin. Strong neighborhood schools build strong communities, and the neighborhoods surrounding Joslin are home to a vital and quickly growing young adult population, which will serve to feed our school for the coming generation. Please don't cripple the growth of our community, and our children, by taking away our excellent neighborhood school. I understand that the Task Force's plan calls for reassigning our area to Sunset Valley Elementary (which thankfully is rated at least "Recognized" - you can tell that quality of education is quite important to us). However, according to the Task Force's projections by 2014-2015, two years before our child will even enter school, Sunset Valley will already be at least over 110% capacity. This is an obvious concern for parents, as overpopulated schools are not able to give children the individual attention they need and deserve. What will Sunset Valley Elementary's enrollment be by the time our child is in 5th grade? This certainly doesn't seem to be a viable permanent solution if you take into account the rapid growth in 78745. Just one more point: although I know performance was not a factor in the Task Force's recommendations, if AISD is concerned about quality of education, it should look for other options. To my understanding, 5 of the 9 of the schools proposed for closing are rated "Exemplary." If we are meant to take the ratings and the state agencies that provide them - at great taxpayer expense, seriously, then there's no way AISD can justify closing these Exemplary-rated schools and reassigning their students to lesser-performing campuses. Please, find a better way.

- I'm a Pease Elem. parent; all three of my kids have attended this school, and numerous family members. It's a shame the school district can't find other alternatives to close the budget without having to close schools. Kids' lives are at stake. I chose for my children to attend this school, I drive my daughter to Pease every day. Just as the City of Austin had to cut out "frills" to close the City's budget, such as closing the trail of lights, AISD should do the same. Pease is an Exemplary school, has outstanding teachers, its diverse, historic, close to downtown (most parents employment), safe, full of tradition, and small. No student gets lost in the crowd and forgotten. I cannot comprehend why AISD would recommend closing a model urban school. This counter to the City's plan to revitalize the urban core and bring more people and families downtown to reduce suburban sprawl. Even though I'm unable to afford a downtown residence, I can at least have my daughter attend one of the best schools in Austin. We may be a small school but great students have come through Pease and succeeded, where a larger elementary may have failed them. I ask AISD Board of Trustee to reconsider not closing Pease Elementary.
- I'm a Pease parent. Like other parents, alumni and interested parties, I'm saddened to see the District considering closing schools. Pease, in particular, is a 135 historical gem. Its diversity and Exemplary status stands out. So many of the other schools listed are also Exemplary or recognized. Success is clearly not a criterion. There has to be another way. Can't programs be delayed? Large scheduled expenditures be delayed? Pease is supposed to need 17 million in upgrades. I can tell you for certain, unless it's for health and safety, the Pease family will wait.

- We've made bad decisions in the past. Don't make any more bad decisions by closing Pease, Barton Hills, Zilker, Oak Springs, etc.
- I'm in 6th grade right now. I'm attending East Austin College Prep Academy (EACPA). I would like you to consider supporting our proposal the East Austin College Prep Academy presented at the community meetings to let us lease space at Eastside Memorial high school for our school. I like the school I'm attending right now, which is EACPA because it has some classes I didn't have in elementary. For example, Globaloria and Service Learning. Globaloria is a class about technology and other cool things like that; right now we are working on making a game on the computer. Service Learning is class about helping or getting involved with the community which is what I like. I really love both of these classes especially since it's my first time going to these classes. Please don't close other schools because then the schools that are still open will be crowded. For example my little brother is attending Zavala and my sister is attending Metz and if you close Sanchez both of their schools will get really crowded. If you support our proposal, maybe you wouldn't have to close some of the other schools and those kids could stay at the schools they like too. Thanks for listening to me, hope you think about our proposal.
- I'm sure this has been said hundreds of times already: I am a parent of a 4th grader at Barton Hills Elementary. I have another child who attended Barton Hills Kindergarten through 5th grade. I am a 15 year resident of Barton Hills neighborhood. I am a tax payer. I am a voter. I strongly object to the closing of our Exemplary neighborhood school. It does not make sense to close a school that has been successful for

- decades. This school is the heart of the 1200+ family neighborhood. I moved here so that my children could attend the school and be a part of this community. If the school closes, statistics say, that the property value in this neighborhood will decline. Many families will move. It will ruin this community. Please reconsider the option of closing Barton Hills Elementary. We need this school, this neighborhood, this community in our city.
- I'm surprised of the mismanagement of AISD facilities which are disclosed as part of this Facility Master Plan. Re: elementary schools Zavala, Allan, Norman, Boone, Ortega, Govalle, Blackshear, Becker and Dawson are at less than 70% capacity with Ortega and Oak Springs at 76%. Garcia MS is at 57% expected to only increase to 69% under this plan. That's ridiculous. If this was a private sector company AISD would have been run out of business due to lack of cost containment. I've been a tax payer for 20+ years and only have children by marriage for less than 2 yrs. Seeing a closer view of AISD cost practices makes me wish I wouldn't have voted yes for previous bond elections because AISD is a poor money manager. I'm not a parent who prefers neighborhood schools at the expense of my property taxes. AISD finds itself in a challenging position with challenging decisions to make. Spending cuts are difficult however, in the long run are worth it. Make wiser decisions. Some of the school closings still put the "new" schools at lower enrollments which is a use of taxpayer money. Put some private sector people who make challenging decisions/paycuts/layoffs on the Facility Master Plan to make greater change and wiser solutions.

I'm the parent of a current and (hopefully) future student at the Exemplary and historic Pease Elementary. I want you to know these facts. Pease elementary is 135 years old, and it is the oldest continuously operating school in Texas. Ulysses S. Grant was president when it opened its doors. That is living, breathing history that once lost is gone forever, it deserves to be respected and preserved. It is Austin's only all-transfer school and the only campus located downtown. It meets the demand of the myriad of State and city workers who commute to downtown Austin each day. Every parent whose child attends Pease does so by choice, and the majority of them (including myself) camped outside of Austin ISD to ensure their transfer request was successful. That breeds strong community, and there is huge demand for this school to remain open. In your supporting documentation, there is a demographic analysis from city demographer Ryan Robinson which cites Austin as becoming "a more divided city, divided not just in terms of income but also in terms of cultural attributes, linguistic characteristics and political persuasions" (http://55127c277d93afbcdbbd3e3b8b80863d621ade27.gripel ements.com/AISD/city of austin - top ten trends.doc). Yet Pease continues to transcend these divisions - its student body comes from North and South, from East of IH-35 to West of Mopac. We are diverse across all demographics; ethnicity, socio-economic, cultural attributes, linguistic characteristics, political persuasion and many more. And we make it work in an Exemplary fashion. But I also understand these recommendations come down to numbers, and that you're looking for alternative options. While I do not agree that

academic achievement not be a consideration (as that runs

contrary to the stated mission and vision of the district), I understand those were the parameters you were given. Here are some thoughts. Consider transportation costs. With gas prices forecast to rise to over \$5 a gallon, transportation will continue to become an issue for Austin ISD. Yet as an alltransfer school, there is no transportation cost associated with Pease. Pease has the highest FCI rating in the district. That was highlighted in both community meetings this week, yet I feel there is a certain amount of smoke and mirrors at play here. A high percentage does not translate to high cost savings if the numbers behind that figure are small in comparison to other campuses. The FCI number is also misleading as it combines numbers from priorities 1-5. In a budget crunch, you do not spend money on the "would be nice to haves". 60% of the \$7,668,770 maintenance is listed under priorities 3-5, so why not take another look at the numbers? You will find that our actual numbers are not that different to many other elementary schools - here are the breakdowns. Priority 1 -\$379,515 or 4.9% Priority 2 - \$2,666,378 or 34.8% Priority 3 -\$3,514,509 or 45.8% Priority 4 - \$837,691 or 10.9% Priority 5 -\$270,677 or 3.5%. I would also like to point out that the recommendation of closing Pease and leasing it out to a charter school does not remove the maintenance burden from the district. A new roof is a new roof even if the facility is leased to a private charter. As has been demonstrated over the last few weeks, the parents are very resourceful, creative and passionate. You ask us for alternative solutions, but why has there been no dialogue with us to address how we can help alleviate the problems you've identified? An analysis of the comptroller's FAST reports shows that Pease to have a "very low" spending index (\$5,644 per student) along with a 5 star rating. We keep hearing that small schools (and Pease in particular) are not cost effective to operate, but the numbers do not reflect this. The bulk of the operating budget is made up of teacher salary, which would still be paid if the teaching staff were reassigned to other schools (unless the district is also planning on laying off these exceptional teachers, which would go against the statement at the community meetings that "we are choosing teachers over buildings"). Several members of the task force have commented that they see larger schools as the wave of the future. Yet there is ample research that indicates smaller schools have "higher class and school participation, parental involvement, attendance rates, and graduation rates". I specifically mention attendance as I know Austin ISD loses a lot of State funding each year due to truancy. Reference 1999 research documentation from the Education Texas Agency (http://ritter.tea.state.tx.us/research/pdfs/prr12.pdf in particular page 6), and a 2009 Review of Educational Research (http://www.jstor.org/stable/40071172) studv both recommend elementary school sizes of between 200 and 400. But I don't want to finish up with numbers, because at the end of the day our kids, teachers and schools are more than that. Austin ISD exists to meet the demand for quality education from its citizens. I think the community meetings this week highlighted is that there is a demand for all these schools. None of them deserve to be closed, but consider this. If you close Pease, you will destroy the community we have built and scatter our children to the wind. They will lose their school, their teachers, their friends and be sent back to the

- overcrowded and underperforming schools we parents worked so hard to move them away from. Our school is a poster child for success, and we are very grateful to have it. You say you cannot afford to keep us, I say you cannot afford to lose us. Thank you for your consideration.
- I'm writing in opposition to the proposed closing of Oak Springs Elementary. When my daughter was in Kindergarten, she was bused from Cunningham Elementary School to Allan Elementary. Spending that year as a parent of a child attending an East Austin Elementary School taught me that transportation and scheduling of activities that encourage parent participation is critical. An estimated 75% to 80% of the Oak Springs families do not own a car. This means that a neighborhood school is critical for the continued involvement of parents. The faculty and staff at Oak Springs visit the children and parents in their homes and are committed to this neighborhood and the particular needs of this community. Parent involvement is the highest it's been in years. The continued success of the Oak Springs Elementary community depends on the ability of the parents, children and teachers to walk to and from the school safely and frequently Oak Springs from one of the lowest performing AISD schools to achieving an EXEMPLARY rating by the state of Texas in the spring of 2010. Please remove Oak Springs from the closure list.
- I'm writing to express my concern and disbelief at the listing of the closure of Oak Springs. It goes without saying that this school and its students are in one of the more challenging neighborhoods in town. A closure of a school like this has many negative repercussions on students, the community as a whole, and all families involved. Many students' families live

- without cars and will have great difficulty commuting to another school. The students at this school count on each other, their neighbors, and time spent by mentors from different community members. A disruption of this school and its system will have a lasting, if not permanent, negative impact on the students and their early and most impressionable years of development. Please reconsider, and for the sake of a growing and hopeful community, do not close this school that has tremendous hope and ambitions. A concerned neighbor, and mentor to these children.
- I'm writing to say that I do not approve of the plan to consolidate elementary schools. I've lived in the Zilker neighborhood for the last 21 years. Both of my daughters attended Zilker Elementary. Where are they now? Claire is a junior U.T.'s School of Social Work. Maria is working on getting her Masters of Arts Administration at Drexel University. Both participated in the "GT" program at Zilker, and both have wonderful memories of their elementary school days. I give the faculty at Zilker a lot of credit for giving my daughters a good foundation to their education. I believe that elementary schools should be small. Zilker has been in operation for 60 plus years. For the 50th year celebration we built an Outdoor Learning Center which is now in fruition as a community gathering spot. The neighborhood association holds its meetings at Zilker, and has a Watermelon Thump meeting there every June using the outdoor center. That was also the year that we succesfully worked on obtaining the "Bluebonnet School" status. Today there are around 500 children attending Zilker. I've seen the yard signs that declare Zilker to be "the Heart of our neighborhood". That's the truth, and is what I

thought when I first read of the plan in the paper. To me the closing of the school would feel like having our Heart ripped out. The exterior walls are covered in hand decorated tiles. My daughters' names are on one of the tiles which they decorated themselves. There is a tree growing on campus that was planted in memory of Cody Pierce, an orphan boy who drowned at the age of six. The tiles, the tree, the Library and faculty/staff would be very missed by our neighborhood. Zilker's motto is "Zilker is a Great Place for Kids." That's the truth. Please try hard to find another way to save money. I don't think a larger population will improve their education. Please leave the elementaries alone, especially Zilker. It will be a very, very sad day if you shut the doors at Zilker. I'll be crying for the children who will miss out on this great place for kids

- Immediately eliminate tenure. It's an insult to intelligent people and a huge money waster. Employees should be paid for performance, not time in grade. If an employee is not performing to expectations get them up to speed (not in the classroom, though) or out the door. Poor performance by teacher requires removal from the classroom, retraining before allowed back in classroom. Do not keep such teachers in front of the kids. Tell teachers what schools they will teach in. Require all teachers to go where they are needed not where they prefer.
- In a country where our education system and other public and civic programs are strained it is imperative and especially critical that we allow those schools which are thriving to remain open. To close the doors of Zilker Elementary, which serves a diverse community, would be shortsighted and have ramifications for years to come not only for the communities

surrounding the school, bit for the children. Why would AISD close two schools which serve our children so well, which are examples of how we can do things right in our broken education system? Zilker, through its sense of community and commitment to each other thrives and is, I believe a beacon and example of hope and example of all that is great and good in our communities, our country. As I write this I struggle to keep my emotions in check - wanting to appeal to the task force logically and rationally, but I can't. I am appalled that task force would even consider closing Zilker. Why would we eliminate what's actually working? There is no good or justifiable reason for AISD to close a school that serves the children so well.

- In a resolution signed in March of 2009, county, city, and AISD officials vowed to protect neighborhood schools. The resolution was signed by Mayor Will Wynn, Mark Williams (president of the AISD Board of Trusteees, and Same Briscoe (Travis County Judge). On pages 4–5, you will see as the last resolution the following wording: Continue support for neighborhood-based schools collaborating on city planning initiatives to ensure quality education, equity and the viability of neighborhoods, using a variety of approaches, including, but not limited to, augmenting and geographically dispersing affordable housing, The full PDF maybe found here: http://saveaustinschools.com/wp
 - content/uploads/2011/01/document_85EAAA8A-E2D7-DEA4-8066E2203D4E41F6.pdf.
- In considering closing high-performing neighborhood schools, I don't think the associated costs of moving the students and all that entails have been fully considered. I also think that even

though this is a budget crisis and it needs to be addressed immediately, closing schools with almost no warning is harsh and inconsiderate. Families move, buy houses, and become part of a community based on schools and school districts. My cousin and her family moved to Barton Hills in 2010 specifically for the school. Changing tracking is even worse because you are impacting even more years of a student's education than just shifting schools for a few years. I don't have kids that are attending AISD schools and quality education of the children in my community is still extremely important. Anything that damages an already fragile, and often failing, education system is just going to cause more problems in the future. As a citizen of this community and as a willing payer of high housing taxes, I oppose closing successful neighborhood schools.

- In light of the budget constraints, it is important not to overlook future planning and overcrowding at schools. I believe it is excessive to close 2 schools in a neighborhood to bus them to another school. How will that possibly save money. Perhaps the answer is to look more closely at administrative costs and overhead and make sure you are maximizing your budget.
- In looking at forecasted numbers/population growth areas, I'm surprised to see that a school hasn't been allocated to be built in the Mueller development area as well.
- In May 2010, my wife, I and our one year old son moved into 1105 Robert E Lee Road, right in between Zilker Elementary and Barton Hills Elementary. We moved into this neighborhood because of the quality of life for families and great school options. I was shocked to learn from a friend last week that both elementary schools are being considered to be closed.

- This doesn't make any sense to me because of the number of new families in this neighborhood and the quality of these 2 schools. I strongly feel that you need to leave at least one of these 2 schools open. I would not have moved to the Zilker neighborhood if there was no elementary school.
- In Option 4.4B from the AISD handout includes the rationale for closure / combing Zilker and Barton Hills. It does not include important economic implications beyond the pure student data: Neighborhood property values may decline as neighborhood schools close thus hurting the tax base. AISD data does not account for any cost for transfers currently attending those schools. Not all students affected by this proposal will continue within AISD if this happens. AISD does consider the schools receiving these new kids to be affected. The poor precedent for closing Exemplary schools within functioning neighborhoods is obvious and the negative impact it will have on the state of our City in the future is as well.
- In order to accurately and fairly decide on which schools will be closed the task force cannot look at only a building's capacity you must also look at academic performance, parental involvement, quality of staff, impact on the community, impact on local business, and impact on the City of Austin's goals. This is not the way to run a good business. You should not limit parental choice in their child's education. Why are you not counting transfer students when looking at occupancy rates?
- In regards to option 3.9 B2, Oak Springs has grown into a school of Exemplary academics and high parental involvement.
 Taking away this center for community involvement will not only poorly affect the student's academic achievement but will take away families' opportunities to participate in their

- student's lives and school. At the very least, busses should be added to the proposal for the students' safety, as their longer walk to school takes them through more dangerous parts of the city. Until more measures can be taken to ensure the continued success and safety of Oak Springs students and their families, I believe that the school should remain open. Thank you.
- In reviewing the material underlying the FTF options, it appeared that Census 2000 data was used to document lack of families with school age children in central Austin. Given the push to increase density in the central neighborhoods, plus the influx of young families replacing older couples, it would be best to reexamine the options using the 2010 Census data. The discussion of lack of families with school age children could not be more untrue than when applies to the Barton Hills neighborhood. My wife and I moved into the Barton Hills neighborhood specifically to be a near great school. Our daughter was 2 at the time, and she is now a 5th grader at Barton Hills. We had a second daughter, and now she is a kindergartener at Barton Hills. From having just one school age child on our street when we moved in 2002, we now have 8 plus a couple of infants. And that is just on our street; this is happening in the whole neighborhood. The fact is that in the years since the 2000 census, Barton Hills has had immense turnover of older couples leaving and younger families with infants and school age children moving in. It would be a disservice to all to rely on 10 year old US Census data when new data will be available soon from the 2010 Census. Without good data underlying the options, the options are bound to be problematic, and nowhere is this more evident

- that at Barton Hills. I would urge that 2010 Census data be used to reevaluate the options proposed by the FTF.
- In this day we should not be closing our schools but growing.
 To take away a quality education like one from Ortega will only hurt our future.
- In your analysis, key items were not considered. Please...use the most current, valid, info out there. Here is a list of some of the things that have been ignored: Our transfer student population who are absolutely a part of our neighborhood community. Our portable buildings we love and which the district currently uses and believes are adequate for teaching our children today. The Exemplary academic performance of our schools. Current census data. - The millions of bond and district dollars that were recently spent on our schools for capital improvements. The fact that their savings recommendations are based almost entirely on discretionary, not Priority One, expenditures. - The impressive efficiencies at which our schools currently perform. The massive costs associated with reconfiguring their proposed mega-school facilities. Costs for supporting economically disadvantaged and at-risk elementary students forced to attend mega-schools. Costs required to ensure the safety of our children when they are required to cross South Lamar Boulevard and railroad tracks. Costs to our local businesses because of increased traffic congestion around the mega-schools. Transportation costs associated with getting our children to the mega-schools. - Increased administrative, security, and social costs associated with operating mega-schools. The fact that school closures would dramatically decrease property values and thus tax revenue for the district. The negative impact news of

community upheaval would have on Austin's business recruiting and job creation efforts. Our city's master planning which has for years confirmed that thoughtfully increasing density in our urban core is critical. Basic long-range planning principles by recommending capital improvements based on only four year projections. The 26 to 32 million dollar value we are now told the district central office is probably worth. It feels as if AISD children are merely looked at as stats. The children are worth finding other ways of cutting back.

- Instead of closing centrally-located schools, stop building schools on the periphery and adjust boundaries to send and/or bus students if necessary, concentrate students to central schools with space.
 Sell 5th Street AISD Administrative Center, close Reagan HS and move AISD Adm. Offices there.
- Instead of closing high-performing schools that are the center
 of the community, are in line with green urban growth ideals,
 and have historical significance how about find other ways to
 cut the budget. Forget ideas like WiFi in school buses and other
 high-tech equipment, less focus on plaques and proclamations
 ceremonies about historical schools, events, multicultural, etc.
 and more focus on education. Lastly no more bonuses for
 administrators if budget is in trouble or some schools aren't
 performing.
- Instead of moving kids from Barton Hills or Zilker to Becker, I
 think it would make more since to move the kids from Becker
 to either Galindo, Barton Hills, Zilker, and or Dawson. Becker
 only has 200+ students, much of their vacant space is already
 being used for offices, and the building has many maintenance
 issues. The building is also not conducive to students with
 disabilities. Also, the little house across the street from Becker,

- which is also owned by AISD, could be sold. The dual language program that has recently been started at Becker could easily be continued at another campus.
- Instead of selling Baker, please use it for a middle school.
- Is there any reason why the selling of the AISD Administrative Building (downtown prime commercial real estate area) is not the first option on your list? Comparables show that the property/building value is approximately 27 million dollars. This makes no sense. Breaking up communities, Exemplary schools and disrupting a child's education should be the last option, not the first option on the list. Selling the property has been suggested many times in the past in times of budget crisis but has never been done. Closing these schools will break up the fabric of these communalities and the city of Austin as a whole. Also, this is only a short term solution to this problem. People will move out and lose faith in the AISD and city of Austin. I have moved here because I believe in public schools. I am a product of NYC public schools and loved every moment of it. I've always been determined to have my two children attend public schools. If this happens I'll have to consider moving outside of the city or sending my children to a private school. This would be an ultimate blow in our faith and trust in the Austin public schools.
- It appears to make sense to realign the Adkins and Crockett boundaries.
- It borders on ridiculous that you would change Maplewood Elementary's boundaries because there doesn't seem to be any cost benefit of doing this, according to your plan. Isn't the point to save money? Why not just take some of the new residents who live in Mueller and have those children attend

- Campbell or Blanton elementary schools. And, it's said to think this whole plan was created without any input from the neighborhoods of which it would impact.
- It does not make sense to close schools that are enrolled at 100+% capacities and re-assign the students to under enrolled schools, even if many of the students in the schools with high enrollment are there through transfers. Why not propose to combine schools that are under enrolled? For instance, why not combine under enrolled Becker and Dawson, rather than close Barton Hills and Zilker? It also does not make sense to close schools that are rated Exemplary. Why not close under enrolled Boone, rather than close the Exemplary Joslin? Please provide some alternative options. The current one provided is not acceptable.
- It does not make sense to consider Travis Heights separately from Barton Hills, Becker, Dawson, and Zilker, and propose an option to "relieve" Travis Heights while closing two of its neighboring schools. In fact, considered together, there are sufficient students to reach target utilization percentages in all five schools, particularly with Becker's Dual Language enrollment projections. Furthermore, there is sufficient capacity within these schools and the eleven east side schools included in Option 3.9 to relieve the severe overcrowding at Linder without constructing a new school. There are enough students to fill the seats of the central city schools, including all of the elementary schools proposed for closure, with modest and sensible revisions to attendance zones and vertical alignment. The only reason to close a school is poor physical condition and/or very poor academic performance, and that must be evaluated very carefully. Closing schools due to small
- permanent capacity is too destructive to communities. It is counter to best practices in education and urban planning. The urban core should not be gutted to support suburban sprawl. The Becker Elementary community worked hard to be selected for the two-way Dual Language (DL) pilot and to build the DL program. AISD made a 5-year commitment to DL at Becker and some of the proposed changes threaten that commitment. At Becker, we have already proven that we can increase enrollment via the DL program. Not only does this program increase diversity, it raises the academic achievement of all students. It has also attracted neighborhood families to return to Becker. This will in turn provide Fulmore Middle School and Travis High School the opportunity to reach out to Becker families to demonstrate the good things happening at those schools.
- It has been very upsetting for everyone, parents and children, to entertain the idea that the two schools north of Lamar (Zilker and Barton Hills) would even be up for consideration for closure by AISD. My child attends Zilker and based on where we reside my son would be reassigned to Dawson Elementary School. In looking at the map I noticed that there are only three possible routes to get my child from my home to Dawson ES. We reside between Lamar and the railroad tracks. The only possible routes from our home would be: Oltorf, Banister, or Ben White (with Banister and Ben White being the long way around). The other children attending Barton Hills and Zilker residing between Lamar and Zilker Park would be reassigned to Becker. The only possible routes for them would be: Oltorf, W. Mary, or Barton Springs Road. I don't know if this was taken into consideration when redrawing the lines. But it appears

that this would cause a major traffic problem not only for the buses that have to transport these children but for the parents of the children that are normally driven to school. It also seems to me that this is also a safety issue since there is no way to get to these schools without crossing these tracks. I would hope that you would take this into consideration and leave one Zilker open. With the children residing between Lamar and the railroad tracks assigned to Zilker to keep them from having to cross the railroad tracks of a daily basis. It would be a shame of one of the older children decided to take a short cut across the track to get to and from school if they missed their bus.

- It is a fact that neighborhoods change. As kids cycle out of elementary schools, but the families stay put, that creates extra space in an elementary school. When a school performs well, those gaps are filled with transfer students. Transfer student parents provide free transportation and bring energy, involvement and commitment to their chosen schools, all of which continues the cycle of high performance. BHE and Zilker school facilities could be improved, sure, but to close high-performing schools and move the kids to low-performing schools that also need improvements (especially to accommodate additional students) makes no sense. It makes no sense for the health of the district to take out of the equation the district's most important assets, high performance and involved, enthusiastic parents.
- It is a grave mistake to close Exemplary schools no matter what. Exemplary schools need to be used as models for other schools striving to improve student success. Parents submitted ideas on balancing the budget on this website months ago, so you know there are so many options other than closing

- Exemplary schools to balance the budget. You have all the information at your fingertips, so use it to prevent closing schools and manage cuts in other areas. Pease Elementary is the only public school serving the downtown area. All of the parents working downtown have worked so hard to help build Pease into the phenomenal school it is today don't take it away from us. Where else can a student enrollment reflect ALL 27 zip codes, ethnicities, and socio economic status? Pease is everything the Board of Trustees and AISD push campuses to become and here you are considering shutting it down. Shame on you because you know you can find other ways like relocating CAC. There isn't even any parking for parents to use when visiting CAC. It seems like you all don't want parents to feel a part of this school district.
- It is a mistake to close an Exemplary neighborhood school. In the case of Barton Hills Elementary School (BHE), nearly every statistic being used to justify the closure is incomplete or incorrect. Below is a summary of some of the reasons not to close BHE: (1) Invest in Quality. Small, Exemplary urban schools like BHE are worth the investment and should serve as models for the district rather than be recommended for closure. It is troubling that 8 of the 10 schools considered for closure by the Facility Master Plan Task Force are currently rated Exemplary by the state. (2) Budget Deficits are Temporary. The school board should not make permanent decisions like closing a school, as a response to a short-term budget deficit. (3) Inaccurate Population Statistics the Task Force's student body statistics do not include transfer students, which creates an inaccurate picture of BHE's population. The Task Force states that the total number of affected BHE students will be 184; in

fact, BHE's current student population, including transfer students, is 399. (4) Inaccurate Savings Statistics. The Task Force's measure of projected savings (\$17.5 million for closing BHE and Zilker) includes \$16 million of proposed renovations that are not ranked as "Priority 1" renovations by the district. Further, the projected savings do not appear to account for the M&O or capital costs necessary to renovate Becker to transport or accommodate an influx of BHE students at Becker. The potential drop in property values around Barton Hills and Zilker is also unaccounted. All of these costs should be calculated as a deduction from the actual amount of projected savings, thereby reducing the total amount of projected savings. (5) Focus is too narrow. The Facility Master Plan Task Force is working isolation and is completely detached from the AISD Board's larger budget picture and the potential impact on the City of Austin. Further, it is unacceptable that none of the 72 appointed Task Force members is a stakeholder in any of the schools being considered for closure. (6) Timetables are too short. 10-year plan for assessing utilization efficiency is too short. One need only look at how much Austin, including Barton Hills, has changed during the last 10 years. AISD should be considering a 25-30 year plan at a minimum to coincide with the life of most bond issues related to infrastructure. Similarly, implementing any school closures during the 2012-2013 school year is an insufficient time of transition. (7) New Information is Imminent. The Texas Legislature is currently meeting and will likely ease "unfunded mandates" to give school districts more financial flexibility Furthermore, the federal government will release detailed U.S. Census data for Texas by April of this year. Those numbers will provide a much better picture of the population to be served by BHE in coming years. (8) Recent Improvements Ignored. During the last three years, \$2.8 million in Austin taxpayer-approved bond funds have already been used to improve BHE and Zilker. It is wasteful and deceptive to close those schools after asking taxpayers to pay for improvements. (9) Permanent Damage to Austin. The Task Force has not adequately considered the long-term impact on Austin and Travis County of closing schools like BHE. The Task Force should work more closely with city and county officials in developing recommendations for school closures. The impact on the environment, transportation flow, crime rates, property taxes, and neighborhood desirability are just some of the issues that should be considered.

- It is a terrible idea to close performing schools. The dynamic created between the community of teachers and administration, as well as the core parent group is difficult to re-create once destroyed. It would make more sense to disperse students from non-performing campuses into the performing campuses and close the non-performers.
- It is difficult to make comments on this process. The task force has obviously spent a great deal of time to reach this point and is more familiar with the details. Some of my suggestions are: Please look at the transfer policy to make some of the needed budget reductions. If a student chooses to leave their neighborhood with request, then the cost to transport that student should be reimbursed by the parents or provided by the parents. I would look at closing schools as a last resort. High performing schools should be looked at as a model for other schools. Neighborhood schools should be high achieving so that they are attractive and families want to send their

children there. If there were a standard of excellence across AISD, parents would not be so concerned which school their child went to. But because there is a perception that this school is better than another school, parents look at magnet programs and other options to educate their children. High quality education needs to be paramount regardless of what cuts take place.

- It is fundamentally wrong to shut down Exemplary schools especially without a clear, viable, sustainable option arrived at in a fair, well-balanced, well-educated manner. This is the one we're all worried about.
- It is my understanding that the FTF is now looking for ways to have students form ZE and BHE to be bused to Becker or Dawson, that although it is less than 2 miles, it probably fits "Hazardous Walk" criteria. Even if we ignore the significant added cost to this option, due to significantly rising gas prices, many transportation and safety concerns remain. Are FTF members aware that there is no bus turn around or parking off of the street at Becker? The buses come down a narrow one way street and park on the street in front of the school. This street is pretty crowded anyway because the teachers have to park on the street as there is no teacher parking. Another significant issue with the train is that during morning drop off it could end up making numerous students tardy, which should be a significant concern for the AISD. The train tracks will be a significant issue for both Dawson and Becker in picking up and dropping off because of the number of unscheduled trains and malfunctioning RR crossing arms.
- It is not an "option" to close successful schools, especially Exemplary East Austin schools like Ortega and Oak Springs. I

- am a single twenty-something, and on the surface, I may appear to only have a vested interested as an Austin tax-payer. But I lived in Ortega's neighborhood for two years. I volunteered there; my friends and neighbors send their children there. It is a shining example of how a small, neighborhood-based school can succeed in a low-income, "ghetto" area. It goes against best practices in education to close such a great school and move those children to a neighboring school that is low performing (in this case, Govalle). Please reconsider this "option". Please. For the future of these children, who have less of a voice than middle class, predominantly white populations? Reconsider this. Let Austin be known for successful small schools, rather than just the bottom line.
- It is really unfortunate that voters were convinced to vote for previous bonds based on the need for new schools while the District kept from us the plan to close our existing schools. It is also frustrating to have the School Board working against community efforts to revitalize urban schools and ease sprawl. Proposed school closings of urban schools sends families with choices running from AISD to private schools and often to Eanes, outside AISD's taxing jurisdiction. The School Board should have never charged the Task Force with identifying schools to close. Closing schools should be a last resort, only to be considered when all other options have been exhausted, like selling the administrative offices on 6th.
- It is very important to our children, our neighborhood and the greater community that Zilker Elementary stays open. Zilker Elementary is the heart and soul of the neighborhood; Zilker Elementary is a safe and an accessible place for children to

congregate, to learn and to grow. In addition to the daily walks to the school where neighbors/classmates are greeted and relationships are developed; many festivities, concerts and events are held on the school ground in the neighborhood throughout the year that further contributes to health and well-being of our students. Our children are doing so well at Zilker Elementary, and the success of the school had been cultivated over many decades and generations of neighborhood dedication. Closing the school that is heart and soul of the neighborhood will have a devastating effect to our children and our neighborhood. Closing the school will force students to have to travel greater distances to an unfamiliar school in an unfamiliar neighborhood, through unsafe busy roads and railroad crossings. This will pose a greater risk and danger to our students. This unsafe daily travel to school will have an undesirable affect in the learning abilities and academic performance of our students. Most critically, the neighborhood connectivity that is provided by the school will be removed and destroyed. This connectivity is the interconnected roots that support the physical, mental and academic growth and achievement of our children. Just like the sacred forest, a thriving Zilker elementary school is fundamental to the survival and success of our neighborhood because all the lives within the homes, the businesses and the school within the neighborhood are interconnected physically and spiritually. Please keep Zilker open.

It makes no sense to close small successful central city schools.
 Community Schools are what make communities strong. Large schools work for some kids and are fatal for others. Parents need choices. Having small schools that can accept transfers is

- critical to keep kids from falling through the cracks and creating a whole lot more expense for the district and the community.
- It makes sense to make sure that facilities are being used at least 85% of the time, if not more. I'd find uses for the remaining 15%. I'd also seek outside tenants for facilities not in use during any part of the year. I support the 4-day work week in summer. Would it make more sense to use existing facilities to 100% before building new ones? Or close the largely underutilized ones before building new ones. It is imperative to keep the student's education at top priority when making decisions on "improvements." It is of utmost importance to ensure the "improvement" does indeed result in the student's enhanced education.
- It saddens me to think there is the possibility that children in my part of the neighborhood will not get to go to their neighborhood school. Please get your numbers elsewhere. On 38th street this morning, I waved to all of my neighbors dropping their kids off and thought, if this plan goes through, 4 families on my street will not have the same experience that my children have had.
- It seems counterintuitive with the master plan of Austin city, the repopulation of Central Austin and the limitation of urban sprawling. In case you follow the path of closure: Are you planning to rent or sell the facilities you are going to close? If so, would you give priority to school looking to relocate in Austin? Needless to say that I think that it could have a positive impact on the neighborhood and the community overall and on the AISD finances.

- It seems that the plan calls for a major shift of the student population away from the downtown center of the city of Austin. A city historically is greatly influenced in personality and perception by the strength of its educational central core. The next rim of expansion will be beyond Austin City proper which will lead to reduced tax revenue in the future as well as placing the burden upon current Austin residents to help pay for the flight of many of their neighbor through state taxes while at the same time placing the burden of maintaining a certain level of infrastructure needed to maintain any city core. I question the ability of parent's to be actively involved in their child's school, particularly from the lower income areas that will be losing schools. Not everyone has an SUV or the gas money to drive all over Austin. This is a privilege rather that an everyday fact for many people.
- It seems to me that the task force developed it efficiency rating with little thought about how well the schools actually perform their main task of educating children. In doing so the task force somehow identified Pease Elementary as an inefficient school that was ready to be closed. Yet the Financial Allocation Study for Texas (Fast Study) found that Pease one of only two five star efficiency schools in the AISD. I don't understand how closing one of the most efficient schools in Austin will help the district as a whole run more efficiently. The Financial Allocation Study for Texas was intended to identify school districts and campuses that combine high academic achievement with costeffective operations.
- It seems to me that the Task Force's recommendations do not reflect any connection to the reasons for being, priorities and core mission of AISD, which are to educate children. If

- something has to go, it can't be the core; it has to be the peripheral: administrative buildings, administrator's salaries or positions, and countless other things that, given a chance, the population (parents of students, property tax payers, and communities around the schools you are proposing to close) can suggest adjustments and cuts that make sense. The priorities to keep are those schools that function well and educate children, and the teachers that teach them, including their salaries. ISD has no reason to exist if it's not dedicated to educate the children; it's its first priority and only reason of being. Get rid of the new fancy buildings; keep the schools, teachers, and students.
- It would be a great disservice to the students of this community to shut this school down. Please keep Ortega open.
 (3)
- It's time you people start listening to the Maplewood community. People will start leaving AISD en masse if these changes are implemented.
- It's inconsiderate, for the task force to recommend closure of some of Austin's best schools along with other staff cuts that would be harmful, when there is absolutely no mention whatsoever of cutting administrative salaries. The superintendent makes over a quarter of a million dollars a year. The district lawyer makes almost a fifth of a million dollars a year. If everyone who makes over \$100K a year at AISD took a pay cut to that level, we could probably save at least two if not more schools. Will AISD provide bussing for all of these students? Let's just talk about basic math. You foresee a \$54 million shortfall and propose closing half a dozen or more well-performing schools, which won't save \$54 million,

and want to SPEND another \$26 million for superschools? This smacks of something other than finances to a lot of people, because it just doesn't make any sense. Not to mention that other larger cities in America that have tried superschools are now closing them and splitting those student populations up back into their original neighborhoods, because they don't work. Performance goes down, not up, and it's a hardship on the families. I wonder if the company in charge of the task force actually knows anything about educational theory and what works to make our children smarter, not dumber. It is counterproductive to both the purposes of AISD as well as the overall purposes of the City of Austin. This will do bad things for our students, our families, and our city. There must be other ways to save the money that is projected to be short. Start with cutting those high salaries. If people really can't make do with \$100K a year then there's something wrong with the way they're living. People should not be grossly profiting off the education of America, particularly if they're going to suggest closing some of Austin's best schools, which it's hard not to notice are all in less affluent areas of town. Shame on you people.

• It's hard to comment fully without a final plan. What I have seen is a plan that is seriously flawed. In any serious study, and especially one the affects peoples' lives, there has to be mention of errors in the analysis. I've reviewed a lot of reports and produced many of my own over the years, and they all include assumptions and an error analysis. One can argue that this report isn't scientific, but it is in that you are gathering data and drawing conclusions (i.e., the scientific method we all learned in school). There needs to be a discussion of

assumptions. There needs to be a review of the report by people other than the task force or members of AISD. I don't see any error analysis or discussion of assumptions in the contract report. The contract report uses old census data from 2000. A lot has happened in the past 10 years in Austin, as anyone who lives downtown has seen (2010 census data is available but doesn't appear to be considered here). Central Austin over the past 10 years is being revitalized, largely due to City officials and planners. This closing of Exemplary schools in central Austin is in direct opposition to what the City is trying to do. I called the Mayor's office yesterday and brought this to their attention (as did I'm sure a lot of other concerned people). Last night on the news the Mayor commented on the possibility of closing schools and he clearly doesn't support it. I have never been associated with such a fine and beautiful school as Zilker. Moving students and staff will never recreate what is there now. Zilker needs to be improved not closed when funds are available (note that the State plans on adding to the Rainy Day fund by over a 100 million dollars and not allowing the some 9 billion dollars to be used for anything). The Task Force needs to produce a new study that is better than the one at hand. They need to lobby the State for funds. I know the members have the best interest of our children but they need to take the responsible course to produce a more innovative plan, one that is deserving of one of the most progressive cities in the country.

 I've been receiving information that part of the Cowan Elementary population would be re routed to Boone elementary and subsequently track to Crockett High School.
 For some reason I'm not seeing this option on the agenda for tonight. I would like to say that if this option ever becomes an issue, I am strongly against it. Tracking to Crockett makes no sense for the students who can practically walk to Bowie high school. If any changes to vertical alignment are to be made for the neighborhood north of Davis that is currently assigned to Cowan, it should be that the students align with Cowan, Bailey Middle School and Bowie High School. It continues to amaze me that this has not been decided upon as the option that makes the most sense geographically and economically for this area.

- Just a comment and something to think over. School closing and reassigning of kids to schools is a huge impact on the kids.
 Separating friends, students that finally found stability or a teacher that gets them. Spreadsheets and budget numbers make it all too easy to forget that your decisions and actions are affecting people and children. There have to be more creative ways of funding and making the numbers work than cause the devastation in these family's lives that this will cause.
- Just adding one more voice in favor of keeping BHE and Zilker. I'm hoping to move my family to that neighborhood in the next six months, largely due to these schools. We are ideal residents and closely involved in our child's education. We will not move there if the schools are closing; we will move to Rollingwood instead (and you will not get our tax dollars.). These schools act as virtual magnet schools and as anchors of their neighborhood. These schools have been among the best in South Austin for decades.
- Just at the crucial time that families are moving into the urban core in order to avoid the mistakes of unsustainable sprawl, highways that do nothing but increase traffic, and having to

drive to school, here comes the news that urban core schools are slated to be closed. This is a big mistake for Austin and gives less incentive for families to move here. I want all the schools to stay open, but if they must be consolidated, I recommend that Barton Hills consolidate into Zilker, because BH has smaller enrollment while Zilker has room to expand their campus with new construction and has lots of open space. Zilker is easier to access by car, bike, and by walking than other schools in the area. Becker should be consolidated into Dawson because Dawson has more open space and room to expand. Becker has an older building that must be worked on, and has narrower streets next to it. Dawson is harder to access by bike and by walking, but that can be helped by putting a crossing guard at South 1st and Cumberland. This way you can save money, yet keep two schools open in the South Central area. Thank you.

- Keep Barton Hills and Zilker students west of Lamar. Having them cross Lamar Blvd and the train tracks on streets that have no sidewalks is a recipe for disaster. You are virtually guaranteeing the death of a small child and one hell of a lawsuit as a result. As well, the street and parking capacity around Becker doesn't allow for efficient and timely drop off. You will have so many more students being tardy, which will cost the district an immense amount of revenue.
- Keep Barton Hills Elementary Open. Plain and simple.
- Keep Joslin School open. (2).
- Keep Oak Springs Elementary open. This school has worked so hard to improve and provides so much for the surrounding community. It's a huge testament that they have gone from low performing to Exemplary. Consider what it will do to these

children if they have to move to another elementary, not in their neighborhood. Transportation is a huge issue for many of them and sending young children walking through dangerous areas is not a good option. If buses are used then consider using the money spent on those to keep Oak Springs open. The administration, teachers, parents, mentors, church members, and the community alike have given their time and energy to make Oak Springs the good neighborhood school/hub it is. Please consider the community impact of closing Oak Springs since it is not merely a school but a gathering center of activity for the Booker T. Washington housing project and the Oak Springs neighborhood in general.

- Keep Ortega open.
- Keep ORTEGA open. Think of the devastation for the kids. (2)
- Keep our Exemplary campuses open. Find a different solution.
 Ortega should not be closed.
- Keep Pease & all these other fantastic schools open. None of these schools should be closed. Pearce is the only one I can see any ounce of justification for. And if you're going to alter Maplewood's attendance zones, be sure you don't take students from north of Manor Rd. That street is only growing busier, and no children should have to cross it to walk to school at Campbell.
- Keep Pease open. There are so many reasons to keep it open and so few reasons to close it.
- Keep small neighborhood schools open. (Small is good. We can't afford to start losing kids any earlier than we already are.)
 Apportion an equal amount of money per student across the district, so that small campuses will have to decide how to utilize their resources in ways that preserve their small

community but that accomplish their goals. Petition the state legislature to change the teacher/student ratio upwards and allow campuses to maintain that average ratio across all classes however they determine it can be done most effectively. Draw school boundaries as close to neighborhood schools as possible. Respect natural boundaries as best as possible (river, major thoroughfares, etc.) Move administrative offices into space on under capacity campuses. Examine administrative budget and find ways to cut the budget. Have citizens' committee review travel expenses, past, present, and proposed. Petition the governor to dip into the Rainy Day Fund to alleviate the shortfall. Demand that he do whatever is necessary to obtain the billions in Federal Stimulus money for education that he has thus far rejected and spend it on helping our schools. Interface with other districts throughout the state to unify and make public their appeals for the release of stimulus funds and Rainy Day money, whatever is necessary to get us through the current crisis. Reexamine the cost to school districts of standardized testing. With end-of-course exams beginning in the 2011-2012 school year, determine what will be the additional cost to school districts in terms of costs of tests, costs of processing, and costs of staffing all the testing events. Request that a parallel way to measure student and school success be implemented (within the structure of the standardized test, be it TAKS or end of course exam) in the form of comparative scales score gains from one year to the next. Longitudinal testing of this type would allow for a score that should continually go up over the years, such as lexile and quantile scores should. This way, school districts could retain more struggling students who are given recognition for

progress; those who remain in school continue to bring ADA money into the school and set themselves up for academic success later, even if presently they cannot meet the benchmark goal on a standardized test. This could positively nudge the ratings of schools that work hard with students who are markedly behind, such as those who have migrated often from school to school. FMPTF should respond to the public about what it has done to review these and previous requests for input on how to cut district expenses. We still haven't heard, for instance, what happened to questionnaires we completed a few months ago about how to help the district save money.

- Keep the schools open. All of them.
- Keep the schools that perform well and allow parents from low performing/overcrowded school to transfer in to the better ones. Sell the admin building. This has been discussed for years and response is always "is being considered" Put admin staff to work in the schools they support. Get them into the classrooms as aides/assistants so they understand the classroom environment. Eliminate duplicate positions Cut admin budget by 10% immediately. Get rid of color copiers/printers and all other wasteful items. No more fancy power point presentations, text works quire well without all the fancy pictures, animation, etc.
- Keep the schools that produce results. Do your job and find a
 way to find the money. The teachers are doing their job. Keep
 Ortega open and thriving.
- Keep Zilker and Barton Hills open. Do not close high performing schools. (2)

- Keep Zilker Open. I have two kindergarteners at Zilker, twins, who also attended pre-k there. As a family we could not be more pleased with the teachers, the administration and the school as a whole. I am constantly praising the sense of community and progressiveness of the school. I hope there can be another solution to this budget problem other than closing one of Austin's best elementary schools.
- Keeping all these central schools open is imperative. Do not break these kids' hearts and close their schools. Barton hills and Zilker are awesome schools. Please, take money from somewhere else, not these precious kids' schools.
- Kids love Zilker. Parents love Zilker. The community loves Zilker. I cannot begin to explain the benefits that Zilker elementary provides to its students, the parents, and the community. It is hard to understand why a school of excellence, a school that is an example for other schools, may be shut down. I sincerely hope that you, the Task Force, consider the message that you are sending when you put schools of excellence on the chopping block. Please save Zilker Elementary.
- Ladies and Gentlemen, I understand that tough times come with tough decisions. However, I urge you to think long and hard about the long term implications of closing schools in south Austin neighborhoods. I am particularly opposed to closing Joslin Elementary because of the implications on Sunset Valley Elementary. Simply stated, closing Joslin will more than likely erode the progress that has been made at Sunset Valley Elementary while leaving a gaping wound in the Western Trails neighborhood. Close Pease. Close Ortega. Close either Zilker or Barton Hill Elementary (but not both). I would like to see

Joslin kept open and the lines redrawn to make it the school for the entire Western Trails neighborhood and for children around the Ann Richards School campus. My fear is that the monied interests in the Barton Hills area will put up enough signs that they will keep that campus open at the cost of other south Austin elementary schools. That would be a tragic mistake. I entrust that the Task Force will not make a decision made simply based off of the number of purchased yard signs.

Let me preface my comments by saying that I don't attend any of the schools in danger of closing. Yet after sitting through the Jan 12th Community Meeting at Delco, I feel strongly enough to make the following comments: 1) The three day notice given to schools that were on the closure list is very disturbing. 2) The assumption that parents, teachers and administrators would blindly accept the task force recommendations 3) It's very upsetting that the TEA ratings of these schools were not a factor in deciding to keep these schools open. For the schools that are "neighborhood schools" with an Exemplary rating, it's hard to imagine that these students will do as well when having to be bused to another school outside their neighborhood, even if the new school is Exemplary. Schools are Exemplary not just because of AISD administrative choices, but because of the hard work of teachers and the huge investment of time and money by parents. These parents will not be as likely to spend their capital on the next school because it won't be convenient, and they feel betrayed. You've basically shown them that in the end; there is no reward for their investment and hard work. 4) The impact on special education students did not seemed to be considered by the task force. For instance, Zilker elementary is known throughout the district by other parents to have an amazing SpEd program that children there thrive like nowhere else. Closing Zilker would make it seem that the district is fine with trading in schools and programs that are a standard to be measured against, all to save a few dollars. These are the district's most vulnerable children and as a whole, because of their disabilities, SpEd children will not be able to be flexible and transition to new schools with new teachers without difficulty. Closing schools like Zilker, in combination with the proposed half a million dollar budget cut for paraprofessionals is guaranteed to backfire and end up costing the district more headache as parents demand more services on their child's IEPs to compensate. Special Ed parents aren't stupid, they know that the district has been skirting around federal laws for several years by dictating to ARD committees how many hours of services that can be provided, rather than letting ARD committees decide what is a Free and Appropriate Education for a child first. Closing a school like Zilker may be all the fodder some of these parents need to publicly highlight these issues. 5) It's really hard to understand why transfer students weren't included in the numbers when determining the current capacity numbers for a school. What is going to happen to these transfer students, will they have to go back to schools they are zoned for? Or will they get to move to the new school along with their current classmates? It's hard to imagine that transfer student numbers won't affect the capacity numbers of schools in either case. 6) Looking over the list of schools, the only one that I would feel comfortable recommending for closure is Pease. It is compelling not to close the school because it's the oldest school (which should have been on the

"disadvantages list"). However, with it being a historic building with low capacity and 100% transfer students, it seems like a no-brainer to close Pease. It won't be popular, but it makes sense, especially if we want to support the concept of children staying at their respective neighborhood schools. 6) Your posture at the meeting was disconcerting. You asked for people to bring forth "solutions" that you hadn't even thought of yet. I think that it was pretty clear that decisions have already been made by the task force committee and these community meetings were a way of fostering acceptance of these decisions i.e., if people think they were listened to, then they will more readily accept the committee's choices. I don't think that any of the solutions that were presented were being taken seriously. Who were all of the people sitting on the stage? Where were school board members? Who were we actually talking to and was anyone even writing down what was said? It wasn't apparent to the audience that anything said was being taken seriously. 7) While I do understand and appreciate that the task force has some hard decisions to make, they need to do a better job of incorporating the intangible advantages when considering whether or not to close a school. 8) Thanks for reading and good luck with this.

• Like many young families, my husband and I were willing to pay a premium for our home in Barton Hills because we were planning a family and looked forward to walking with our kids to Barton Hills Elementary School. We love that Barton Hills is a neighborhood and close-knit community built around BHE and that we are still close to downtown Austin. If BHE is closed, we and many others like us will likely move from the neighborhood in search of a neighborhood school like BHE

somewhere else in town. I expect property values in our neighborhood to drop, with AISD tax base dropping with them. Please keep neighborhood schools open, especially when they are performing and succeeding. Let Exemplary schools stay open as a model for other schools and keep our education close to home. Our first child is almost two years old and we are hoping to continue to grow our family here in Barton Hills. On our short street alone, there are 5 children under 4 years old, with at least two more on the way today. We all moved here in the last 3-5 years so that we could walk with our kids to school at Barton Hills Elementary. BHE and Zilker and other Exemplary schools are magnets for families and will continue to thrive, as evidenced by the high transfer rate into both schools. I urge you to listen to the AISD taxpayers and the city of Austin and keep neighborhood schools open, especially our home school, Barton Hills Elementary.

- Like others, it is my sincere opinion that closing these schools is an improper solution that has not even begun to be analyzed enough. I sympathize with the Task Force's plight, but I think there is not even a scintilla of proof that shows that closing these schools would, indeed, save the District significant money over time. I would ask that the District note how Hispanic students fare at Barton Hills and Zilker in relation to schools in the state. I would also ask that the District evaluate how much money per student is spent at Barton Hills and Zilker in comparison to other schools.
- Local Data collected this week from Barton Hills Neighborhood shows actual enrollment in 2014 local population is 26% ABOVE projections set forth in Task Force document (244 students from survey vs. 194 from TF). My husband and I

helped to spearhead a survey of our neighbors (both with and without elementary school age children) and other members of the BHE community. We have all the data collected from over 400 households to support these findings. We are happy to meet with anyone from the Task Force, share our raw data, and discuss the findings. In addition, we ask that you consider holding off on your decision to close schools until the 2010 census data is available. We are very concerned that the expected population growth of our neighborhood (and other affected neighborhoods) was not taken into consideration when making the recommendations. We understand and appreciate that tough decisions need to be made in this year of massive budget shortfalls. All we ask is that you please consider reviewing our data and/or holding off until the 2010 census data is released.

• Look at boundaries before closing any schools. Also, the current proposal contradicts the city's efforts/goals to preserve the inner city and curb suburban sprawl. Instead of building new schools, use the ones we have already to solve efficiency problems. The task force needs to get back to its original mission of creating a 10-year facility plan, rather than being strong-armed into the limelight to fix AISD's immediate and current budget woes. To address budget issues, AISD needs to make hard and deep cuts at the administrative level before considering ANY school closures. The percentage of AISD's budget spent at the administrative level far exceeds industry best practices and norms. This is where budget cuts should be made. Additionally, many of the schools being suggested for closure (both on and off the official list of today) should instead be lauded for their successes and used as model

- schools i.e. we should be trying to replicate these schools all over town not shutting them down.
- Looking at Option 4.4B, I have two comments about the list of advantages presented for the proposal. It says one advantage concerning closing Zilker ES is the school has a high FCI, but no details are given concerning how that statistic was derived. It's possible much of the putative FCI is derived from non-essential items or projects. If so, just get rid of those. When we're talking about the survival of the school, all non-essentials should be jettisoned. Another so-called advantage in the list is "High in-migration at both schools." It goes on to explain the area population does not support either school. If properly interpreted, high in-migration is actually a disadvantage to closing a school. High in-migration is a sign that the school is doing a fine job and is the kind of school that should be kept open if at all possible. Listing high in-migration as an advantage of the plan is just a kind of deeply disturbing spin representing an inversion of most parents' values.
- Looking at the Master Plan, there are items that are not getting media attention such as the new boundaries for Maplewood elementary and Campbell Elementary. The reason for these boundary changes being looked at can be traced to the shortsighted decision not to include building a new elementary school at Mueller as is show in the master plan in the past AISD bond election. All of the new families moving into Mueller now have their kids attending Maplewood Elementary. The plan now is asking that traditional Maplewood boundary families should be moved to Campbell and must cross a busy Manor Road and Cherrywood/Chestnut. It seems to make more sense to put in new boundaries for the Mueller neighborhood which

- is very new until a school can be built to accommodate those families. There is no district cost savings in this re-allocation in the plan and it doesn't make long term sense if a school will be built a Mueller in the future.
- Magnet Transportation Proposed "HUB" system. While I understand the direness of the budget crisis, revamping the magnet transportation system to a "hub" system is a terrible solution. It is wrongly based on the assumption that parents could solve the new problem by "simply" picking up the children after school, forming carpools, or having the children walk home. We have our 2nd child at Kealing, and for the past 4 years have carpooled in the mornings. However, in all those years we have never been able to arrange a successful afternoon carpool. Because of various after school activities of all the children (both at Kealing and outside of school), it has made it impossible to coordinate consistent afternoon carpools on a daily basis. "Simply" picking up children after school also is not possible, as both my husband and I work and cannot leave work early on a daily basis to drive to Kealing at 2:30 in the afternoon. As for having our middle school child walking home from the "hub". That is also not a possibility. Our local elementary is Highland Park and our home middle school is Lamar. Each is almost 2 miles from our home, and the route from HP involves crossing under or over Mopac and the route from Lamar involves crossing 2222/Koenig and Lamar, both of which are highly dangerous and unacceptable alternatives for children. I have talked with many magnet school parents over the years and our situation is extremely common. 2 working parents, inability to arrange afternoon carpool, and unacceptably dangerous walks homes from the
- "home" schools. The shining jewels of the AISD school system are its magnet schools and Fine Arts Academy. An unfortunate, but realistic consequence of changing the magnet transportation is that many parents, many of whom are active supporters of both the schools and their teachers, may have no choice but to reconsider the magnet option, a huge loss for the children who have worked so hard and the parents who have already been going the "extra step" to make the magnet school an option for their children. AISD will also likely lose both the talent of the children and the high performing scores they add to AISD's performance rankings. Given all the anticipated AISD school cuts, if the magnet programs become unworkable due to lack of transportation the choice we, and many other parents, would consider would be not be our AISD home middle school, it would be private school. Please do not damage the excellence of the magnet programs and the opportunities they afford to the children who are willing to work so hard and make their own sacrifices (less sleep, more homework, less free time with their friends) to learn and be excited about their learning environment. Sacrifice, by instituting the hub system and making transportation an insurmountable problem for so many.
- Make sure your numbers and data are accurate. Use 2010 census data. Include transfers #s. Make sure you know exactly how many students each school will have to acquire. 2. Walk/drive the new route where students will go to school. Visit the campus to see if there is really enough space for learning and exercise. Solutions: 1. Cut the low performing schools first. 2. Close the AISD head office on 6th street. And, any other expensive AISD office. Cut AISD admin jobs from

- head office and wasted spending. 3. With remaining needed funds, cut a percent (i.e. 10%) across the board at all schools. Admin or services first. Keep all teachers. 4. Get creative on how to raise money. Advert on buses. % of ACL, etc.
- Many of the elementary schools that are listed as options for closure are vital neighborhood schools in central Austin neighborhoods, older neighborhoods, yes, but highly desirable by young families who prefer being near downtown rather than in the suburbs. The City of Austin is implementing many programs that support the vitality of central Austin and to close these schools would be very detrimental to the desirability of this area, ultimately lowering property values and property tax revenues. Most of the schools are also Exemplary or recognized for academic excellence. How would it serve the success of AISD to close campuses that perform so well? My daughter has attended Zilker Elementary since Kindergarten; prior to that we played on the playground and attended the school carnival, music and film nights, etc. The school is central to the neighborhood and is a symbol of 78704, even for those who do not have children enrolled. As a Zilker family, we have benefitted immensely from the loving teachers and faculty, the small campus, the strong sense of community that has been nurtured there over the past 61 years. My daughter is not only gaining a love and desire for knowledge, but is also learning so much about what it means to be a moral, "connected" member of society. I know she will be devastated if her school were to close, as would so many thousands of other students of Zilker, past and present. Education is the key to a child's success; please don't lock any of our children out of their beloved schools.

Many other respondents have and will address numerous concerns at various levels, I will focus my remarks on the realities of transfer students and why we chose to transfer our son from a low-performing mega-school (Casey Elementary) to a smaller, inner-city school that is identified here for possible closure (Zilker). Although we had concerns regarding our son's transition to public school and the opportunities he would receive, we originally pre-registered him at our "neighborhood" school. This large school is several miles south of our home, not near our neighborhood. He would not have known any children there. The tone of the school was tense, and it was on permanent lockdown. No art was on the walls, and the only art on the school website was a door decorating contest associated with the DARE program. When we visited with the school, the administrator shared information about the disciplinary programs the school uses. No one talked about inspiring children. My own five-year-old noticed older children didn't even wipe their feet on a muddy day. And, this five-year-old boy would have had to ride a bus several miles a day, every day. I worried that this inquisitive boy would be labeled too active, a problem. He had not gone to an academic preschool, but rather a play-based curriculum. Would he get what he needed here? The answer appeared to be no, but the building was big and clean, sterile. In fact, it was rather prison-like. But it probably looks great on paper using the criteria the task force has considered. The same day, we went to Zilker, which is conveniently located between work and home and where several of my son's preschool friends already attended. When we arrived on the playground, one of them ran to embrace him. The kindergarten teachers discussed

with me the process of socializing young children who shared many of his experiences thus far. The fit was perfect, and we began the process of becoming the last transfer approved for that year, after begging, pleading and requesting assistant from the superintendent and principal. I have never felt such relief before or after as I did the day this transfer was accepted. My son is now in third grade. Although the rigors of a zero-tolerance tardy policy and the disappointments associated with staff and teacher turnover have created some challenges, he has indeed thrived, with high grades, good friends, ample opportunities for creativity and leadership, and an excellent after-school program provided by Dougherty Arts School. He has tested gifted-talented, and this is a school that is willing to address those special needs to the best of its ability. And, because so many children with other special needs are in his classes, he has learned to see the variety of gifts in others. Value, not just facility cost, is what should be measured in this process. Transfer students are real AISD students, and their parents have made sacrifices to capture this value for our children, whether they are in permanent buildings, portables, or tents. My son (in a portable classroom the past two years) is part of a community, even if we have to drive him to it. Are there downsides to not living in the neighborhood? Certainly, just as there are downsides to anonymous mega-schools where there is more opportunity to slip through the cracks. You have received other cost-saving ideas, and many have merit. Seeking funding from some of the city's high-dollar festivals is a possibility, and you might consider a small fee for transfers. But don't waste the capital investment that has already been made for decades, and recognize that transfer

- students do count. Closing neighborhood schools that work and that serve as the mainstays in their communities, is not a solution. The social problems this shuffling of the deck would create come with considerable costs your study fails to address. Creating a new barrier to quality education runs counter to the city's educational goals for all our children, whether they live in north, south, east or west Austin.
- Maplewood parents and Cherrywood neighbors are in the process of meeting with the Campbell community and members of surrounding neighborhoods that would be affected by the proposed boundary redraw. We believe that by coming together we can devise a more appropriate solution to anticipated population shifts in our shared communities. Concerned citizens have signed and commented on an online petition urging further consideration of the Maplewood redraw boundary proposal: http://www.ipetitions.com/petition/maplewoodboundary/sign atures?page=2. If you take the time to read the comments, you'll see there are two major concerns: 1) Deterioration of the fabric of the close-knit Maplewood/Cherrywood relationship, 2)Corruption of Maplewood's racial/ethnic and SES diversity, which would result from redirecting JJ Seabrook/Towerview away from Maplewood. Perhaps a simple solution would be to assign a portion of Mueller to Campbell? Whatever the solution, it's important for our communities to have time to address these issues together.
- Maplewood wouldn't be at the capacity it is now if you make Mueller kids go to Blanton. Blanton probably needs the numbers, too.

- Master plans 2.2c, 3.6, 3.9a, 3.9.b.2, 4.4 B and 8.2 B all seem reasonable in view of the savings options and the need for greater operating efficiencies.
- Members of the Task Force, I strongly urge you to reconsider the option of closing small, neighborhood schools in the name of saving money. What these schools provide to the children, their families, and their neighborhoods is priceless. These schools are the heart-beats of their neighborhoods; we need find another solution to this temporary financial crisis. Advertising on buses has the potential to generate long-term funding, and I know there were other great ideas presented last night (2/13) at the Burger Center and the previous night. Please review other options carefully and please keep our schools open.
- Move boundary lines to fill Boone ES to capacity and unburden nearby schools like Mills ES which are over capacity now. Last year the admin. and board listened to some very loud parents, this year they need to listen to the deficit and use all facilities to their full capacity.
- Move the administrative offices from 6th street. Costly location costly. May want to move to another central location (i.e. east of i35). Proposed closures do not make sense. May want to consider selling some of the property around the schools to reduce maintenance costs and bring in revenue. Barton Hills has at least a few million dollars worth of extra acreage that could be sold as residential property (and become part of the AISD tax base). The utilization methodology needs to be reviewed and revised. Overpopulating a school causes higher illness rates and student outage. Resulting in reduced

- funding. This just adds to the funding issues rather than resolving them.
- Moving the downtown location of AISD offices to a more conservatively priced area seems like a very economical and viable plan. Why do we have school district offices on prime real estate? The traffic congestion would be greatly improved as well and it would provide better access by all if located away from the downtown area. Northcross? Highland Mall with ACC?
- Much of what I have to say has already been said loud and clear many, many times. I just want to reiterate a few points: 1. Is the school district prepared to cover the cost of losing millions of dollars in property tax revenue with the closure of some of these campuses in high property tax neighborhoods? You are looking at a decrease in property values, plus many of these neighborhoods have people over 65 who I guarantee would furlough their school tax dollars if their property starts to decrease in value. 2. I have heard repeatedly that this is a 10 year plan. How to you propose to keep the high performing school doing well, knowing that it doesn't really matter since they will be closing eventually? Same with staff. What is going to keep them on a campus knowing that it will be closing without any assurances they will still have a job. 3. Why are elementary schools being targeted? There are no high schools mentioned. I noticed there was very limited elementary representation on the task force and none of the targeted elementary schools had representation. Were they ever invited? There is no doubt these are difficult times and decisions, but the district has said they want to effect students as little as possible. What do you think this is? It goes beyond

kids. These decisions effect kids, families, neighborhoods, and the city as a whole. When the decision to close school is made, the task force and the school board need to go to each school and look these children in the eyes and share the news. Tell them that they have worked and worked and done everything right to make their school successful, but that it doesn't matter. Do not leave it to the parents and schools to share this news. The people who are responsible need to see the consequences of their decisions. If you think these decisions are hard to make when talking to adults and looking at numbers, try telling an 8 year old their hard work and compassionate pleas have fallen on deaf ears. Please find other ways to save money. The teachers in this district are strong and can make anything work in a classroom. There are some programs and departments that can be "mothballed" for a few years. Do we really need instructional coaches on campuses? AISD hired highly educated teachers, who I can assure you would be willing to give a little more time to learn new strategies than to see these schools closed. Do we really need a professional development center? Region 13 is right now the street. Can you contract out for tech support? Do you need to pay benefits and salaries to tech people? Perhaps a small core that knows the main systems, but contract for the actual repairs and work. Same with the up keep of the facilities. How much money has the district spent on consultants? How much was spent on the principles of learning initiative? There have to be other ways than turning nine communities upside down and having thousands of students "restart" their educational career. It takes time to adjust to a new school. Imagine all those students have to adjust. Especially your 1st and 2nd

- graders. Finally, the recent budget survey showed employee contribution to health insurance. This looked like a huge money saver. Why is this not happening? Please leave supportive and nurturing neighborhoods alone. Thank you
- My 3 children attend Ridgetop Elementary. My oldest is a 3rd grader and has gone there're since pre-k. All my children have had the same teacher I think it is wonderful the teacher and u have a closer bond after u have known the teacher for 4 yrs. Since it is a small school the students know all the staff and have respect for all adults because they know everyone then they were in a bigger school. My 3rd grader has dyslexia. I believe if she went to a bigger school it would have gone unnoticed when the ratio to student is much bigger in regular public schools. I think you should leave school's open and divide the student to teacher ratio smaller. One teacher cannot deal with 30 students and give each child the one on one time needed. Kids that misbehave get sent to the principal's office and not dealt with correctly but if the teacher had less students they would have more time to notice the flaws of each child and where they need improvement. If you close the schools then all the elementary students will end up going to a elementary school that is already overcrowded. I went through a divorce with my kids and moved around all over when I got to Ridgetop I fell in love and figured this would be the stable environment they needed in the crazy life. I have remarried and getting life back on track I think the kids going to Ridgetop has helped them feel like a normal kid. As a parent of four I have help from my husband and my parents to help me with four. I can only imagine a teacher with 20 students let alone one with 30 plus students.

- My 8 siblings and I all walked to Becker Elementary school as youngsters. It was a successful school then and continues to be. Of the nine of us children, there are 6 bachelor's degrees and 2 master's degrees. We have all been successful in our careers. We are mathematicians, engineers, accountants, nurses and businessmen. We felt disadvantaged when we first went to Jr. High then High School, but we truly weren't. Becker gave us, who were economically disadvantaged, a solid foundation that we never would have had with going to a distant elementary. I still own property and pay taxes in the Becker district. My granddaughter goes to Becker. Please do not forfeit this school due to pressure from richer, more advantaged areas of Austin. It would be a travesty.
- My children are adults but I am very against the proposal to close schools that children can currently walk or bike to, and to redistrict in a way that will make it hard for kids to walk or bike to school. Part of Austin's vision to reduce traffic congestion is to increase the residential density in the city core. It makes no sense to close central schools when the demand for them will be increasing. Not only will the affected children get less exercise because they can't walk/bike to their neighborhood school, traffic congestion will get worse because their parents will be driving them to school. Given the obesity and diabetes epidemic in this country, this is exactly the wrong direction go. AISD needs to make this consideration a priority for the sake of our community health overall. I don't see those considerations factored into the report. For example, if you redistrict in such a way that some of the Cherrywood kids on the north side of Manor have to go to Campbell instead of Maplewood, they won't walk because their parents won't want them to have to

- cross Manor Rd. As transportation professional, I believe AISD needs to do more to make sure the majority of kids can walk and bike to school. While the older schools cost more to maintain, I also believe keeping those schools in place best serves the overall community. Please reconsider.
- My children attend Boone Elementary. I understand the boundary for Boone might change to include more students. I completely support changing the existing boundary to boost enrollment at Boone as I would hate to see it close. One thing to consider, many people do not want to attend Boone because it tracks to Covington and Crockett, both of which have "reputations". Any plans on having Boone track to different middle school and high school? Thank you.
- My children attend Davis Elementary in NW Austin. It's a great school with a strong focus on math, science and robotics. I am writing to express my support for an AISD facility master plan that would address several facility enhancements at Davis Elementary, in particular: the need for additional, flexible space; the need for an enhanced technology inventory; more parking and better pick-up and drop-off options; and a dedicated Science Lab classroom. As a parent, I know that quality education only happens if we, as a community, support the revenue to fund it. I am in support of a bond package that enriches and enhances all AISD campuses. Tomorrow's doctors, scientists, and engineers sit in little desks in AISD classrooms across the city. We must invest in those classrooms today if we are to achieve the future we want for Austin.
- My children attended Ortega for their first 2 years of school. I
 have recently moved, so we had to transfer schools. The whole
 curriculum at Ortega is so much more advanced, and it would

- be horrible to see such an extraordinary campus be closed due to circumstances that our children have no knowledge of. Please help keep Ortega open.
- My children were moved from Oak Hill Elementary to Baldwin at the beginning of this year due to the overcrowding at Oak Hill. However, I am concerned that while my kids are with the Bowie vertical team for Baldwin and Bowie, the middle school is Small (Austin vertical team). In addition only a very small amount of kids <15% will even track to Small. We are a small group, please help us fix this problem. We would like to be under one vertical team.
- My children who will enter Kinder in 2012 and 2014 are currently zoned for Zilker Elementary, a half mile distance from our house. If the proposed closures and re-zoning take effect then my children will be re-zoned to Dawson which is a distance of almost 2 miles away and will involve them crossing the rail tracks on Oltorf St. Not only is this a dangerous journey that's over twice the distance but one that could result in them being tardy if a train is crossing in the morning. Out of the 21 houses on our small cul-de-sac, four children already attend Zilker Elementary. In the next three years, four other children on our street will be of age to enter Zilker. That's eight children on a small street alone. This area is bursting with families with young children who will be kinder age within the next five years and looking for a school to attend. We purchased our property four years ago and the number one attraction was Zilker Elementary and what a great school it would be for our children. We had to put in 13 offers on houses and finally secured one in the area. If Zilker closes then we will be forced to move to an area of Austin that still has a great school, such
- as Tarrytown. House prices in this area will drop by approx. 10% with the lack of a great neighborhood school and this will eventually result in loss of tax revenue, even less money for the schools. I also feel it's a real kick in the teeth to not only lose a great neighborhood elementary school, but to also be re-zoned to failing middle and high schools. My children will be removed from the public school system or from Austin ISD if that happens. There are other ways to save/make money surely than by closing schools. Every child is entitled to a great education and from what I see; this is something that will not be provided if these plans take effect. None of these schools are under-utilized. They all have great attendance numbers and are all thriving. You're taking a problem and creating an even bigger problem as these closures will not save money long term. You cannot consolidate schools and have no money to improve the new 'super schools' you're making. They'll become incredibly over-crowded extremely quickly and then what? The fact that you're using outdated census information is incredible. This is a decision that impacts every single current (and future) resident in Austin so is not one that should be made quickly with incomplete facts/numbers. Austin was once a great place to live but is quickly becoming everything it used to be against.
- My comment is regarding the redrawing of the boundaries between Maplewood ES and Campbell ES. I question the thinking behind redrawing the boundaries where they are. If anything the boundaries should be redrawn to have newer Mueller homes filter into Campbell rather than taking existing homes/students and forcing them to move. The effected homes/families have been there for a long time and have

- always had Maplewood ES as the home school. Newer construction such as that in the Mueller community should be the first section to be looked at when considering moving ES boundaries.
- My comments are regarding your plan to close Oak Springs Elementary School. My husband and I were involved in mentoring students there some years ago so I have personal knowledge of the situation. In spring 2010 this school that was among the lowest performing in the district, received an Exemplary rating. The parents are more involved now than they have been in many years. Even though Austin has provided them with facilities much less suitable than most other schools, this school has excelled. For these reasons alone this school should be supported, not closed. However, there are extenuating circumstances against this closure also. Most of the students are from single parent households; most of the students' families live below the poverty level; most of the students are in the free lunch program; most of the parents do not have a car or a computer or an e-mail address. What they do have now is a school right across the street from many of their homes. Therefore the parents and the teachers can have contact with one another; the children can get to school--even if they are late, even if the weather is bad, even if they don't have warm clothes to wear. To take what little advantage these children have from them is unacceptable. Your plan is to have them walk through unsafe neighborhoods or, perhaps, ride a bus which will limit the enrichment opportunities and tutoring available to them. Consider how this school and this neighborhood have worked together to build this learning environment for these children. This is a
- unique situation. Look beyond your statistics and see the child you have an opportunity to help. .
- My comments are the same as yesterday's comments that I have already submitted. Both as a teacher with 42 years of teaching experience in elementary schools in Texas, mostly in the Austin area, and as a grandparent, I am strongly opposed to the closing of Barton Hills Elementary. The diverse population of Barton Hills, especially including the transfers, the dedicated and caring teachers, the outstanding learning opportunities, and the parent, grandparent, and community involvement make Barton Hills a school to keep open, not close it. The small size of the school is a great advantage, not a disadvantage. Many children learn better in a smaller, more protected and more caring environment. Barton Hills Elementary, with its position in a vital and attractive residential neighborhood, will continue to attract students. Families in that area and from other areas in south Austin want their children to attend such a school. Cunningham Elementary is an undesirable facility which needs to be closed, as I have toured the school in the past few years and was appalled at its condition. As an AISD taxpayer, educator with 42 years of elementary teaching experience, and grandparent of students who attend Barton Hills Elementary, I urge you to reconsider, and keep Barton Hills Elementary open. I also oppose the closing of Zilker Elementary. Keep such a vital school as Barton Hills Elementary School open.
- My daughter is a Kindergarten student in the Dual Language program at Becker Elementary. I've been engaged in this process since the beginning of the school year, and I come to you again with the same message: I do not support closing

schools. By your own projections, the District will need every seat it has by 2014. Closing urban schools to save money only to then spend far more to build new schools elsewhere is an unwise use of limited funds. In addition, this runs counter to the City of Austin's strategic plan for dense urban growth. Rather than closing schools, I humbly suggest you look again at moving boundaries or at other policy changes to get students into available seats. Take, for example, our Dual Language program. Becker Elementary, as you know, has a strong facility with room to take on more students. Beyond the academic successes, the program has already been very successful in attracting new students and *filling available seats*. In one year, our transfers were up 300%, and based on the application process currently underway, the program is poised to double in size for next year. Following this trend, we will be at capacity in a few short years through the Dual Language program alone. Combining us with another school will cause us to be far over capacity in a very short time. Becker Elementary is a success story. Despite a student population overwhelmingly composed of Economically Disadvantaged students, and a high proportion of students with Limited English Proficiency, Becker has an Exemplary rating. Becker is a thriving minority-majority school, and the education my daughter gets there will prepare her for the world of the 21st century. In closing, we think it is unfair and clearly destructive to ask us to justify our school over a neighbor's. It's not "us vs. them", it's all of us together.

 My daughter is a transfer student at Zilker Elementary. We transferred her from the Becker area before she started first grade several years ago because we were on the Becker playscape and overheard the talk of some of the elementary kids there. Now I know Becker has improved and is a better school now and I know a lot of parents of Becker students who debate the transfer idea. I truly respect them but my daughter is in her 4th year now at Zilker. She loves it. We love it. She's had great teachers with great attitudes. There's a lot of other transfer students from various areas at Zilker (you already know this). It's a great school. People all over the city know this. It probably wasn't a great school when it first started out but over the years it has built up this greatness and now when we lose a good teacher the school is so strong that the loss isn't felt that badly. Now why would we destroy something so strong? How long before the new crowded Becker can reach the greatness that Zilker is at right now? If ever. The chemistry between the teachers and administration at the school is vital. The PTA. The middle schools in AISD aren't nearly as attractive for us parents as the elementary schools (I fear the idea of my daughter going to middle school [it's not that far away] and there's a lot of other parents like us). You already know this (if you don't you shouldn't be in your position). The main reason, I believe, is because they're jammed full of so many students. The small school 'we care about everyone' attitude (from teacher to secretary to aid to principal) is lost. Will my daughter be named by her SS# (the last 4 #s only for security sake [actually we might have to take the last 6 #s to avoid the possibility of duplication]). I know you have a lot of \$ questions to answer but I don't think closing Zilker is a way to a good solution.

 My family and I live in the neighborhood and have been involved with Oak Springs Elementary for the past three years.
 We mentor at the school through Austin Partners in Education and meet for kids and youth activities at Booker T Washington every Thursday night. The closing of Oak Springs would be devastating for this community in my estimation. We have seen so much growth from and in the community over the past three years. We have also been involved in bringing Heart House to Oak Springs, a non-profit with the focus of bringing free, educationally based, after school care to under-resourced elementary children. A community center is even in the works around the corner from the school for the purpose of housing Heart House and other positive organizations in and for the community. There is a collaborative team meeting regularly for the first time at BTW for the sake of partnering and collaborating for the good of the families in the community. Please keep this school open and allow this growth and development to continue.

• My family is to be affected by the closure of Zilker Elementary. I can't imagine how it makes sense, from an education quality point of view, to close one of the best performing, most active parentally involved schools in the area. I get the point that the facility is in need of lots of money to bring it up to current standards, but shouldn't there be some triage in that calculation? Like, we can spend a portion of that for critical concerns and wait until there is room in the budget to address other concerns? Figure out how to make it work? It sounds like the property is going to continue to be maintained and eventually re-used by AISD, so what are the associated costs with that? And where are the attempts of finding revenue at the state or federal or local bond level to fund these facility updates? Why does my child's Montessori pre-school cost the same annually as I pay in property taxes, and still AISD can't

- meet its budget? What is wrong with that business model when a little pre-school can be profitable on the same effective per capita budget and AISD can't? Shouldn't there be efficiencies in a larger organization? Where are the attempts to narrow/eliminate the commercial real estate property tax gap in order to help fund the schools? Why is the focus on the bottom line with irreversible cuts and not the top line?
- My first choice would be to keep all the schools open of course and try other ways to find funding like relocating the downtown AISD office and think about advertising on the school buses. If there is no other choice but to close a school I vote to close Barton Hills ES and keep Zilker ES open. Closing both Zilker ES and Barton Hills ES would big a huge mistake. It would only be a short term solution and I truly believe that Becker ES (Becker from what I see has no room to expand) and Dawson ES would become overcrowded and no one would benefit from that neither neighborhoods nor the children. The money saved by closing Barton Hills ES could go to the expansion of Zilker ES. This past summer 2010 Zilker has already done vast improvements to the campus examples the restrooms were remodel. Also maybe the Barton Hills location could turn into a Middle school which would help O'Henry with their overcrowding problem. The 78704 area is continuing to grow and we need to look toward to the future of our kids and at the dollar signs.
- My granddaughters attend Zilker Elementary and can walk there from our home in the neighborhood. They know the other children from the neighborhood and there is a community feel. They came here from Mexico where my son was living 5 years ago. I can't even imagine how you can think

- of closing this school. We in the Zilker neighborhood need the school; it cements the neighborhood into a community. Why disrupt these children's lives? Allow Zilker to continue as it is. It's a good school and well loved.
- My husband and I bought our house in Barton Hills 5 years ago. We are just around the corner from Barton Hills Elementary and it is one of the primary reasons we bought here and have stayed here. We have 2 boys who would be starting Kindergarten there in 2013 and 2015. The prospect of losing our community school and instead going to Becker that will start off (based on the plan) with an over capacity 107% is very upsetting and seems an irresponsible solution. Certainly it would cost far less to overcrowd our schools and provide subpar conditions. How are children supposed to learn? How are teachers supposed to succeed at educating our future with classrooms exploding at the gills? Clearly budgets are due to be trimmed and balanced, but option 4.4B, specifically; closing Barton Hills does not seem to meet the criteria of a viable solution. Keep Barton Hills Elementary open.
- My husband and I moved to the Zilker neighborhood about 5 years ago because the great schools (Zilker and Barton Hills). We currently bike or walk to school. Making my Kindergardener cross Lamar, walk over a railway track is not a choice; commuting in a bus over 5 miles every day is not a right choice either. I also want to let you know that my husband and I are both immigrants. Our daughter is part of the 43% minorities at Zilker. Zilker also has about 37% students receiving free lunches and about 17% with special needs. We are a well rounded community with Exemplary academy achievements. We know that you don't have an easy decision ahead of you,

- but closing schools without taking into consideration their academic achievement is a crime to everyone.
- My husband and I moved two years ago specifically so that our children could go to Zilker Elementary. We lived in Bouldin Creek but didn't want our two children to go to Becker Elementary and we couldn't be sure we would be accepted as transfers when the time came. We have a 3.5 and a 1-year old and have been looking forward to the days of walking them to school in the future. I've also found the Zilker neighborhood to be much more family-friendly and have been happy with our move. Until now, that is. I know we are just one family, but I don't doubt that if Zilker Elementary were closed, that dozens of families would up and move on over to Eanes school district. We pay \$12,000/yr in property taxes and as citizens we expect our schools to be high on the list of priorities in our city. I feel for the Task Force and their families who have had countless hours devoted to this duty. In my opinion, you all have done your jobs simply by investigating the current state of the district's facilities and making your recommendations. I ask, do any of you work on the campuses, or send your children to learn at any of the schools that you have proposed to close?
- My husband and I, parents of a 4th grade Zilker student, vigorously oppose the proposed plan to close Zilker Elementary. In evaluating schools for possible closure, the task force excluded academic performance. Zilker is currently rated "Exemplary" by the state and has a long history of stellar academic performance, all while serving children from diverse socioeconomic and ethnic backgrounds as well as a large population of students with learning or other disabilities. Student achievement is a function not only of the quality of

teachers and staff, but the active engagement of parents, neighbors and community leaders. Instead of closing Zilker, AISD should undertake a study as to what makes Zilker so successful so that those strategies can be shared with lowerperforming schools. Over the past several years, taxpayerapproved bond monies were used to renovate all the bathrooms, replace the roof, install new air conditioning, build a new playground, and expand the cafeteria. Within the past decade, a new library also was added. The Zilker PTA also funded several art installations. Most of the renovations recommended for Zilker are not needed for the health and safety of students, but rather are ones that would be nice, such as a new gym, if funds were available. The report also assumes that the childhood population around Zilker is shrinking. Quite the contrary, the area is growing rapidly, evidenced not only by the number of neighborhood children enrolled in Zilker's lower grades but also informal survey of children under age 5 within the school boundaries. Moving Zilker students to Becker will not work. The school is older and smaller than Zilker and lacks the capacity to expand, as the draft report notes. Becker itself is already growing due to the popularity of the duallanguage Spanish program. Becker also lacks resources such as an adjacent park that benefits students as well as the neighborhood. Lastly, as Austin taxpayers who would readily pay higher taxes to preserve our son's quality public education, we oppose the notion that bigger schools are better, which is an underlying theme of the draft report. Schools are not factories. Neighborhood schools like Zilker are judged not only against state and federal accountability measures, but also the high standards set by parents and the community. Zilker

- parents and neighborhood leaders have proven their commitment to promoting academic excellence and to nurturing well-rounded children who have the creativity and good sense to serve as the leaders and problem-solvers of the next generation. We urge you to keep Zilker open.
- My name is Lank Olivares and I am in 6th grade. Right at this moment I am attending East Austin College Prep Academy. I would like to consider supporting the proposal the East Austin College Prep presented at the community meetings to let us lease space at Eastside Memorial high School for our school. I like EACPA because we learn many new things that you cannot learn from other schools, we even know things that my sisters, brothers and parents don't know. I don't have any siblings in other schools that are being closed, but I do have a little brother that goes to one of the schools that you are transferring students to and it is called, Govalle. If you close down the schools then Govalle is going to be crowded with even more students than it already has and it has four hundred students there all ready. If you support our proposal, maybe you wouldn't have to close some of the other schools and those kids could stay at the school they like to. Thank you for listening to me.
- My son currently attends Zilker Elementary. Zilker is not his home school, but he was assigned to Zilker when he was 4 years old to take advantage of their inclusion PPCD program. He is now 8 years old and has benefitted immensely from the caring special education staff. Without Zilker, this would not have been possible. We have been willing to make the drive to Zilker for 4 years because of my son's comfort level and success in their program. Please consider the needs of the

- special education students when making this difficult decision. Zilker has been a great place for my son to blossom and to really come into his own; something that was not being accomplished at his previous school. We love Zilker.
- My son goes to Ortega elementary and it has been the best learning environment for him. He would be devastated to see his school shut down. As an Exemplary school, we shouldn't be setting an example to our students that when you turn a school around like that; your reward is to shut it down. What kind of message does that send to our students, parents and teachers that work so hard to improve the quality of a school? We need to highlight schools like Ortega and allow them to thrive so that students can be successful, especially in an East Austin neighborhood.(2)
- My son is a first grader at Pease Elementary. I am writing to address my concerns with the Task Force's decision to recommend the closing of Pease elementary. I am also writing to state my concerns with the general methodology used by the Task Force and the mission drift from long range strategic planning to a short term, reactive method of filling AISD Budget holes. Finally, I would like to voice my opposition to the recommendations to close east side Exemplary schools Ortega Elementary and Oak Springs Elementary. The Task Force decision to close Pease seems largely based on Pease's older physical plant and high FCI rating. I suspect that the Task Force viewed Pease as "low hanging" fruit because of this FCI rating. However, a preliminary look at the FCI report for Pease has called some of the numbers listed by Pease into question. The FCI numbers for Pease are misleading because they combine numbers from priorities 1-5. In a budget crunch, you

do not spend money on the "would be nice to haves". 60% of the \$7,668,770 maintenance is listed under priorities 3-5, so why not take another look at the numbers? You will find that our actual numbers are not that different to many other elementary schools - here are the breakdowns. Priority 1 -\$379,515 or 4.9% Priority 2 - \$2,666,378 or 34.8% Priority 3 -\$3,514,509 or 45.8% Priority 4 - \$837,691 or 10.9% Priority 5 -\$270,677 or 3.5% The Task Force numbers for costs savings based on building repairs do not make sense in light of the Task Force's recommendation that Pease be leased to a charter school. Pease parents have learned that negotiations have already begun between the Austin Discovery School and AISD despite the Task Force mantra that "these are only options and nothing has been decided." The Priority 1 and 2 repairs would need to be completed regardless of whether Pease is closed, in order to make it possible to lease the facilities out to a charter school. Even if the Task Force simply warehouses the building for future use, and looking at the growth in the Central Austin corridor there will certainly be a need for such use, these repairs would need to be completed. OPTION: Perform Priority 1 and Priority 2 Options for repair on Pease while deferring Options 3, 4, and 5. As the economy recovers options 3, 4, and 5, could be re-evaluated option: Take a second look to determine if Priority 1 Option numbers are accurate and whether options may not be deferred in a few years times, after the economy has had time to recover The Task Force has also said the Pease is not economically efficient to operate. These numbers are seriously called into question by the Texas Comptroller's Financial Allocation Study for Texas. This study rated Pease Elementary as having a very

low spending index as composed to the HIGH spending index for AISD overall. According to the FAST study, cost adjusted core operating expenditures per pupil at Pease are \$5, 644, as opposed to \$8,102 per pupil district wide. Pease does not have a transportation budget as all parents are responsible for transporting their children to school. Pease also has excellent attendance rates which result in more money for the district. In short, Pease is an educational bargain that produces Exemplary performance for low cost. OPTION: Re-examine Pease light of the FAST study. Explain to Pease community how the numbers the Task Force are using square with the FAST report. The Pease Community also has serious disagreements with the validity of the scoring used to evaluate the Pease Closure Option. Educational Enhancement is listed as a 3. It is not clear how the education of a student body that is rated Exemplary will be enhanced by moving many of these children into lower performing neighborhood schools. This number would be more accurately rated as a 1 or 2. Operating Costs- This was discussed above. Based on FAST numbers Pease is a bargain. This should be a 1 or 2. Community Impact-This is rated as a 5. The notes stated "no attendance zone, so minimal impact. This analysis is flawed in two ways. First, the Peas student body is a community made up of multiple zip codes across the city. The student body has been together for years. Unlike options that suggest transferring schools intact, the Pease community would be dispersed to the four winds, and would in effect, cease to exist. There is also a negative community impact in limiting transfer options by shutting down Pease. As the Task Force may have received some inkling on Wednesday and Thursday of this week, the community is not happy with these proposals. Keeping Pease intact would allow parents unsatisfied with Options that close local school the option of moving their children to Pease. Pease would provide such an opportunity to over 300 students. An Open Transfer policy has also been an important community value in Austin. Such a policy promotes diversity and leads to academic competition. Pease is an important symbol of this policy. Finally, the community impact of closing a historic academic Exemplary school will have a negative impact on the community. This factor should be moved down to a 1 or 2. Accommodates Future Growth. The comments by the Mayor and representative Naishtat show that preserving an option for parents working downtown and moving into the thriving central Austin corridor is important. This should be a 2 or even a 1. Facility Conditions: The concerns related to the FCI have been discussed above. Utilization Efficiencies- Pease is at 86% capacity and has a low cost per pupil; not clear where this number came from. The Task Force seems to be under the impression that the emotional community reaction to the recommended closings is based only on an attachment to particular schools. This is a mistaken impression. The affected communities are also outraged because they feel that the methodology used by the Task Force has been flawed because it fails to measure educational value. Many feel that the proposed recommendations do not represent a good value or use for AISD funds. The Task Force methodology looked only at building condition and economic efficiency without factoring in educational value based on performance. Evaluation criteria that do not measure performance are extremely limited and of little value. The purpose of the Task Force was to foster

educational success, not economic efficiency divorced from academic success. I doubt that few Task Force members would take the position that we should promote schools that are economically efficient and can house large numbers of students if those schools do not result in academic /educational success for the children attending those schools. Academic performance should not insulate a school from review, but it definitely needs to be a factor. When academic performance is left out the Task Force mission is lost as any measure of academic value per dollar spent is lost. It is significant that the Task Force's methodology resulted in recommendations to close a quarter of the cities academically Exemplary schools. I would strongly urge the Task Force and the Board of Trustees to revaluate all options taking academic performance into account. I am particularly opposed to closing Ortega Elementary and Oak Springs Elementary. As an east side resident I am opposed to the casual closing of Exemplary schools. These school labor under severe burdens and their students, staff, and PTA's should be rewarded, not punished for their success. Finally, the Task Force, in their recent comments to the media seem to be implying that part of the Task Force mission is to close the AISD Budget gap. I have gone over all of the available papers and see no evidence that this was part of the Task Force's charge. I commend the Task Force for their hard work, but urge them to do the harder work of questioning the methodology and assumptions under which they were asked to work. (2)

 My son is a kindergarten student at the Exemplary and historic Pease Elementary. We chose this school because of its cultural diversity, parental involvement and outstanding reputation of educational excellence. We chose this school because it's a small school that cares about its students. We chose this school because we wanted our children to appreciate and be proud of the history and heritage of this wonderful City and State. Yet these same factors now mark it down for closure. Mayor Leffingwell and State representative Naishtat have both noted that the closure of these high-performing urban schools will result in Austin being a less attractive place for business and investment, which will lead to a drop in property values and taxes. That flows down to education tax revenue. When a school district faces a budget shortfall, closing schools should be the last possible option, especially when the targeted schools are high-demand Exemplary ones - it is short sighted and self destructive. It has been suggested that the district look first at selling or leasing the district's administration building on 6th street and moving to less expensive real estate. Is that option still being investigated or considered? Much has been made of Pease having the highest FCI cost in the district, but this number is questionable at best because its denominator is the theoretical cost of replacing the building. How do you calculate the theoretical cost of replacing a 135 year old historic building? And I say theoretical because it is registered as a Texas historic landmark. You need to look at the actual numbers instead, and how they break down to essential and non-essential maintenance. You will find that the top 2 priority designations of maintenance work are around 40% of the total estimate. It is not dissimilar to many other campuses in the district. Also note that the plan to close Pease and lease it out to a private charter school does not remove this maintenance burden. Please consider transportation costs,

- especially as the price of fuel rises. As an all-transfer school, there is no bus service or transportation cost associated with Pease. Thank you for soliciting feedback from concerned parents and the community. I hope you seriously consider our objections and suggestions, and I also hope you can reach out and partner with us so we can work together to find alternatives to closing these Exemplary schools. Thank you.
- My son is a transfer student at Zilker Elementary. How can you not count 33% of the school in your calculations? If you close Zilker and move kids to Becker what will happen to these transfer students? What effect will it have in overcrowding if they are sent to their home schools? There are 44% transfers at Zilker and Barton Hills alone. They must be accounted for. Furthermore, we must not close any of these schools. Why should the children and their education pay the price for poor planning and over-spending? We must come up with creative ways to meet the reduced budget: advertising on school buses like city buses have, Eanes ISD has made \$150,000 (enough to cover the cost of fuel) doing this, sell AISD offices on 6th, cut back on the cost of lawn care, etc. Take in to account transfers, added traffic congestion by combing schools, overcrowded schools in to consideration, please.
- My son is a transfer student at Zilker Elementary. I believe he
 and all other transfer students should be counted when
 calculating the population of the schools being recommended
 for closure. We chose to transfer to Zilker because it is an
 Exemplary school and it is part of an amazing community.
 Please do NOT close OUR school. Threatening to close down
 schools with such outstanding academic achievement and

- success is negligent and deplorable. Don't close our Exemplary school.
- My son is in 1st grade at Travis Heights Elementary. We strongly support our neighborhood school and see it as a vibrant part of what makes living in inner city Austin great. Our son has multiple life threatening food allergies and it is a relief to me to know that he is in a small school where all the teachers and administrators know him and how to keep him safe and alive. It is also reassuring to have him just a few blocks from home if he ever has an anaphylactic reaction. I know I can be there in one minute. If Austin builds an enormous 1500 student school in South Austin, children with special needs will be put at risk. We would never be able to send our son there as he will not be protected in such a large setting. The individual needs of students cannot be fully addressed in a school factory. Please keep our kids safe at school and allow them to stay in an individualized environment close to home.
- My wife and I have attended one previous facilities meeting and have been reading all the proposals. From looking at the final proposals for Becker/Zilker/Barton Hills/Dawson, we have to conclude that the current proposal (4.4B) is the best solution. We wish that no schools had to close, but we realize that we're in an economic downturn and that the state has mismanaged their finances so badly that unthinkable action is necessary. If schools have to be closed than we support keeping Becker open. It is an Exemplary school with passionate parents. Our green garden and dual-language programs create a rich learning environment. Our involved parents and fantastic art teacher have embarked on a series of beautification projects that are also transforming Becker from the outside.

We understand that the other schools are Exemplary and have similar programs so we'd fit well together. While we would prefer for no schools to close, if other schools do close we would be excited to welcome parents and faculty who are obviously so passionate about their children and their school. The majority of Becker's current population is economically disadvantaged and lives within walking distance of the school. Becker is majority-minority and substantially limited English proficient. Yet we are still Exemplary. Becker is a school that works, and that looks like Texas. We would welcome an influx of Exemplary students and their involved parents to shine even brighter. A large number of students in central Austin schools are coming from apartment complexes now. Becker is in close proximity to several complexes. And is able to serve larger number of students in a smaller area. The Barton Hills area has vigorously fought multi-family homes and apartment complexes and it is doubtful if they will ever regain the number of families that they once had. Clustering our schools around dense developments like multi-family housing and apartment complexes is better for the environment, as large numbers of students can walk together to school. There are four schools within about a 2 mile radius. That is quite simply too many schools in too concentrated an area for the way school funding in Texas now works. I also think it's worth talking about the future. If in 4 years we get a new state government and our schools are funded again, where do these scenarios leave us? If we consolidate we have enough students to talk about hiring full time teachers for art, music, special-ed, and gifted and talented like the suburban schools do. If we keep a school open with horrible facilities we'll be talking about multi-million dollar facilities updates or new schools (closing the school that was fought over in any case) instead of adding teachers and programs. If we're going to have to make painful cuts, I'd rather rip the band-aid off completely and be prepared to have awesome schools when the economy improves. It's painful, but necessary.

- My wife and I have recently moved to Austin from Jackson, Ms. We have recently joined First Baptist of Austin and were moved by their involvement in the well being of Oak Springs Elementary School. We are shocked that this wonderful school is on the list of closings. We have been impressed with the progressive reputation of the city of Austin. We saw a clip on CBS of how well Austin is doing in hard economic times. Surely this is a moment for Austin to do the right thing by a struggling school trying to serve a struggling neighborhood to provide first class education. I will follow the results and hope that the better angels of enlightened and progressive leadership will prevail.
- My wife and I moved into this neighborhood in 2007 looking to start a family. We now have one son who will start at Barton Hills Elementary (BHE) in 2014, and another child on the way who will be in the 2016-2017 class. We bought our house from a single, unmarried man, so our net impact on BHE from the 2000 census is +2. Our small street of just 25 houses has 3 children who would have attended BHE in the last 10 years, but now has 8 who will attend in the next 5 years net impact of our street is +5. This pattern is consistent around the entire BHE and Zilker Elementary community. We are vehemently opposed to closing these elementary schools not only for the reasons above, but additionally: 1. BHE and Zilker are

Exemplary schools that attract homebuyers to central Austin, helping the city fulfill its goal of promoting population density and limiting sprawl. Closing Zilker, 1 of only 5 Blue Ribbon schools in the district (top 6%) sends the message that academics aren't important in AISD. Expect flight to Eanes. 2. Use current demographic data. We live in Barton Hills and this is a growing, thriving neighborhood. New businesses are opening up along S. Lamar. Older residents are being replaced by young families like us. And this neighborhood has been spared property value problems; in the last 3 years, our taxes have raised the maximum allowable every year. 3. The proposal notes overcrowding as an issue in just 5 years even if these schools are closed. Probably sooner, given the number of small children in our neighborhood that weren't counted. Don't use our kids and our tax dollars as part of some shortterm experiment. Further, the AISD Facilities Task Force meeting notes of December 14 indicate that closing BHE was the only elementary school proposal that met with formal opposition within the Task Force (see Small Group Recommendations for Potential Scenarios). Further, of the 10 elementary campuses considered, BHE and Zilker are the only two schools currently operating at or above capacity. BHE is well on the way to achieving AISD's "optimum" population utilization efficiency of 85-105%, and is already in the "optimum" population range of 300-500 students. 4. Loss in tax revenue. Historically, when a neighborhood school closes, property values drop 10% (sources include a PriceWaterhouse study). Do the math. That is a lot of lost revenue for AISD. Take this into the equation. It's one reason that non-parents and businesses are against this proposal. Moreover, for all property tax revenue (AISD, City of Austin, Travis County, Central Health, ACC) it's a loss of \$3.6 million in tax revenue. Again, not counting Statford Dr. 5. In terms of transportation and safety, AISD can't afford to make students cross a five-lane thoroughfare. Transportation costs will increase. Elementary school kids can't cross S. Lamar, it's a five-lane thoroughfare. You will have more busing. Plus, will you have crossing guards on S. Lamar? Can you imagine the traffic nightmare? Plus, the first kid hit by a car will launch a wildly expensive lawsuit. Even merging Barton Hills & Zilker and merging Becker & Dawson makes more sense. 6. Voter-approved bond funds. Just a couple of years ago \$4 million in improvements were made using taxpayer funds at both schools. 7. If transfer students aren't counted, where are they in the equation? There are nearly 10,000 transfer students. They are not provided free transportation. But if they are put back into the equation (i.e., transfers not allowed), the transportation costs likely will increase. 8. The research for small schools is overwhelming. We may have budget issues, but this proposal is misguided. 9. More tax revenue issues. Additional research has shown that increased test scores result in higher property values and more tax revenue. Carroll & Scherer, in The Impact of Educational Quality on the Community, wrote: There is very powerful evidence that the quality of a school or a school district, as measured by average test scores, is positively associated with housing values. Researchers posit that homeowners are willing to pay more to live in a community that is served by a school or a school district that is higher quality, as measured by the average performance of the students attending that school. Specifically, studies have found that 1 percent higher average

reading or math scores in Chicago and Massachusetts were associated with .5 to 1 percent higher property values. That means that all the housing values in the area served by the school or school district are improved. That has a profound secondary effect. Taking this rough estimate of a 1% higher average scores correlating with a 1% higher property value, Barton Hills Elementary gives the city an average estimated increase in property taxes of 15% more than the city at large and 5-7% above Becker and Dawson. 10. Task Force focus. The algorithm and criteria of the task force seem overly focused on flawed data and things like portables (are portables really so bad?). The Facility Master Plan recommendations are completely detached from the AISD Board's larger budget picture (no comparison of the savings of school closures vs. teacher layoffs versus administrative cuts vs. other options). AISD did not even have the property tax revenue info that I outlined above. Thank you so very much for being open to other input. The notes of the December 14 Task Force meeting list cost savings as the ONLY advantage of closing BHE. There do not appear to by any findings by the Task Force that closing BHE is otherwise good for AISD or the community. Please use more info than facility costs in your algorithm. The outrage against this possibility is not simply from parents. All residents and businesses in the area are appalled. Clearly, there are many, many reasons to keep BHE and Zilker open. Not the least of which is the City of Austin's efforts to keep a vibrant, residential urban core.

 My wife and I specifically chose the delightful Zilker neighborhood because of the schools our children would attend. Zilker Elementary, an Exemplary school, is a huge reason why we bought our house. On our block alone, there are nine kids that are currently attending or will attend Zilker Elementary. Three other families we have talked to said they would move to another neighborhood if Zilker Elementary school is closed. We probably would to. And where do you think these families will most likely end up? The suburbs. Well that's just unacceptable. The last thing the City of Austin needs to do is encourage people to move further away. Perhaps what I'm most shocked by is why closing Zilker Elementary is even an option? Why would you close an Exemplary school?

- Neighborhood school closures directly contradict the vision of Austin as a green, sustainable, community oriented city. Austin claims to be focused on creating a working city of the future. School closures are a direct affront to the natural flow of the most time tested workable cities in the world. They treat the community center as sacrosanct. The cost will be much more than the benefits as closures will destroy peoples connection to their neighborhoods, will lower property taxes, will create more traffic/congestion, will create a mistrust of city leaders, demoralizing us that have worked for decades to create safe, friendly, schools. These closures have not taken into account all that will be lost short and long term. Do not close the schools; create a task force to help them stay open.
- Neighborhood Schools are an essential part of a healthy neighborhood. Healthy Neighborhoods are an essential part of a healthy city. To close Exemplary Schools is to take this city in the wrong direction.
- Neighborhood schools are important. When we think of a better future, we think of people who can solve problems.
 Start in your own community and that becomes much more

possible. If we do nothing else as a district, we should try to focus on neighborhood elementary schools to give our children both a sense of community and a sense of responsibility. As a parent, here are some things I would have looked at to help cut the budget: School start date: I think it would be helpful to start school after Labor Day, as we did when I was a kid, so that the tremendous electric bill of August can be avoided. Attendance: It is said we lose millions of dollars every year due to absences, and I wonder how many of those result from the "3 tardies equals an absence" rule. If it is an obscene amount, do we need to reconsider the start time for school? We have a daughter in kindergarten and we have already received notice as to how much we have "cost the district". This sum is mostly a result of arriving to school 1 to 3 minutes late and then standing in line for 5 to 10 minutes to get a tardy slip. We have relatives in Albuquerque who start school (elementary) at 9 am and the children have time to wake up and get ready and have their school day align better with their parents' work day. Unnecessary materials: I wonder about the costs of all the unnecessary worksheets and learning materials the district sends out to all the schools. At our school we see at least 6 boxes in every room unopened, replete with materials the teachers never intend to use. And this does not include the many beautiful, glossy paged books that cost anywhere from \$20 to \$50 that the teachers may use once in the year. Has there been a survey sent out to the top teachers of what works and what does not, what they have that they don't need, and what they need that they don't have? I have been the harshest critic of public school since our daughter started this August. I have a brain injured twin brother who lives in the Austin State Hospital (after years of my incessant advocating that he have a safer place to live than jail or the streets), and I am tired of huge bureaucracies. But I believe strongly that we need to create a society where people feel included and thus responsible to and for one another. And we do that by having good neighborhood schools at the elementary level. We need to do what is best in the interest of our children. Their future and our future.

- Neighborhood schools support Austin and make it a viable place to raise a family. I want my children to go to school with their neighbors and have an established community for support and learning. Part my tax dollars go for AISD funding. I 100% chose my home based on the school that my children would be able to attend. Elimination or reduction of neighborhood schools will result in an exodus of families in the surrounding neighborhoods. I think it is poor planning to cut schools and bus the kids to huge outlying facilities, even if the buildings are newer. As part of my school's PTA we have learned that parents participate and support the schools (and the kids, teachers, etc) when the school is accessible. Proximity and accessibility go hand in hand. Please reconsider closing neighborhood schools and instead take cuts to the administrative headquarters on 6th street.
- None of the options are "good" options. But unfortunately we have little choice given the budget crisis. The sacrifice must be shared throughout the community. The worst possible outcome is if a few very vocal, politically well-connected neighborhoods rise up to "save" their school at the expense of another area of our community. I think the task force did a very thorough analysis that led to very unpalatable solutions.

- But unfortunately, our community will have to swallow some tough choices. When times are good, we all share the spoils. When times are bad, we are must share the pain.
- Northwest Austin Schools need permanent buildings added to existing from elementary to high school. Doss Elem. needs permanent buildings for classrooms. Murchison is currently breaking fire codes in their "cafeteria" for current 6th grade students. (Built in 1960's, cafeteria built to hold about 200 students, currently holds 850 6th graders during "lunch". More students expected each year. Saftey of our children needs to be top priority. Keep class sizes small in k - 3. Keep ED and ESL preschools. Don't mess with Art/PE/Music. Please take the bond monies from 2006 and skip building new elementary and instead build onto the west schools that need it. Do not raise Austin Property Taxes. Raise State Sales Tax. Rewrite the Financial Formula that Austin gives to State (100) million from our property taxes goes to state. Let's take back what is needed to help the fastest growing city). That formula was written when we were smaller with small town problems.
- Not all magnet students live within safe walking distance of a school. In these cases, please add enough neighborhood routes to enable any student who qualifies safe transportation to the magnet programs.
- Not my school, not any school. AISD can save 1.5% of their operating budget somewhere else. \$11 Million in savings by sacrificing great elementary schools is twisted and counterintuitional and will ultimately waste bond money that has already been spent, and cost more money of the long term. Be visionaries, not reactionaries. Be creative, find better solutions.

- Not sure how you can even think about closing an Exemplary East Side school. Seems like so much hard work to get there would be lost. And that's sad. Ortega is an amazing little neighborhood school and it would be tragic to lose it.
- Note that the 2010 Facility Master Plan Community Dialog #2 Executive Summary states "An overwhelming majority of respondents support neighborhood schools at the elementary level" and "Do not close schools that have earned Exemplary Status". Do not close our Exemplary Neighborhood schools. Logic in my world dictates that Exemplary Schools should be rewarded, uplifted, emulated, not disassembled and discarded. Budget reductions should be sought in every last corner before schools, academics, teachers and students are touched. The public has not been properly alerted to the severity of the budget crisis AISD is facing; make it known and enlist the assistance of your 'clients' in the finding solutions. The School Board must immediately petition the Texas legislature for budget relief; we have a Rainy Day Fund for just such situations. Make this very public and you will have the public's support. The School Board must insist that the Governor stop playing petty political games with Federal Funds for our Schools. Again, make this very public and you will have the public's support. Sell the administrative building and move administrators to other underutilized school-owned property. Put this building back on the tax rolls. When we are beyond this, we really need to examine the sources of funding for our schools; relying for 75% of the General Fund on property taxes is a truly unintelligent way to fund such a critical social program, this puts too much of a burden on private property owners. Oak Hills Elementary needs update/remodel.

- Oak Springs changed from one of the lowest performing AISD schools to achieving an Exemplary rating by the state of Texas in the spring of 2010. 2. The Oak Springs families face a variety of unique challenges including a. 77% of the families are at or below poverty level b. 98% of the children are in the free lunch program c. Most are single parent homes or have a grandparent raising the children d. Most do not have a computer or an email address making quick organization much more of a challenge and limiting their voice and access to information e. An estimated 80% of the Oak Springs families do not own a car 3. Not having a family car presents a variety of challenges a. Young children have to walk to and from school each day. b. If Oak Springs families are sent to Blackshear Elementary they will have to walk 1.5 miles to and from school, across the Light Rail tracks and through neighborhoods that Austin Police Dept have identified as having high gang activity, drug dealing and prostitution. c. AISD does not provide buses inside a 2 mile radius, but if AISD makes an exception for the Oak Springs children, there will be the added cost to AISD of buses for 300+ children every morning and afternoon. d. The parents and children will have the added challenge of transportation when they try to participate in after school programs (including tutoring), evening programs for families, Saturday school and Saturday events. e. Poor families cannot afford to take the city bus. 4. Children need stability, especially children in low income homes. Studies show that children in low income homes succeed best in smaller classrooms and smaller environments. 5. Oak Springs Elementary has historical significance to East Austin. Two schools have already been closed in this part of town. These closures gave a very negative
- message to the neighborhood, reducing neighborhood and community involvement in schools. 6. The current location of Oak Springs Elementary in relationship to the residents of the Oak Spring neighborhood gives parents and school staff safe access to each other. Parents and teachers regularly walk across the street to meet with each other at the school and in homes. All the faculty and staff at Oak Springs are committed to this neighborhood and the particular needs of this community. Parent involvement is the highest it's been in years. This two way relationship has an important role in the success of Oak Springs Elementary. (3)
- Oak Springs Elementary is a school that I have volunteered at and that I believe should remain open.
- Oak Springs Elementary is so much more than a school. It is a community. It is a culture. With excellent leadership, outstanding teaching, and community support Oak Springs has risen from a struggling, underachieving school to become a beacon for what can happen when people care and work together. Please allow this poverty-ridden neighborhood to keep its source of pride and hope: Oak Springs Elementary School.
- Oak Springs ES is in a great location for the students attending that school. I would estimate that 80% or more of the students live directly across the street in Booker T. Washington. Moving their school may harm their ability to get a good education.
- Oak Springs has been striving and finally achieved Exemplary status in 2010. Taking that momentum and pride away from a community could be devastating and set them back for years to come. This community has enough poverty/single parent/transportation challenges without adding to them. If

- the physical school is not in good shape, perhaps AISD needs to make a long-term maintenance schedule for all schools and particularly the inner city schools which are older. These older schools are the gems of our neighborhoods and provide the collective memories and experiences that we all wrap our arms around. Using tax \$\$ from the wealthier areas to lift these schools up is the equitable solution and fitting to discuss on this MLK day.
- Object to closing Barton Hills Elementary and Zilker Elementary, especially closing both of them. The only 2 elementary schools in the quadrant of Town Lake, Mopac, S Lamar, and 29, and the proposal is to close both. There should be an elementary school to serve this area and not require children to cross S. Lamar Blvd. Seems if you had to consolidate, you should consolidate the 2 schools east of S Lamar and the 2 schools west of S Lamar. Also, your alternative and magnet school programs are likely hugely inefficient. I would look to consolidate/close inefficient high school magnet programs, and re-distribute to district campuses (if the premise is that there are some higher performing students in magnet programs) this could help both efficiency as well as increase classroom performance in the district campuses.
- Obviously there are tremendous personal and public reasons to not close 1/4 of your Exemplary schools. Some options to consider as alternatives: 1. raise maximum property tax amount 2. Rent out AISD space downtown 3. Do not cut high performing schools and consider cutting/merging low performing with high performing schools 4. consider possible safety issues and likely tardiness for school buses having to cross railroad tracks

- On Facebook, school board meetings, and community meetings, I see a lot of beautiful banners, t-shirts, flags, flyer, etc for schools whose PTA can afford to make them. My school is Brooke. The parents at the school are committed to the school, the teachers work hard and strive to excellence every day, and we are a recognized school. Please be fair and make sure that the decision is made not based on who can charter a bus to the meetings and make a banner and have 1000 hits on Facebook. Just because the schools on the east side might be quieter, it does not mean that we are any less committed to our school or that it would impact our community any less. In fact, closing our school, uprooting our students, and putting them into a school with 800 students would probably have more of a negative effect on our already very needy children than it would on students whose parents are able to provide them with more educational opportunities. Don't let the disenfranchised lose out to those with money/power.
- On options for building new schools vs. expanding existing schools, we vote for expanding existing facilities, as overhead cost should be lower. In particular, Doss and Murchison are beyond capacity right now. 2. On option for moving away from neighborhood schools, cutting the ties between neighborhood boundary and school attendance, we are strongly against it. The change will normalize all schools in the long run, decreasing education quality overall at the expense of good students and neighborhoods with good schools.
- On pages 18 and 19, there are no cost/benefit savings to the boundary changes to the Maplewood attendance area, and you have not taken into consideration the integrity of the community/neighborhood. A more logical division of the area

would be to use Manor Road as the dividing line, thus leaving the Cherrywood neighborhood intact and keep students who are close friends and neighbors attending the same school. There is a very negligible impact of the boundary change, but a major impact on the community. This issue will not significantly impact the district, but stands to get lost in the emotional dialogue about closing schools. Please do not let this happen.

- On your website you have supporting documents that include lessons learned PDF from other urban school closures. That report emphasizes that the successful cases got rigorous public input on the closure criteria before making decisions. It also notes in the conclusion that "academics/performance must be the first priority". By not getting thorough public input on the school criteria before making a closure list and by not including school performance in your assessment, you have poisoned the process from the start, as supported by the very document you posted. If you need to close schools, then you need to start by building consensus with the community on the criteria. This can't be handled by a task force. It has to be the result of public input at meetings, surveys, etc.
- One of the dominant factors contributing to the popularity and stable property values in the Zilker and Barton Hills neighborhoods is that children in those neighborhoods go to some of the only decent schools in AISD. Travis Heights and Bouldin Creek maintain strong property values due to their proximity to downtown, in spite of the subpar schools serving those neighborhoods. AISD seems determined to upset this balance, and in so doing damage a significant part of its tax base. Closing Barton Hills and Zilker ES will not only remove the

two best schools in South Central Austin, but it will create a ripple effect to the detriment of the surviving schools that receive the displaced students. Forcing Zilker and Barton Hills students to Becker ES and Dawson ES will only overcrowd those elementary schools, irreparably damage the moral of the displaced students, and turn the academic performance of Becker and Dawson from merely subpar to dismal. Relocating good students and good teachers into weak schools does not turn a bad school good; it merely creates a more crowded and difficult learning environment for everyone. The damage won't stop there. After elementary school, those displaced kids will not attend O'Henry MS and Austin HS, as they would if Zilker and Barton Hills ES remained open. Instead, those unfortunate kids will be sent to Fulmore MS and Travis HS, leading to overcrowding and exacerbating the poor performance at those schools (which is already at an unacceptably low level). At the end of the day, closing Zilker and Barton Hills will have an immediate and significant detrimental effect on the nearby surviving schools, most notably, Becker ES, Dawson ES, Fulmore MS and Travis HS. Anyone care to guess what happens to property values in Barton Hills, Zilker, Bouldin and Travis Heights when those neighborhoods can no longer offer a good (or even marginally acceptable) public education to residents? The negative impact on property values and taxes collected will very soon exceed any short term savings AISD thinks it will achieve. Evidently, AISD needs to see this to believe it. Residents of South Central Austin do not. It takes little more than common sense to realize that if AISD's goals are to provide an unacceptable public education for all children of South Central Austin, and

- hurt property values in neighborhoods that have, thus far, weathered the real estate collapse, there is no better way for AISD to accomplish those goals than closing Zilker ES and Barton Hills ES. Moreover, closing nine schools will not accomplish any meaningful financial reform at AISD. It is at best short term damage control, and it does nothing to address the long term budget problems and crisis of leadership that have brought AISD to its current condition. Which schools will AISD close in 2013, 2014, or 2015 when, surprise-surprise, AISD's budget problems persist? AISD's 2010-2015 Strategic Plan includes a promise to explore and support legislation to enhance local district funding and seek alternative sources of funding and grants. What specific measures has AISD taken to fulfill that goal?
- One of the issues that I see with the Task Force's position on Barton Hills and Zilker is the failure to account for transfers. I did not live in Austin prior to having my sons start at Barton Hills, but it has not been under capacity in the six schools years since my eldest started and I doubt that it has been in the last ten years though I have no access to that data. I doubt the story is much different for Zilker. I believe the efficient use of the land Barton Hills has at its disposal is a point in its favor. No, it cannot be expanded to a 700 student campus; I doubt we could fit 600 people on it. It does work well with the 154% capacity it presently holds due to the unique setting it occupies. I also ask that the Task Force pay attention when Zilker and Barton Hills hold their walk on Saturday the 22nd. It ought to illustrate more than words the challenge that the kids will face.
- One of the reasons my husband and I bought our first house in Barton Hills was because it has an elementary school. We now have a two-year-old daughter and are looking forward to her attending Barton Hills Elementary. We've lived in Barton Hills for seven years and are planning to tear down our existing house and build a new one in its place. We're now wondering how the loss of the Exemplary Barton Hills Elementary School will affect the property value in Barton Hills and if we should continue with our plans. We've also discussed the possibility of our daughter attending a Private School. Please carefully study each and every comment you receive and work together to come up with a much better solution to save our Exemplary Barton Hills Elementary School.
- One point: moving Barton Hills and Zilker Elementary away from their neighborhood would cost more. I am unsure why 2 schools that are exceeding utilization would be closed. Transfer students must be counted in order to verify this number. The buildings are in good condition and meet the needs of the students. Why move students, when it will cost more to get them to the new locations, disrupt neighborhoods and families, when the current facilities fit the bill? Doesn't make any sense. Barton Hills is a growing neighborhood with young families. There is a need to have the school stay where they are. One solution: combine Becker and Dawson they are closer to each other and under-utilized. Combining them would bring those numbers into the optimum range.
- OPTION 3.9 B 2: Close Oak Springs ES and reassign student population into Blackshear ES. While there are some clear financial benefits to the merging of these two schools there is an undeniable responsibility to the Austin community to get

the children of Oak Springs ES to school safely. Oak Springs ES has historically served the community of the Booker T Washington Terraces. There are an estimated 216 units in this housing community. A large segment of residence in this community is single parent families working hard to improve their social and economic circumstances. They may rely solely on public transportation. The proximity of Oak Springs ES to this struggling community has provided these children safe and accessible access to a school. If an exception is not made for this community in transporting these children to and from Blackshear ES safely, then AISD will be responsible for placing children in a pathway that is recognized for its high gang activity, prostitution operations, and drug activity. If a decision to close Oak Springs ES is to be made please consider the exception of public transportation for the children of the current Oak Springs Elementary community to get them to school safely and reliably. Sincerely, Steve Davidson

• Option 3.9 C: Closing Sanchez makes no sense, even within the nonsensically limited criteria this task force is considering. The school is not under-enrolled and has an FCI index of 26.8% If the criteria is limited to building condition and student enrollment, Sanchez doesn't fit. (And why a district that is supposed to value academic achievement, community and family involvement would make decisions with those limited criteria, I don't understand). I cannot believe it could be less expensive to build the proposed new school than to maintain and use the existing building, which very recently received bond renovations and over the last few months the district made substantial investment in this campus in the form of classroom technology upgrades. The impact would have to be

increased overcrowding at Zavala and Linder if Sanchez was closed, particularly if it closed before this proposed new school was built. And when this task force's recommendations are tied to current budget troubles, as they have been during the introductory remarks at the community meetings, it sounds as if the proposed Sanchez closure would happen immediately. If this is a facilities use task force, it is supposed to be planning for the long term, so it should not be making recommendations related to short term operating budgets. If in the future, a bond was passed allowing for a school to be built to relieve overcrowding at Travis Heights and Linder, then that remote (and as yet fictional) date would be soon enough to consider how Sanchez might figure into the equation. Is this really a proposal to close Sanchez in anticipation of that school, before it is built, before funding is approved? That would simply be throwing away existing, well utilized resources. Option 4.4 B: The underused facilities are Becker and Dawson. Why aren't those campuses being combined? I am very familiar with the Becker campus and do not see how that building is preferable to any other in the district, no matter how the FCI number was reported to the task force. The main building is more than 80 years old with very small classrooms. The newer parts are about 40 years old already. The cafeteria is small; there are no correctly designed art or music rooms. Closing Zilker because it is in poor condition would be moving kids to another building that if not in just as poor condition at least looks older and worse on the surface. And as a way solve the underutilization of Becker, it seems the least logical. Becker has been positioning itself to be a school that attracts transfer students with its gains in academic accountability and the two

way dual language program, but even so, Becker is not in a place where the district should want a large elementary school. (Why does the district want to establish these mega 800+ student elementary campuses anyway? That level of efficiency is inhumane) The traffic pattern and limited parking, and lack of a parking lot would make drop off and pick up of students a daily misery. The physical barriers of the train tracks and south Lamar make walking from Zilker neighborhood dangerous, so I would expect the car traffic to increase drastically. I think elementary schools sized between 400 and 600 are better for our children, and I believe that is what the neighborhoods of Austin want. In schools that size, the whole staff can know all the students by name and that relationship is one of the things that "efficiency" overlooks. We don't want our district to become efficient at the cost of effectiveness.

- Options 3.6 / 4.4B: These schools are some of the highest performing in the city. Also, the city (or somebody) just spent a lot of money improving the drop off zones at Pease Elem. specifically along Rio Grande St. Why spend that money if you're planning on closing the school? Why not save the thousands of dollars spent on asphalt, and use that to keep the school operational? Question: Whose jobs are at stake? How many teachers, admin staff, and custodial staff will be without work due to these changes? Why not cut AISD administrative funding; do we really need super nice AISD facilities at 6th & Lamar? Couldn't the offices be moved to a more cost effective location instead? I think there are other options that have not yet been explored. Thanks for your time
- Options of for revenue i.e., property sales, leasing, school bus advertising, among many other creative ideas, should be

- explored. Changing the structure of and/or, redistricting many of these small neighborhood schools could have economically damaging results, not only for the neighborhoods, but could also prove detrimental to the city and AISD by devaluing property and the tax base. It is my belief that school closings and boundary changes will, in the long run, do AISD more harm than good and it would be wise to consider the economic ramifications for the future.
- Ortega Elementary and Oak Springs Elementary, even though they have risen to become Exemplary schools, are proposed to close down 2014-15. Ortega has become the best school in the area; we are an Exemplary school for the past 2 years, because their TAKS testing has risen to 93-100%. How can you even consider closing us down? We are in 2 of the lowest household median income areas in all of Austin, and you want to close the best schools in the area, Ortega and Oak Springs, and shift students to lower performing schools because their capacity is larger. In closing Ortega, students will be forced to attend a school which is struggling to keep its own students performing above average, but it is projected to be 126% overcrowded in 2 years if that happens. I think it's a great injustice to remove our 2 best schools that are really their only hope for a better future. Keep Ortega open.
- Ortega Elementary is a great school that serves the needs of the east-east Austin community. Closing this school will drastically affect my neighborhood and will create an undue burden on residents who already struggle to get their kids to school. Losing Ortega elementary will likely result in increased crime and decreased neighborhood value. We need this

- educational presence to provide positive opportunities for students as well as the surrounding community.
- Ortega Elementary is a wonderful school and provides a rich educational experience for the attending students. It would be a loss if such a school were closed.
- Ortega Elementary is an Exemplary school and should not be considered to be closed. AISD should consider cutting budget equitably to all AISD schools instead of singling out a few schools for budget cut, especially urban Exemplary schools like Ortega Elementary. I am sure AISD can be more innovative in finding ways to cut budget. Thanks for considering.
- Ortega Elementary is an Exemplary school and should not be considered to be closed. Trim the fat first. There are plenty of options to consider (administrative offices, pay cuts to executives, line-item budgets can be trimmed and reworked.
- Ortega Elementary School, and all our Austin schools, serve vital roles in the health and well-being of our Austin neighborhoods and families. Ortega is part of the urban core that is a shining light in the middle of a tough area. There are other solutions to meeting that budget shortfall, and closing Exemplary schools such as this one should not even be an option on the table. AISD, please consider the multitude of alternate measures available to you that preserve our schools. Keep Ortega Open. Moving them to Govalle is only a short term solution that will have long term consequences.
- Ortega Elementary should not be closed. I attended the school as a child as did all my family members. My father worked at and retired from this school. Closing it would be closing a vital part of a high needs, low income neighborhood. Please keep Ortega Elementry open, it is vital to this neighborhood and

- adds to the richness of East Austin. Stop centering in on East Austin and the minorities.
- Ortega has such talented and dedicated staff members who are a great asset to the students and the community. It would be a shame and a disservice to close this truly Exemplary school.
- Ortega is a great neighborhood elementary school. Closing this school is not a solution to our children's education. Please keep Ortega open.
- Ortega is a neighborhood, Exemplary school. It is a model of education that is working. Safety and parent involvement: The proposal is to merge Ortega students with Govalle. Though Govalle seems close by, it is a dangerous and nearly impossible walk for children from the Ortega neighborhood to Govalle. They would have to cross major roads Airport and Springdale. Also, many parents in east Austin do not have personal transportation. Closing this school would make it extremely difficult to stay involved, especially as there is no direct City Bus route from the neighborhood to the school. Neighbors: The school provides a common ground and safe space for neighbors to come together for their children and their future. This is especially important and vital to neighborhoods in transition in East Austin. Crime: Also, to close Ortega would be devastating to the neighborhood where crime is a constant struggle. To replace a shining monument of hope in the center of the neighborhood with a mostly vacant building will surely invite increased drug, vandalism and criminal activity in the area.
- Ortega is a special school serving so many low income kids. The pre-school is getting many of them ready for kindergarten and

first grade, which is a huge help when you are low income. Please consider keeping this school open and thriving so these kids can get a great education.

- Ortega is a very important school with an excellent reputation and it simply must not close. Please keep it open. (3)
- Ortega is a wonderful school in a proud community of Austin.
 Please don't overlook this wonderful area by focusing only on money. At a time when TAKS success is at an all-time low in the state, why mess with a school that manages to be successful?
- Ortega is an Exemplary school that has not always been that way. The teachers and staff at this school have poured their hearts and lives into making this an environment where students who have never been around education nor come from a home that has a history of education thrive. Closing down this school may seem cost effective from up top, a temporary solution that aids in gathering the 11 million, you cannot even begin to understand how many little lives you are affecting. How many lives that will head in a different direction because of this decision that may seem too simple. Ortega is their second home, their beloved teachers (that have become family) have been stripped from them and their chance to head in the right direction in life, to make it, to get a college degree is going to seem a lot harder to attain. 2 miles, that crosses a huge intersection that is busy and dangerous. Think about this and whether you would want your children in this situation. Please reconsider. There must be other ways to gather 11 million than to take away this pillar of hope from this community and from these children. Please do not shut Ortega down. You don't understand the negative impact that this will

- make and it will eventually cost you all and the entire state more money. Keep Ortega open.
- Ortega is an Exemplary school with TAKS scores in the 93-100% range, has hard-working teachers, parents and students, and a supportive administration that allows teachers to further their skills to best meet the educational needs of the students, and should be an example of successful schools in low-income areas.
- Ortega is exceptional. Schools are communities of learners.
 You cannot "mothball" schools for the sake of money when that money can be found elsewhere. It is detrimental.
- Ortega is one of the best schools in the Austin area. I am
 perplexed as to why this of all schools would be chosen to be
 closed. When it comes to education, there seems to be one
 bad choice after another. When are we going to start making
 the smart choices when it comes to education? Money can be
 saved but don't close the best schools.
- Ortega is serving a lot of minority kids with a great educational systems, teachers and administrator. We love that school and please keep it open.
- Ortega is such a positive influence in the middle of a neighborhood that has so many ways to lead our kids astray.
 These kids want and need a sense of belonging; the staff and volunteers there have done such a great job with that. Its really something when we ask our neighbor's children how school is going and they respond with such enthusiasm. Please let this jewel shine.
- Ortega is such a treasure to this neighborhood and has been pivotal in providing quality education to the children in it. It would be a tragic decision to close it down.

- Ortega is the school that I attended when I was younger, it's so sad to hear that many campuses are at risk of being shut down.
 So please show your support to all campuses in AISD by signing our petitions.
- Ortega may be a small school, but it is an example of how much good can be achieved despite the politics of current budget cuts. It is not fair, nor is it right to close the school when it has been such a positive, impacting element in so many family's lives in the surrounding area. Closing Ortega will surely do much more harm than good for the area.
- Our children currently attend Strickland Christian School. A local private school. It was our goal to transition our students to Cowan E in the fall of 2011. We are very disappointed to hear about the proposal to move the Cowan students in our Attendance Zone 395A to Boone Elementary. Students attending Boone follow the vertical track to Covington Middle School and then to Crockett High School instead of Bowie High School. We believe our children deserve to attend at Cowan E and eventually attend Bowie High School. It is unreasonable for them to eventually attend Crockett High School, a school more than twice the distance when compared to Bowie. We ask you to not modify any Cowan E boundaries which would affect our family.
- Our church has been an integral part of the Oak Springs Elementary for several years. The members of our church have mentored, tutored, assisted with carnivals, and provided school supplies for Oak Springs students. So many of these families do not own cars and would have great difficulty transporting their children to Blackshear. The children would have to cross the tracks for the light rail if they walked to

- school. This school is improving each year. It would be foolish to do anything except let it continue as it is and let our church continue to help them. Carol Redman
- Our church, First Baptist, adopted Oak Springs Elementary School about 8 years ago and has proudly watched (and hopefully helped facilitate) the turn-around from an underperforming school to one earning an Exemplary rating. We have watched increased parental involvement and better community support along with those better scores. My husband and I have mentored for all these years and have built good relationships with the students and the staff. Therefore we are painfully aware of the dire hardships these students and their parents would incur from a closure of this school. About 75% to 80% of the families do not even own a car. Can you begin to imagine how these students will be able to participate in after school activities (including tutoring) or evening/weekend activities? About 60% of the families do not have a home computer or e-mail addresses, which severely limits their collective voices. So please listen to those of us who can speak for them when we ask you fervently not to close this very valuable neighborhood school. Thank you.
- Our comments are in response to the Facility Master Plan Task
 Force recommendation to close Barton Hills Elementary and
 move its students to Becker Elementary. Prior to making any
 final decision, please consider the following items: (1)
 Physically visit the Barton Hills Elementary and Becker
 Elementary campuses. (2) Request that the City of Austin do a
 traffic study on the impact this recommendation would have
 on area traffic. (3) Include accurate transportation costs for
 this recommendation. Part of the area served by Barton Hills

Elementary is more than 2 miles from Becker, so bus transportation has to be provided by the district. (4) Undertake a study of the effect closing Barton Hills Elementary will have on property values in the neighborhood and the resulting decline in property taxes paid to AISD. (5) Barton Hills Elementary has undergone significant capital improvements over the last several years, thanks to bonds that AISD asked district taxpayers to approve. Closing Barton Hills Elementary after all this work has been done seems like cutting off your nose to spite your face. (6) Use 2010 Census data to get accurate population information about the neighborhood served by Barton Hills Elementary. (7) The Facility Master Plan Task Force members were not elected by AISD taxpayers and have no fiduciary duty to AISD taxpayers. In law, the word "fiduciary" means a person who occupies a position of such power and confidence with regard to the property of another that the law requires him to act solely in the interest of the person whom he represents. (8) Any members of the Facility Master Plan Task Force who are AISD staff or paid consultants should abstain from any upcoming votes in the Task Force final facility recommendations as they have an inherent conflict of interest because administrative cuts are a viable alternative.

Our family has been supporting Oak Springs for over 8 years, financial support for parents and teachers, providing school supplies and umbrellas, and with our time, tutoring and helping establish the PTA. This neighborhood has enough challenges and issues. They worked themselves out of a ditch and deserve to be rewarded, please don't send them a message that it was not enough. We do not even live or work in the AISD, but we remain committed to Oak Springs.

- Our family has lived on Homedale Drive across the street from Barton Hills Elementary School for 31 years. Our children attended the school, and we were active in the PTA and Greenbelt Program. The trail near our home was created in 1983 to provide Greenbelt access to the students. Each class visited the Greenbelt twice a year with a comprehensive educational focus on the natural history of our region. This parent organized program is absolutely unique to Barton Hills. We oppose the proposal to close our school. This plan would harm the integrity of our neighborhood and its children. We suggest that the two schools (Barton Hills and Zilker) be placed under a single management team. Closing the portables and dividing the students between the two campuses might be other considerations.
- Our neighborhood schools are the hearts of our communities.
 You will be taking away big pieces of what makes Austin the
 wonderful, warm city that people love. These schools are
 traditions in some families such as mine. I moved back to my
 family home so that my boys could attend the school my
 brothers, sister and I attended.
- Our options here are to close several schools and move around large populations of children (and teachers) but still stay on track for building new schools? This does not make sense. The costs of building a new high school, middle school and three new elementary schools would probably well make up the budget shortfall. Why go through all of this when you have schools under capacity? Most importantly, why not move the AISD offices on 6th street and sell that property? It's a piece of land that would bring in a great deal of money when sold or leased. The AISD offices could operate just as efficiently on

cheaper land. Finally, why are we not closing schools that are performing poorly? Some of the schools recommended to close have Exemplary ratings; they're an asset to AISD - Barton Hills, Zilker Elementary. Why would you close schools that help boost AISD's education rating? You have an opportunity to not only save money, but improve the education of children in underperforming schools? Why is this not being considered? Reagan High school is one of these - disperse this population to better performing schools and move the central office into its facilities.

- Our outcry is not new news. The task force heard it in September that 80% of us did not support consolidation. Shuffling our neighborhoods does not meet your own criteria for healthy neighborhood schools. Neighborhoods are defined by barriers, architecture, and ideals, not arbitrary radii. Sending the Zilker/Barton Hills kids across Lamar and the Railroad track is a lose-lose situation. First, Lamar has, on average, one traffic collision every other day and a pedestrian accident once a month. For those who choose to ride for safety reasons, they are less active and suffer the health consequences of not walking or biking to school anymore. Please don't apply a generic standard to an urban core and rate Zilker low. It is not a solid analysis. And please don't talk about "shared sacrifice". The schools closings affect a few of us tremendously and others, not at all.
- Our schools are Davis Elem/Murchison MS and Anderson HS.
 The options presented do not have any impact to these schools. However at Davis Elementary I support Dr. Hall's Master Facility Planning recommendations. Especially the addition of a science lab and the addition of Flexible Space.

- Anderson HS really needs a larger gymnasium. There are currently 2 pep rallies that are packed because there is not enough room to hold one. Also due to the fact that there are only 2 gymnasiums, dance teams, basketball teams, volleyball teams, all are very limited in the amount of practice time available. I support building a new separate open area to be used for these purposes.
- Over the last week I have looked through the Facility Master Plan documents and meeting minutes to figure out how someone could look at the same Pease Elementary I knew and decides that it should be closed. Every day I see this thriving, diverse, high quality school that's rich in history and tradition. I have loved having my daughters there. It has been such a blessing. In looking through the documents, though, I see what the Task Force is likely seeing: a school with no clear neighborhood in need of \$7.6 million in repair, having by far the highest Facility Condition Index of any school at 71.9%. It looks like low-hanging fruit, easy to pick off the tree to save some money. But it's not. The question the Task Force may be asking itself is if the advantages of keeping the school outweigh these large costs. The amazing qualities of the school have been well described by Pease's advocates at the community meetings and likely in these surveys. I would like to focus on the other side of the equation. I find it very likely that the cost estimates for keeping the school open are wrong. There has not been time to determine the accuracy of the estimate numbers but the methods and indices used in the report are themselves problematic. First, the Facility Condition Index may be a useful tool for getting a general idea of the condition of schools across the district as a whole but it is

much less useful in determining the specific condition of any one building, especially when that building is historic. In comparing the costs of repairing to the costs of replacing a building these numbers would have to be extremely accurate rather than fly-by estimates. Further, the idea that a building should be considered for replacement if its repairs cost over 65% of replacing it is heavily weighted toward new construction. If I offered you either a fully renovated antique watch for \$65 (or \$71.90) or a new watch for \$100, which would be the better deal? In real markets the historic value would make it worth more, not less, than the new one. With buildings one may assume that a new building is less likely to need further repair, but my experience in the construction industry tells me otherwise. Every building is a prototype, a guess as to what will work and not work. Cost overruns for unexpected site conditions and design and construction flaws can easily make new construction considerably more expensive than expected, often after it's too late to keep the older building that's been torn down. Older buildings may have many flaws and repair costs, but these are generally known because the building's been lived in for years. Second, in looking through the chart showing the repair cost estimates at Pease that make up the \$7.6M estimate, it seems that the needed repairs are much less dire than they sound. Less than half of the repairs are listed in the urgent categories of level 1 or 2. And of these repairs, none have to do with either life safety or educational needs. Even if these repair estimates are accurate, it would seem that they could easily be put off for quite a while until the district's financial condition improves. Finally, the charts outlining the estimated repair costs for every school in the district and their respective FCI's show that the same standard was used for every school. Every parent at Pease, though, when they were considering the transfer of their children into the school, saw that it was an old building, possibly a little decrepit, without many of the bells and whistles of a new school. We all still loved it and decided to make the effort to transfer in spite of (or maybe because of) this. We love the close-knit community, many of us love the charm and simplicity of the old building, and it would be foolish to renovate it to the same standard as every other school. It would be even more foolish to give up on it because the costs of this largely unnecessary renovation are too high. To be clear, I am not saying that no renovations are needed, only that they may not cost as much as predicted, need to target a more reasonable standard, and need to rethink the relative balance of old versus new construction. Making the Pease building a rental property would end this great educational community and end its grand history. Does Austin want to be the kind of city that makes this kind of decision for short-term monetary reasons? And do we want to end 135 years of excellence to save on costs that would not be necessary anyway?

 Overall I support the enormous efforts of the task force and applaud the time you have spent in gathering data, including public suggestion, brainstorming and comment. I would add that you should hold firm with your suggestions, regardless of the 11th hour rallying of the Zilker and Barton Hills campuses. This is a holistic plan, was conceived and approached as such, and while localized decisions may hurt individual campuses the suggestions are intended for the betterment of the district and

should be viewed accordingly. Good job. I do have a couple of specific points: I highly support the closure of Joslin and reassignment of those students to Sunset Valley and Boone. The consolidation of 3 under capacity campuses and repurposing or sale of an older building requiring significant upkeep located so close to a major traffic artery (Joslin being only 1 block from Ben White) makes sound fiscal and logistical sense. The inclusion of Cunningham into this equation seems reasonable due to proximity. The closure of Pease is a no brainer, particularly given the new transfer policies instituted this year. I've never understood why there was an elementary school still in operation in the middle of downtown and who would possibly be zoned there. Now I know. Regarding Barton Hills and Zilker: ultimately opposition to this plan is built on the concept that Dawson and Becker are inferior either academically, socially, ethnically, or monetarily. The fact that BHES and ZES have such high transfer-in figures speaks well of those schools, but should obviously completely speak to the one disadvantage listed in your report, that they have to cross Lamar in order to attend DES and BES. Clearly, with a transfer in rate between the two schools of approximately 70% of all students, they are already being brought to these schools by personal transportation. Accordingly the majority of the opposition to this plan is coming from people to whom (1) The listed disadvantage of having to cross Lamar is a non-issue, and (2) People who cannot, under the new transfer policy, even be guaranteed that their children will be allowed to continue attending either BHES or ZES after this year. The concept of a neighborhood school is nice, but over the past several boundary processes, AISD has shown that it, along with

- proximity, are not necessarily reasonably arguments against change. If it's not consistent across the district, then arguing it shouldn't be a factor in your decision making here.
- Overall, I am not sure the rubric allowed all important factors to be considered. However: Re: closing campuses: I would hope the final decision would favor keeping open campuses which are successful (and/or significantly improving) and have higher proportions of at-risk and historically under-achieving populations, over successful campuses (and/or significantly improving) with lower proportions of these populations. Struggling neighborhoods need successful schools, and I would rather see children moved who have (based on historical demographic data) the best chance of success wherever they go to school. Re: Magnet school transportation. If magnet schools are not accessible to all of AISD's children, they should be closed down. I say this as a parent of two children who attended/currently attend the magnet programs at Kealing and LASA, who has been wildly happy with the education my children have received. The proposed Hub transportation system especially in the afternoons, when working parents are not readily available, must allow children to safely get home/to their after school destination, or after school drop off must be closer to home. After school transportation was a concern for my single-parent family, especially during middle school, and I had advantages not all AISD parents have: a drop off point 3/4 of a mile from home in a very good neighborhood, a reliable car, and a somewhat flexible job in downtown Austin. Absent even two of these circumstances, Kealing may not have worked for us, especially not when the child attending was an 11 or 12 year old girl. It is simply wrong if some parents cannot

send their children to a magnet program simply because they have no safe way to transport their child. It is a misuse of public school funding if only those of us in better family/financial/employment situations can navigate the logistics of sending their child to a magnet program.

Pease Elementary is a shining example of a successful working model of education and everything that is right about AISD. The thought of a master plan or budgetary cuts that could potentially disrupt our campus, divide students and families, and destroy over 130 years of tradition and achievement is simply heartbreaking. Several months ago, I attended the task force discussion on our campus, and at the start of the meeting, Mr. Turner and Mr. Frazier said that schools were being reviewed based on three categories: enrollment, utilization, academic standards, educational framework, and the facility assessment (FCI). Please allow me to address these three points below: 1. Enrollment/utilization. Both presenters stated that our utilization was in the "ideal range" at 86% (based on last year's numbers), and I believe that we increased to 87-88% this year. They also shared that as far as utilization is concerned, they are focused on cutting down overcrowding and the use of portable buildings. We are not overcrowded, and other than storage shed in the parking lot, we do not use any portable classrooms. So Pease is not contributing to the problem; we are helping to alleviate the problem. 2. Academic standards/educational framework. We have earned Exemplary Status, so there was no concern here. The presenters also mentioned that the diversity of our student population was a key strength of our campus, and I agree wholeheartedly. Again, we are not contributing to the problem; but we are setting a fine example to other schools in the district with our commitment to academic excellence. 3. Facility assessment. While the presenters mentioned concerns about the air conditioning system and the roof, they could not deny the fact that Pease is a historical landmark and made it very clear that the standards of the FCI used to assess newer schools were not applicable to our campus. Like any school in the district, we have some things that need attention, but none of these minor factors are affecting the safety, well being, happiness, and enlightenment of our students, our staff, and our families. Furthermore, it has never been the bricks and mortar that make Pease Elementary an Austin original and a true Texas treasure; it is the students, the staff, the family, and the community. When my wife waited in line at 4:30am 6 years ago to get our daughter into Pease, we knew it was a historical landmark and an older, smaller campus full of diversity, tradition, and unparalleled family support, and that is why it was our first choice for our daughter's education. Now my youngest daughter looks forward to following in her sister's footsteps and attending Pease like generations of families have done before her since 1876, and it is disgraceful and appalling to think that anyone would want to take that opportunity away from her and other children who look forward to carrying on the Pease tradition of excellence. I cordially invite you to come see our great campus. Attend our Hootenanny, attend our Heritage nights, and attend our May Fete celebration so that you can experience our joy, our spirit, and our tradition and truly understand why Pease works and why we are so proud to be Pease Bobcats. To my daughters and their classmates, Pease is their educational livelihood and has been paramount

in preparing them for a bright and promising academic future. Our children understand and appreciate how special Pease Elementary is, and I hope that you can and will do the same. I urge you to give Pease a chance.

- Pease Elementary is the oldest elementary school in Austin and probably even in Texas. This school is one of the landmarks of Austin and in Texas. This is the only all transfer elementary school in Austin. The teachers at Pease are always so devoted to their job. It is a great facility for most of the parents who work in downtown or the nearby area. My child received the benefit from it for 6 years. I would like to see that AISD has decided to keep the school for all the parents in need of its location and facilities. The redistrict of the downtown area could help to make 100% use of the Pease facilities. Please explain further about the HUB transportation plan for Magnet schools. Thank you.
- Pease Elementary should not be closed. It is an Exemplary school with a diverse population. It is in a historic building and is a great option for parents who work downtown. Schools that are getting things right should be praised not closed.
- Please build the Elementary Schools in North Central Austin ASAP. The schools here are over capacity and need some relief.
- Please consider closing or re-purposing other facilities in AISD, and leave our neighborhood schools open. They are the heart of our community and our children's "second home." Closing the schools will have a huge emotional and educational impact on hundreds and hundreds of children. Let's not create the smallest victims of our budget crisis.
- Please consider keeping Zilker. I have tried to comment on the
 5 criteria the task force used to make their determinations.

Efficient Utilization. Zilker is already being efficiently utilized in regards to staff and facility. We are over 100% capacity with forecasted growth in the micro area for the next 5 years. Zilker's Principal put a freeze on transfers for kinder, first, and second, so the growth should balance out with the transition of current transfer students to middle school. Our under 5 population is booming. Parents are willing to sacrifice and live in small central homes and condos in exchange for quality neighborhood schools and efficient commuting. Educational Enhancement. The closure of Zilker affects some of our most sensitive students, the special needs children and our children on free and reduced cost lunch (35%). Zilker has created an environment for special needs children where they can grow and thrive. Many are fully included in to regular classrooms without their classmates even knowing. Parents are transferring their children from other excellent Exemplary schools just to attend this unique program. Our ESL and low SES students and parents are integrating and thriving under our school program as evidenced by our Exemplary status. The parents of our ESL students are very involved with the school and a bilingual parent teaches English classes to ESL parents once a week. The ESL parents are participating in the school closure process. A bilingual parent has been translating the meetings for them. They have also organized to make Spanish "Save Zilker" signs and plan to take charter buses along with other Zilker parents to community meetings. Zilker is Exemplary, but so are the other schools slated for closure. The task force does not seem to take into consideration the community effort it takes to receive an Exemplary status. Building a community that supports an Exemplary school can't

just be moved. Parents, who can afford other options, will chose to move to a different school district or a private school and leaving lower SES families and their children without their friends and parents for support. Second, to receive Exemplary status it takes buy in and time. It took a conscious choice by the community to turn Zilker into an Exemplary school, a process which took 7 years. The "mothball" solution to the AISD finance program would set a population of students, teachers, and parents back two times. One when they move and two when they move back. Cost Savings – The task force has suggested closing Zilker is a short term "mothball" solution and would have to be revisited within 5 years. Task force member and Trustee members mentioned that if Zilker was closed, it would be repurposed for a few years and then reverted back into an elementary all expensive options. In addition, if Zilker closed, it would affect over 536 students creating an immediate transportation issue using the district's transportation radius and hazard guidelines, particularly for those students moving to Dawson elementary. Zilker has considerable fundraising capabilities and could pay for some repairs which would be preferable to closure. Community Impact: Zilker Elementary has been a part of the neighborhood for 61 years. The true gift of Zilker is its amazing community. For example, due to budget cuts, when the city cancelled the Trail of Lights, Zilker created its own Trail of lights right in the front lawn. It was open to the public and many even said that the Zilker version was better than the city's. We've also brought the neighborhood together with our backyard concert fundraiser, inviting people again from the community to watch famous musicians such as Marcia Ball and Ben Kweller. We've been able to raise over \$60k/year which has paid for technology in the classroom, building improvements, Spanish classes for all students, tutoring and arts in education. The city has long been promoting their vision of a dense urban core along Vertical Mixed Use corridors. One of those corridors is S. Lamar. Having an elementary school along that corridor is vital to the cities plan of a dense urban population able to navigate the city on foot or on bicycle. Improvements have already been made along S. Lamar creating bicycle lanes. Closing Zilker is in direct conflict with the City of Austin's Tomorrow Plan, which promotes sustainable development and walkable communities. More than 100 students walk or bike to Zilker every day keeping cars off the street, our air cleaner, and our children healthier. The streets around Zilker are safe and walkable while options moving students to schools across Lamar would not permit this walking and biking option. Future Growth. Austin made the top 10 lists in dozens of national publications: No. 1 Best City for the Decade – Kiplinger No. 1 Greenest City in America – msn.com No. 1 Least Stressful large metropolitan area in the United States – Forbes No. 1 Top Metro for Young Adults – portfolio.com (these young kids grow up and want to have kids in the urban core) No. 1 Biggest Spending City – bundle.com No. 1 Best City for Telecomuters. AOL Daily Finance No. 1 City where the recession is easing. Forbes No. 2 Best City in the United States -Money No. 2 Best City for Families – Parenting Magazine No. 5 Best City to move to in America Out of towners don't have a lot to go on when choosing a neighborhood but school ratings and buzz about an area. This factor was not taken into consideration by the task force when looking at future growth. As a Realtor, I am often

asked about Zilker Elementary by my clients as they have heard of the stellar reputation of the city, neighborhood, and school. They want to move to Zilker because of its vertical alignment to O'Henry and Austin High School. In addition, the under 5 population is very hard to determine as evidenced by just the growth in our neighborhood of Barton Oaks. 10 years ago, there were hardly any children in the neighborhood but now, because of Zilker we have a "waiting list" to move in. Facility Condition. One of the arguments for closing Zilker is the buildings 55% FCI ratio but the recent bond improvements were NOT taken into consideration as they were done after the calculations were made. Zilker has just added new air conditioning to the library, updated the bathrooms with new tiles, stalls, and fixtures, expanded and updated its cafeteria. The cafeteria stage has been modified to allow a wheelchair access elevator so it is in full compliance with ADA.

- Please consider selling the current Administration location, moving to an underused AISD facility and using the sale of the extremely valuable property to cover the budget shortfall. Do not close Exemplary school to achieve this.
- Please consider the fact that the diverse and historic nature of Pease Elementary School is an attraction and incentive for greater economic development in the Austin area. Perception is extremely important in long term business/economic planning. A city that is closing successful schools because of short term monetary reasons, will be perceived as a nonthriving and stagnant area, and unfortunately will not make the short list for major employers. Austin has a solid reputation in the national business community. Please don't damage this by embarking on school closures.

- Please consider using the schools that are under utilized to maintain and increase the current staff. These educational professionals will provided the best education for all students. District mandates require the success of all students for accountability measures. Parents are always an integrated part of any school climate. Change is positive.
- Please consider what closing Exemplary schools like Zilker will
 do for our urban community. Closing this school will certainly
 cause people to move out of the area and keep others from
 moving into the area. The result will be lower property values
 and tax revenue. We are a transfer family, but chose Zilker
 because of its great success.
- Please continue to keep the children of the Colony of Maple run, Sendera, and Deer Park at Cowan Elementary. The proposal assumes cost savings due to buses being eliminated by moving the Kids from Cowan to Boone. The trip to Cowan is very short for the bus, though not much gas is being used. Our Kids have been zoned to Cowan since it opened. We also would be tracing to Crocket High, which would change our High school, which would be a huge community impact. Furthermore our children would have to be bused to Crocket. which they are currently not bused to Bowie High. A questionnaire in the neighborhood revealed that a majority of the community found the rezoning very disruptive with a negative impact for a close nit community. Also the neighborhood would be split to where children on one side of the neighborhood would go to Boone and on the other side of the neighborhood (north-south of Davis lane) they would go to Cowan. But children make and foster friendships on either side of Davis Lane by living in one community and attending the

- same school. School is a home away from home for our children, why can they not be with the children and friends that are important to them?
- Please do not change the Magnet School Transportation to a
 Hub system. It would be a great hardship on students and
 parents. The impact is not worth the money saved. Please do
 not punish the magnet students and parents. The bus times
 are already extreme and the commute times are a sacrifice we
 make. Keep the magnet transportation as it is, please.
- Please do not close an Exemplary school like Zilker elementary.
 Schools like Zilker are what bond Austin's community and keep families from abandoning the city for the suburbs. Losing Zilker would be a terrible loss for our community, plus ignore this local outcry would paint the school board as out of touch with the community's needs.
- Please do not close any Exemplary schools.
- Please do not close any inner city schools (Peace, Matthews, Barton Hills). If anything, we need to expand utilization of these. This is consistent with Austin's long-term plan for urban densification (and the combat of urban sprawl). Thank you.
- Please do not close Austin's best performing schools. This goes against everything the city wants and has said it wants for our future. AISD's core mission is teaching and learning, and we are stunned that the task force would recommend closing any campus with a history of "Recognized" or "Exemplary" status. Closing down neighborhood schools, especially high-performing ones should be a measure of absolute last resort. Zilker Elementary has a long track record of strong academic achievement. Any urban school, regardless of demographics, is hard-pressed to maintain such a strong track record over an

- extended period of time, especially campuses with diverse student ethnicity and incomes. Zilker's sustained trajectory of high academic achievement is especially impressive given our school's demographics: 58 percent Anglo, 42 percent students of color, 35 percent eligible for free and reduced school lunch and 15 percent receiving special education services and accommodations. (from PTA letter to Task Force)
- Please do not close Barton Hills Elementary School. Closing this school will not only affect the students and faculty but the entire neighborhood. We are a very active and supportive neighborhood. The school is a vital part of the strength and unity here.
- Please do not close Barton Hills Elementary School. It's a model community school, the heart of our community, Exemplary rated, and being utilized optimally today. Closing the school will have a net negative effect on AISD property tax receipts from properties in the BHES attendance zone that more than negate the "savings" projected with closure. The ramifications of such a decision would have permanent, very negative effects on the quality of education, the economic vitality of two valuable neighborhoods, and on the fabric of our community.
- Please do not close community schools. Please do not bus elementary school students and erode parental involvement.
- Please do not close down Barton Hills elementary. We are an exemplary school with a culture all our own. We don't want to be a big school with over 500 students. Don't try to fix what works. Sell the Baker building and use the money to keep our school open.

- Please do not close down Oak Springs Elementary. To do so would further handicap an under-served and underrepresented community. Of the families who send their children to Oak Springs, about 77% are at or below poverty level, about 60% do not have a home computer or email address, and 75-80% do not own a car. Nevertheless, against the odds, Oak Springs has gone from one of the lowest performing AISD schools to a recent rating of Exemplary. To close Oak Springs would impose transportation hardships on the families and reduce much needed community stability. It would throw up additional barriers for families who already struggle to meet minimal financial and educational needs. It would risk undoing the fantastic progress made by the school in recent years. It would be a destabilizing force on an at-risk community. Children would have to walk through a rough neighborhood to get to Blackshear Elementary. Parents without transportation would be more challenged to take part in after school programs and tutoring.
- Please do not close elementary schools. I took a previous survey that asked specifically where to make cuts, and I was able to find 50 million dollars in cuts that did not affect classroom sizes or close down schools. I teach at Zilker Elementary. Yes, it is an older school. We are making it work. Our PTA has been working hard to help us paint portables, address noise reduction in the cafeteria (which was expanded in 2008), and has completed a lot of work on the grounds. My students have created murals that are now a permanent part of our school. We are Exemplary; we have worked very hard as a team of teachers to accomplish this, and we have created a community of respect and learning with one another. We do

- not lose a lot of teachers per year at this school because we love our school and are committed to making students succeed. Zilker has an incredible community of involved parents who help to bring performing and visual arts to our school to further educate our students. We have an amazing list of traditions that previous students come back for and talk about for years: Zamboree, Backyard Concerts, Coffeehouse Talent shows, Art Auctions, Young Author Conferences. We are not just an aging building; we are a community that nurtures all aspects of learning. We are creating life-long learners, and we want to continue. Build around us, or let us make do with what we have, but do not close our school.
- Please do not close Joslin Elementary. It has been an Exemplary school for years. I cannot understand why this school would even be considered? Why would the task force not consider closing a low performing school? Joslin Elementary is an excellent school which promotes excellence in education. Everyone, students, principals, parents, teachers and staff have worked very hard to make Joslin a role model to other schools. The location of the school is convenient and has served the community since 1955. Please allow Joslin to continue to promote successful citizens, Joslin encourages individual success through its commitment to excellence. I am a proud parent of Joslin Elementary. My daughter has attended Joslin for 5 years now. Since she heard about the possibility of the closure, she has been very upset. Each year, she has been in a classroom that was taught by a teacher who genuinely cares about the success of each and every student. From the principal, to the teachers, cafeteria workers, custodians and cross guards. They all take pride in their work and strive to

make Joslin the best school it can be. It is imperative that the Facility Master Plan Task Force provide the criteria used to select the schools for closure so that everyone understands the rationale. It does not serve as being cost effective when you are proposing to close a school to build a new one. If you are interested in saving a lot of money, the task force should start with the main office of AISD. Let's look at the salaries of the employee's and begin with the Superintendent and work your way down. Please consider travel expenses and costs associated with having a main office in the downtown area. Please do not close neighborhood schools. There are other, better options available.

- Please do not close Oak Springs Elementary and transfer those students to Blackshear Elementary. In my experience as a community volunteer at Oak Springs, the school's proximity to the children's home was a factor in allowing students to participate in the enrichment programs my organization offered. If these students were moved to Blackshear, I think far fewer of them would be able to participate in such programs. The staff, students, parents, and community partners at Oak Springs have been working very hard, and in 2010 the school earned an Exemplary campus rating. Blackshear only has an Academically Acceptable rating.
- Please do not close Oak Springs Elementary School. The school
 has changed from one of the lowest performing schools to
 achieving an exemplary rating by the state of Texas in the
 spring of 2010.
- Please do not close Ortega where the teachers and parents have worked so hard to make it an Exemplary school. It is especially insulting to the Ortega parents to have to send their

kids to Govalle Elementary which has performed so poorly academically for many years. Please try some creative way to keep this school like having the food prepared at a larger school and delivered to Ortega. This is one of the few outstanding schools in East Austin which is reason enough to keep it open. The Ortega community does not have the resources to get publicity like Zilker, Barton Hills and Pease. AISD should make a special effort to support keeping Ortega as an incentive for other east Austin schools to see that achieving Exemplary status is possible everywhere.

- Please do not close Ortega, this fantastic school. As a mother
 of a child in Kindergarten at Ortega I have seen children who
 should not succeed do so otherwise. The teachers,
 administration, and parents of this school pull together in a
 way that is above and beyond; it would be irresponsible and
 reckless to not seek other avenues.
- Please do not close our Exemplary schools in an effort to save money. The cost to our children and our community is too great, and will result in more people moving to the surburbs or looking to private schools for their children's education. Barton Hills and Zilker Elementary are desirable schools, so much so that many people who can afford to do so move to these neighborhoods just for the schools, and many of those who can't afford to live here transfer their children to them. If these schools are closed and/or consolidated the close and caring community of parents, neighbors, and local businesses who support them and make their greatness possible will be shattered. The high performance of the staff and students isn't likely to automatically transfer itself to the environment of a larger, consolidated school. Without these great neighborhood

schools, our property values will decrease, which in turn decreases the tax base from which AISD draws. I also have misgivings about transportation to a consolidated location East of Lamar, not to mention traffic and parking concerns in the Becker neighborhood with the addition of some 500 students to that facility. I'm sure I'm not the only one considering moving away from AISD as well as exploring private school options for my children as a result of this discussion and the changes to vertical alignment which will surely follow a consolidation.

- Please do not close Sanchez Elementary. There are no real underlying causes for this great monument of bilingual education promoter to be closed. This home, for many students and parents and in general the community in the East Side, has been a staple that keeps us united and together. The school does not need remodeling, much less being demolished completely. The school is not being underutilized; it has more than capacity and teachers are overwhelmed with the number of students but keep on making the space and time, for every child to have their so much deserving education. The school is not academically unacceptable, it is Recognized by TEA. The school is first to try out every pilot program that AISD has decided to be crucial to bettering student quality of education. The school is serving more than 64% of Hispanic population, even greater than the total percentage district wide. The students care, the parents care, the teachers care, do you care? Keep Sanchez Elementary open.
- Please do not close schools to solve the budgetary issues. I
 would like to see AISD collaborate with Travis Co, and COA, and
 come up with more creative solutions. AISD can be a leader

and change agent when it comes to finding better solutions in these economic times. Please take more time and involve more of the community in this process. The community has spoken up and has provided additional data as to why schools shouldn't be closed and the reasons are not all based on emotions. Therefore it would be wise for the Task Force to at least respond to all if those questions and share with the community again why closing schools is the only answer; I think you will find it is to go back to the drawing board.

- Please do not close small neighborhood schools. (3)
- Please do not close this school where the teachers and parents have worked so hard to make it an Exemplary school. It is especially insulting to the Ortega parents to have to send their kids to Govalle Elementary which has performed so poorly academically for many years. Please try some creative way to keep this school like having the food prepared at a larger school and delivered to Ortega. This is one of the few outstanding schools in East Austin which is reason enough to keep it open. The Ortega community does not have the resources to get publicity like Zilker, Barton Hills and Pease. AISD should make a special effort to support keeping Ortega as an incentive for other east Austin schools to see that achieving Exemplary status is possible everywhere.
- Please do not close Zilker and Barton Hills Elementary. Closing these Exemplary neighborhood schools makes absolutely no sense. They are examples of what is right about AISD. They are wonderfully functioning institutions with unique communities developed by our students, their parents, teachers, principals, and community members. Closing these schools would run counter to our City Council and AISD Boards

visions for rich central city neighborhood schools to accommodate current and future populations in the heart of our vibrant city. Our children would then have to cross Lamar, the main railroad tracks in our city, and S. First (Dawson) to get to school every day. Furthermore, what about a forward thinking, environmentally friendly city? We would be taking away small community schools where most people walk and ride their bikes to school and instead require them to commute via auto across and through some of our heaviest traffic. What about property values and desirability of real estate? People move to these areas for the existing neighborhood schools. The property tax from these homes and families goes directly back into AISD. These neighborhoods easily pay for their own schools via taxes. Too much to say and not enough space or time to restate it all. Please see the letter submitted by Zilker Elementary to the Task Force at last Thursday's meeting w/ 2500+ signatures. Do not close Zilker or Barton Hills Elementary.

- Please do not close Zilker Elementary school. We Zilker residents love our little school and its campus. We need a local place our kids can call home.
- Please do not close Zilker Elementary. My husband and I moved into the Zilker neighborhood two and half years ago with the hopes of starting our family there, our children attending Zilker ES. Zilker ES is an Exemplary school, and should be a model for other schools, not penalized for excellence. If the school is closed, AISD will be leaving this lovely urban neighborhood without an elementary school, thereby hurting property values, and penalizing families who live in this neighborhood because of the great schools and the

- communities that support them. And, speaking of property values, folks within the Zilker ES school boundaries pay quite substantial property taxes, which in part supports the great schools in the neighborhood. AISD will be biting the hand that feeds it by closing Zilker ES. Mayor Leffingwell said in an interview "the prospect of closing successful central city schools clearly runs counter to our community's long-term planning goals." So, let's please do the right thing for the Zilker neighborhood, and keep this great school open.
- Please do not close Zilker Elementary. My husband and I moved into the South Lamar neighborhood 6 years ago so excited about being part of this community. Our daughter is almost 3, and we've been promising her since day 1 that she will be able to bike to her "big girl school". We have been playing in the Zilker playground since her birth and she too is so excited to one day to attend Zilker. We have always heard nothing but good things about this school from staff, faculty, and other families. We have not minded paying school taxes (even though we have not had a child go to school yet) because we feel so strongly about Zilker Elementary and all of the wonderful things it provides to the community. My husband and I are seriously considering moving because we do not want her to go to Dawson. We would have no option other than to drive her there. We want to keep our neighborhood school.
- Please do not forget about schools that are in desperate need of additions to accommodate overcrowding.
- Please do not forget about the needs of our schools. Doss Elementary and Murchison. We are way over capacity and our children are stuffed into portables with larger-than-

appropriate class sizes. My second grader at Doss is in a class with 23 and there is no room to move. The teacher does the best she can do with what she has. But, our school is growing each year and Doss is busting at the seams. Please consider and expansion as this NW Hills neighborhood is growing each year and there is no more room for portables. These children are all headed down to Murchison, which is also way over capacity. These schools need your attention.

- Please do not lose sight of the children. We cannot be in the "business" of children and then totally discount them, their families, their teachers, and school communities. It is not a question of "selling" one school by striking down another. We are all in this together. We all provide unique services to the populations that we serve. Some schools offer the closeness of neighborhood, some offer the safety students need to succeed, some offer an environment of being a "regular" student no matter how "special" a student may be. Whatever the service, there cannot be a price put on it. The teachers do not get paid a stipend for it. The taxpayers do not pay extra for it. We all (schools) offer the hope of the future, the children, who will someday be making the tough decisions that now face this task force. Please do not lose the humanity that makes us educators. You cannot and must not detach yourself from the very thing that drew you into education. Stand tall, stand strong, and use the creativeness inherent in effective teachers and administrators to find "outside of the box" solutions to the monetary shortfalls we now face.
- Please do not make the mistake of closing the heart of our community, Barton Hills Elementary. It would be a serious detriment to south Austin. The information that the

recommendation is based upon is outdated, incomplete and misguided. Our in-district enrollment is growing at rate much higher than your statistics seem to show. Our enrollment is at 100%, you must count transfer students. Our facility is in perfect working order, and our community is willing to subsidize future campus needs. Businesses would be affected negatively, property values would decrease, and most importantly, 399+ children will have the world as they know it turned upside-down. My oldest daughter started Kindergarten as a transfer student. I then sold my house and moved to the neighborhood so both of my daughters could be closer to their school, friends, and their lives. The dedication to educational excellence provided at Barton Hills drew me here, and we have a home in this school. We love our school.

- Please do not neglect those schools that are over capacity.
- Please do not overlook the overcrowding in Northwest schools, specifically Doss and Murchison, when making these decisions.
- Please do option 7.2
- Please don't allow Zilker School to be closed. I don't know what
 we'll do if it is. We chose Zilker for the amazing teachers,
 unique culture and real sense of community we find there. It
 doesn't make sense to close a school that works. Please find
 another way to save money. Don't take this Exemplary school
 away from our kids.
- Please don't close Barton Hills. It is a school that works. The
 fact that it is a community school is why it performs. Parents
 are involved and kids actually walk to school. Allowing some
 transfers makes the school diverse and fully utilized. My 2 kids
 are Hispanic and transfers. The task force plan will destroy high
 performing neighborhood schools and the vibrant

- neighborhoods where they are the center. The plan will increase traffic and childhood obesity. The plan is counter to smart urban planning and population growth. The task force should use 2010 census info instead of decade old information.
- Please don't close Ortega Elementary, our community elementary school. It's been an "Exemplary" school twice and listed as "one of the best schools in Austin.
- Please don't close Ortega, it is our second home. I love the children, the teachers and we have been working very hard to be Exemplary. Why take that pride away from us? (2)
- Please don't close Ortega.
- Please don't close Ortega. The kids really need to be somewhere they are comfortable and close to home. This is home to them. You are not only taking away their school but their home. Not sure if you understand that this could be a life-changing moment that could steer them into a completely different direction in life. It would be difficult for them to adjust to another school farther away and give them less incentive to thrive. Closing Ortega would be a monumental mistake.
- Please don't close our neighborhood elementary schools.
- Please don't close our urban schools as a short-term solution to budget constraints. Small neighborhood schools foster community involvement, and community involvement leads to successful students and higher ratings.
- Please don't close Pease Elementary School. It's diverse, Exemplary, historic, and at optimum utilization. Closing 9 established and well-loved schools simply to use bond money to build new, bigger ones is a terrible idea and seems like using

- a sledgehammer when a more precise approach could yield benefits without traumatizing entire neighborhoods.
- Please don't close small, urban, Exemplary schools.
- Please don't close these neighborhood schools. I don't have children in Barton Hills School but I am close enough to see the kids riding their bikes and parents walking their kids there. This would not be possible if they had to cross S Lamar Freeway between 7:30and 8:00 AM in the morning. Please don't close Zilker or Barton Hills.
- Please don't close Zilker elementary. I've paid taxes all my adult life, and my kids are only a few years away from going there.
- Please don't forget about the schools and areas that are currently above capacity and rising. An option to build another school doesn't seem reasonable in our area and we're out of room for another portable. We're at 132% right now at Doss and could really use money for an addition to the school.
- Please don't forget your other schools. Although there are very tough decisions to be made, please don't forget that some schools (like Doss Elementary, at 139% filled) are looking at even more incoming students, and we don't have the appropriate space for our students now. Whether or not you decide to construct another school in the NW area, we need additional space at our school now.
- Please find it in your heart to not close our neighborhood schools which are doing their part to educate our children and grandchildren. I strongly urge you to try to find other means make The AISD budget conform to other possible cuts that may be available. Possible cost savings could be to not use existing portable buildings if not occupied for to their fullest extent.

Possibly sell some AISD property, such as the main building downtown or other property it may have. The East Austin community has been hit hard since 2008 with the state's first ever closure of a school. I am referring to Johnston High School in 2008. Please save our East Austin schools from any more heartbreak. The members of this task force are not percentage wise representative of AISD current enrollment. The Hispanic population in our schools needs to more accurately represented in order to see a clearer picture of the whole community. I am a former student of Allen Jr. High School which is now Allen ES. and a 1964 graduate of A.S. Johnston High School ,born and raised in Austin, Texas.

Please give serious consideration to what permanent damage you may do to the Barton Hills area. Barton Hill Elementary is full, a Blue Ribbon school, and a tradition in a long standing community in Austin. Significant taxes are also generated in this very community due to property values. First, to cut education funding is low period. Second, to close down Barton Hills Elementary and bus the kids to Becker smells awfully fishy politically. Perhaps someone financially benefits from busing the kids away from their local school and has the opportunity to develop the desirable land? This would be unconscionable to even think of, but it today's political world, I feel people can be swayed by power or money. And the biggest loser is our children. They lose not only their local school, but their playground, their communal property. Zilker Park is a treasure, but it is not a school/playground. It is for the whole city, not just the kids. And the kids, although they cannot vote and voice their concerns, are not only our future; they are a just as import part of our city/community/society. Please save Barton

- Hills Elementary from budget cutting measures. It makes little rational sense.
- Please give the public more time to fully digest and analyze the data upon which you base any recommendations. Several major flaws in the methodology have already been identified. Not taking into account Transfer Student numbers in the school closure and consolidation recommendations is one glaring example. Also, the disregarding of school ranking / student performance data in any school closure recommendation is, at best, counterproductive. We all want the best for our students in both facilities and educational quality. As parents, we have a duty to analyze and corroborate all of the data, some of which is just now becoming available. Please keep 395A at Cowan.
- Please keep Barton Hills and Zilker elementaries open. Smaller schools give better educations and the teachers and parents are more connected.
- Please keep Barton Hills and Zilker. The reasons are; Barton Hills has been rated an Exemplary school by the state for each of the past two years, and has never been rated low performing. A school is a critical part of the fabric of any community. Smaller neighborhood schools are more successful because they enable parent and community involvement. The Task Force's population projections are not consistent with recent growth patterns. Temporary measures that can be undone with minimal cost and disruption are preferable to permanent.
- Please keep Barton Hills open. It is an Exemplary school and in a wonderful location. The track has just been redone and it is used by many people in the neighborhood. It will be

devastating to those who live in Barton Hills for the school to close as it has been a staple of the area for so long. It will also put an incredible burden on those who live there as a neighborhood that does not have a school is not of interest to new parents and will make the housing market worse than it is. I grew up in Barton Hills and cannot imagine it without the elementary school.

- Please keep Oak Springs Elementary School open for the children in that community. This school, which was one of the lowest performing schools, has achieved a remarkable rating of Exemplary by the State of Texas for Spring 2010. The parents are becoming more and more involved and excited about the progress of their children. They should be rewarded by seeing these children remain in this positive environment. The safety of the children cannot be ignored. They can now walk to school, but if transferred to Blackshear, they would be forced to walk much farther across light rail line tracks and through an area described by Austin Police as dangerous (75%-80% of families do not own cars). Please do not take away this important school from these little children and their families.
- Please keep Oak Springs Elementary School open. From what I've read, it's the only logical available for those children.
- Please keep Ortega Elementary open. If it shuts down, this is the very reason why people move from AISD to RRISD.
- Please keep Ortega open. It's a hugely important school in east Austin.
- Please keep Pease open. It is a special historical school. If it had
 not been available to me as a single working mom downtown, I
 would not have had the chance to participate in my son's
 school. It offers a great diverse opportunity so that kids can

grow up color blind and with an appreciation for all that the world has to offer. The teachers are great and the parents are able to participate because it's close to work. Studies have shown that smaller schools and smaller classes are best for the younger kids. The added savings of no bus service needed should be more than enough to keep this one on the open list. This is our history, state and local and the kids are really enriched for being a part of it. Closing the oldest continuously running public school in the State of Texas would be sad and a travesty.

- Please keep Sanchez open.
- Please keep small neighborhood schools open. We have three kids and it is important to us to keep our neighborhood schools open.
- Please keep Zilker Elementary open. We moved to this
 neighborhood specifically so that our daughter could attend
 Zilker. Now that we are nearing her start date (Fall 2011), we
 are shocked and saddened by the possibility that our move was
 all for naught. The school is such an institution in our
 community, we have so many successful friends who are Zilker
 grads, closing it would affect more people than you know.
- Please keep Zilker Elementary open. It is indeed the heart of the neighborhood. I do not have children at the school, but I value its presence. It keeps the area vibrant and diverse by serving the many families with children who live here and by making this neighborhood attractive to young families who want to live near an excellent school. Every day I see children walking or riding bikes to their school. I see parents walking and riding with them. They can do this because the school is close and the streets are safe. It reminds us of simpler times

when everyone went to their neighborhood schools. It helps to define the Zilker area as a community. I agree wholeheartedly with the Mayor when he said that Austin's goal is to encourage growth of the central City and discourage sprawl. This benefits the entire City and region. Keep Zilker Elementary and the other central city schools open. They serve more than just the children who attend them.

- Please leave Zilker ES off the closures list. It would devastate our community to lose the school. If property values go down because of losing the schools AISD will suffer even more in the future.
- Please listen to our community and do not close our schools.
- Please look beyond dollars and cents and see the success and impact Ortega is making. It is a leader in its initiatives.
- Please reconsider closing the community schools. My daughter will be entering kindergarten next year and we were definitely going to request a transfer to Becker or Barton Hills. Some students really need a smaller environment to thrive. The dual language program at Becker could not be replicated in a larger school as well. We live out in southwest Austin where the schools are great but too big for my daughter. I am a huge advocate of public schools, and never thought I would consider private school, but if these smaller schools are closed I may not have any other option. Moreover, the neighborhoods would be devastated. There really needs to be a sense of community in Austin and without neighborhood schools this becomes increasingly difficult.
- Please reconsider the lines for Maplewood. By moving the line into my French Place neighborhood and not keeping the existing line along Manor. My child is getting cut off from our

- neighborhood school. We have lived in our home since 1988 and want all of our kids to attend Maplewood with other neighborhood friends.
- Please reconsider the option of closing Oak Springs Elementary. This school received the ranking of Exemplary last spring, which is a great accomplishment considering so many of these students are at or below poverty level. They would have to walk to a different school thru an area with high gang activity, drug dealing and prostitution. Most of these students are from single parent homes without cars, making it difficult for parents to attend after school support activities. Also, incurring the cost of busing these students (for their safety) must be considered if you force them to attend classes further away. I urge you to please maintain this school for the sake of the students and for the Exemplary school status it provides Austin ISD.
- Please reconsider the potential closing of Barton Hills and Zilker Elementary options. Close-in neighborhoods without elementary schools will not be attractive options for families with children and not in keeping with the city plan for a livable downtown with livable surrounding neighborhoods. Closing both neighborhood schools makes this area not a neighborhood anymore, just a collection of houses. Please consider other ways to trim your budget rather than close two Exemplary schools which are central to our South Austin community.
- Please reconsider the proposal to alter bus transportation to the magnet schools. As working parents, we rely on the bus system to get our kids to school. A hub system will make it impossible for many kids, including mine, to ride the bus. The

nearest AISD school is across a highway and 3 miles away from our house, and my kids will not be able to walk to or from there. Even if we could drive the kids to the hub in the mornings, we cannot leave our jobs in the middle of the afternoon to bring them home. Without the current transportation system, only families with non-working parents will be able to transport their kids to and from the hubs, and single-parent families will be completely cut out. The magnet schools will lose any vestige of diversity and students who have worked hard to earn the privilege of attending those schools will lose the opportunity. The projected cost savings is not offset by the damage you will do to the students. Magnet students already face transportation challenges not experienced by the rest of the student population. The schools have earlier starting times and are usually much farther away than neighborhood schools, so riding the bus means a very early start for these students. Moreover, the Kealing and LASA morning bus routes are combined in order to save costs for the district, which means that my high school student must get on a bus at 6:15 am, often staying up late to complete his homework. These students are already making sacrifices to attend these schools, please don't take away their chance to attend.

Please reconsider your plan to close any Exemplary community school in Austin. We moved to Zilker this summer so our son, Jack, could attend Kindergarten next year and our son Bobby, 2, could attend in a few years. We would be devastated if both Zilker and Barton Hills close and so would our neighborhood. Not only is this sending the worst possible message to our community in Austin (quality education is not a priority of

AISD) but to anyone considering a move to Austin. I've listed below factors, other than FCI, that I am hoping are considered in your review: No neighborhood should be left without an Exemplary school that children can walk to (Barton Hills and Zilker should not both be closed). No Exemplary school should ever be closed; it sends absolutely the wrong message. Take non priority expenses out of your cost consideration. Count transfer students and population growth in neighborhoods (families move to Zilker and Barton Hills because of the schools and I am surrounded by neighbors with very young children). Consider the impact of declining property values on the tax base. Consider the impact of closing historical schools - those schools are a huge source of pride for their students, something that can never be replicated - consider the impact of splitting up students (Zilker students) between different schools, breaking friendships and bonds between parents consider the strength of a school's PTA, a huge factor in student success. Consider the risks of transporting students to these new schools. Don't allow for the closing of an Exemplary school and new construction to be a part of any plan. It sends completely the wrong message. Sshow that you are tightening the belt in all other possible areas before closing the school; administration, cost of consulting firms, bonuses, property, bond money. Explore other sources of revenue mentioned by others; advertising on buses, taxes for festivals and arenas, taxes in general, sale of downtown office space Every other option has to be explored before closing a school. Please don't take this very long term devastating step of closing any Exemplary school. It is wrong for so many reasons but most of

- all it is the wrong thing for our children, our community, and the future of Austin. Thank you.
- Please remember that there are schools that need additions quickly to handle student enrollment, Doss, Murchison, most of the Anderson Vertical Team. Perhaps these additions are a better fiscal choice that a new Northwest Elementary School in light of the difficulty finding land for a school that is affordable.
- Please remember the schools that are so overcrowded now.
 We completely support additions to those schools to provide more space.
- Please save our small elementary schools. I have lived in the Zilker neighborhood since 1988. I have also taught in AISD for 28 years. During my career as an itinerant orchestra teacher I have taught at 24 schools, large and small. I would like to address several points. 1. I wish all children could have a small elementary because of: Librarians (a librarian at a small school knows each child and is the only person who can match a reluctant reader with the right book. Reading is fundamental) PE (a big school may have two instructors but only one gym. This is not safe). Lunch (a child at a big school may eat lunch at an inappropriate time because of the overwhelmed cafeteria and a hungry child has a hard time focusing on instruction). Parental Involvement (it is so much easier for parents to feel essential and welcome at a small campus and we always need more parent involvement). Counselors (the smaller the case load the more effective the counselor can be). This is crucial and I thank Dr. Carstarphen for placing a full time counselor on all campuses. 2. The transfer policy; in the past, AISD's transfer policy has accommodated the needs of many families. My family has benefitted from this. Combining small elementaries
- will hamper AISD's ability to be such a family oriented district. 3. Underused facilities; the data must have been misinterpreted. I have always found the small schools to be bursting at the seams. I have taught orchestra on the stage during lunch, in the hallways, in the teachers' lounge, in the teacher's workroom and in the special ed class room just to mention a few. 4. Boundary lines and overcrowded High Schools; I know that Austin High School is crowded. I do not think that moving Barton Hillsand Zilker to Travis High School feeders will fix this. I think the FTF needs to look at some more data. I believe that 78704 sends a significant number of students to magnet high schools and to Garza. If this is so I do not think that reassigning 78704 to Travis HS would boost the enrollment there, nor would it relieve the overcrowding at AHS. On the other hand, I do believe that Austin HS would not be the Icon that it is without the kids that they do get from 78704. Thank you so much for allowing me to voice my thoughts. I have always been proud to teach at AISD.
- Please save public education. Don't close our schools especially one as excellent as Ortega.
- Please strongly consider keeping Oak Springs Elementary open.
 My family has been involved with the school for many years now through our church, even though we live in Pflugerville.
 My wife organizes a monthly delivery of dozens of cookies for the teachers as a show of support. My family has help and participated in their carnival for several times also. The children in this neighborhood need a neighborhood school.
- Please take the closing of central city schools off the table. As Mayor Leffingwell pointed out this week, closing central city schools runs counter to the mission of the city: to fill in the

- central city with residents, families, etc. and reduce suburban sprawl. You should be looking at every other alternative possible before considering closing any of these schools and destroying the hearts of their respective communities.
- Please try to find an alternative solution so that neighborhood schools don't have to be shut down. Neighborhood schools are a vital component of their communities, and taking those small schools away will destroy the fabric of those neighborhoods.
 Please do everything you can to find an alternative.
- Please use current census date. All of your costs and cost savings projections are based on incorrect student populations. Do more homework and you'll find that putting all Barton Hills and Zilker students into Becker will totally overwhelm that building as well as the streets of the neighborhood around it. No sane parent West of Lamar will let their child cross Lamar and active railroad tracks to get to this school. There will be hundreds more cars on these streets everyday (the one in front of this school a one way). Imagine the grid lock at drop off and pick up. A significant decline in property tax money it will collect will be a direct result of the decrease in property values that will occur when there is no longer an elementary school in the neighborhood.
- Please use your best judgment and do not close Pease Elementary. This would be a very bad mistake. Pease has been a model school for our great city and our children. Pease is not the problem. The problem is that AISD is getting recommendations for things that make no sense; therefore, causing people to enroll in charter or private schools because they're afraid AISD doesn't have their children's best interest at

- heart. Save money, don't do anything that could put AISD at risk of a very costly class action law suit.
- Please, consider the children, the families and our neighborhood before deciding to close an exceptional school. The education and security of our children is far more valuable than the money you are trying to justify as savings. The idea that a decision to close a school could be made without even considering its impact on students is unrealistic and unprofessional. Barton Hills and Zilker schools are worth saving. Thank you
- Preliminary options are unacceptable. I am a former Joslin student parent and a grandparent of the current Joslin student. Joslin families are primarily low income families. Moving students shift the fiscal burden of the district to student families. Revenue raising options need to be explored. Non-school properties owned by the district should be sold. Administration staff offices should be co-housed with campus staff/student populations across the district. Small school populations are preferred for reasons both academic and social. Do not close schools, especially highly functioning schools, as a reaction to an economy which will eventually rebound.
- Priority 1 should be to exhaust all administrative-level cuts (including selling or leasing the central offices) and bring AISD"s administrative costs down to a more appropriate percentage of the overall budget. Priority 2 should be to use boundary and vertical alignment adjustments as well as revisions to the transfer policy to achieve appropriate school utilization at more campuses and reduce capital expenditures for building new schools. Only after a fair and open process

had been conducted on Priorities 1 and 2, should school closures be considered. The value of small, central city neighborhood schools cannot be measured by the same standards used to measure suburban schools. We cannot afford to lose our central city schools, because they can never be replaced. Innovative, signature programs that draw students into under enrolled schools willingly, as is happening at Becker Elementary with the Two-Way Dual Language program, should be supported and promoted as a model for central city schools.

- Proposed Better Solution for South Austin elementary schools: Goals: 1) Save money by lowering the costs per student to educate, costs are way too high right now at Dawson and Becker due to their law enrollment. 2) Keep students as close as possible to their schools. 3) Honor taxpayers; let those who bought to be near schools get what they paid and planned for. 4) Do what's best to foster strong academic performance. Solution: 1.Combine non-transfer students from Barton Hills and Zilker into one school, at whichever of those two locations works best. Note: the non-transfer student population of these schools, combined, equals about 350, which is the present capacity of Zilker. The schools are very close to each other geographically. Since the region can easily support one capacity elementary school, and since taxpayers pay high valuations to live there, it seems unjust to close both schools. Sending students from this zone to others makes little or no sense economically. In spirit of "shared sacrifice," parents will have to adjust to facilities without expensive renovations. Give them this choice and they will take it. Portables are fine as an option, and will be preferable to sending students several miles
- away to Dawson. 2. Close Becker, which is too expensive to operate and has never attracted a capacity enrollment. Its failure to attract capacity enrollment is highly relevant. The customers are speaking. Send Becker students to Dawson, boosting its enrollment and thereby lowering the costs per student there. 3. Offer former transfers to Zilker and Barton Hills the chance to go to Dawson. This plan will reduce operating costs per student, saving money immediately. It is fair to parents and property owners in the Zilker and Barton Hills neighborhood. Some Becker students might be able to fit into the combined Zilker/BH school. Final note: The projected savings from closing Barton Hills and Zilker, around \$17.5 million over 10 years, is a fantasy. The parents of the schools can save you that much money too, by accepting there won't be costly renovations to the buildings over the next decade. Give the parents that option and they'll save you \$17.5 million by accepting it.
- Put education and children first. Closing neighborhood, Exemplary schools should be a last resort for the facilities task force. First on your plan should be to close and sell the AISD headquarters. Next should be to close and sell all non-essential facilities such as the teacher resource center. Sell the parcel of land owned by AISD in Travis Country. There are other budget options outside the jurisdiction of the task force that should be considered before closing neighborhood schools such as slashing top administrators pay by 10%, raising the attendance rate by making the attendance policy stricter and requiring better proof, creating profit making summer programs at these schools, charging for advertising on school buses, booking out empty facilities such as the Burger Center and the Delco center

to bring more income in for the district. These options put forth by the task force are not options. Not only are you using outdated census data, and not including transfer students, you are not considering the devastating impact on the local real estate values. Once closed, the home values in the the Zilker and Barton Hills neighborhood will plummet 9.9% to 20%, which would negate any savings you have preliminary calculated by loss of tax income to the district. In addition the numbers used by your committee do not accurately reflect the neighborhood. This is an extremely popular place for families to move to, and in the last ten years has seen significant revitalization and renewal by families with young children. In addition, as a transfer family who is well connected to many other transfer families, I have not met a single one who would turn around and send our child to our neighborhood school. The only option left available to us, is to move. Austin would turn into a district like Dallas, where families are forced to move to the outlying areas and the central educational district is not an option. The transfer program is an integral part of what makes this city's center strong. In addition, most of the transfers left overcrowded schools, many of which are underperforming. Forcing these students back into these schools would push them to the breaking point. There are several other costs not considered by your proposal which added up make this unsustainable proposition. You would have to bus the students from the Zilker and Barton Hills neighborhood. Since there is a major intersection, as well as a major train track to cross, and considering that most of these kids live outside of the two mile limit, you would need to factor transportation costs. In addition, you have not considered the very real cost of upkeep at the "mothballed" schools. Since you are unable to lease or sell these properties they would still have to be maintained and even at the most basic maintaining has a very real cost that is not being calculated or considered by your numbers. Let us speak to the specific option of sending our kids to Becker Elementary. Becker is a wonderful school with a strong growth with its dual language program. Overcrowding that school with Barton Hills and Zilker students would suffocate that program. In addition, the facilities at Becker are much older than those at Barton Hills and would need significant repair and renovation to accommodate an extra 400 kids. Have those costs been included in your report? Also, Becker as a neighborhood school, built in a small central area, and does not have the street infrastructure to accommodate the increased traffic that moving these kids would create. You would need to factor in the cost of widening the streets and creating transportation and parking solution that does not disrupt their local community. The devastating impact on the economy of Austin as a whole cannot be underestimated. We have kept a precarious perch on the outskirts of this recession and avoided the worst of it by encouraging economic policies that support growth and residence in central Austin. By closing these schools, you stab your city in the back. If you want continued positive economic growth, and if you love this city, you will look to other options before you adopt a policy that directly hurts our city's real estate values, neighborhood businesses, and most importantly our city's children. Go back to the drawing table. Give us options that put the children and the economic health of our city first.

- Putting aside the specifics of the facility study for a moment, I accept that this facility study is what it should be, a study of the district's facilities. However, a facility study is a tool that an organization uses to make decisions regarding its future. The findings from a facility study should be used in conjunction with other criteria such as academic performance, community impact, historic significance, concurrence with organization's strategic plan, etc., to determine a course regarding each of its facilities. In rolling out the facility study alone as plan for the future, the district is remiss in its responsibilities and presents itself as disingenuous and incompetent. It is the district's responsibility to engage the public on issues of this magnitude and importance. Regarding the Facility Master Plan, I do take exception to the proposal for a bond election for new schools. The district has been given taxpayer money to build 7 new elementary schools in the last 7 years. I don't yet have an accounting of how many of these schools have been built or phase of design or construction these proposed schools are in. But be aware that, while I have always voted for bond elections for education, I will not vote for new school construction until the District can demonstrate it has responsibly planned for the schools the public has already paid for. My feedback to the Facility Master Plan options are: Reject these Recommendations, state all the goals and objectives the district needs to address. Engage the community. Value the diversity, achievement and community importance that resides at each campus. The Trustees' stated goal is to guide the district towards excellence and to represent the community's expectations as you chart the
- direction of educational programs and services. Be the leaders you were elected to be.
- Raise commercial property values. Most commercial properties
 are undervalued by 30% or more. Even if these values were
 raised 5% which would still be far below their actual values the
 districts shortage would be solved. I know this is easier said.
 We need to get past the politics and just do it. The money is
 there.
- Rather than closing Exemplary, high performing schools, why not spread the supposed \$50 million shortfall across all the AISD campuses? The task force said we need to share the sacrifices and make compromises across the board. I agree. So make each school come up with ways to shave money off their annual operating costs. We can already cut down on unnecessary expenses like watering the various flowers and lawns at school campuses, adjusting thermostats. There are more than 100 campuses, not including the AISD downtown administration building. Spread the projected budget shortfall across all these campuses proportionally to their size.
- Reasons I oppose option 4.4B. 1) That demographic data used to support this option in incorrect. The Zilker (and Barton Hills) neighborhood has experienced significant family-based revitalization during the last 10 years that stands in stark contrast to the "neighborhoods in decline" picture painted at the meeting. It's also my understanding that Zilker Elementary, which holds an Exemplary rating, is at 114% capacity, with 80% of the 2010 kinder-class coming from the neighborhood. The number of school-age children in the Zilker neighborhood has been increasing and is expected to continue increasing, based on projected development trends. This year, the school was

not even able to accept non-priority transfers in the kindergarten class because of this growth. We need to keep the school open to accommodate a growing population of school-age children. 2) Proposing to close these two schools together over inflates the potential benefits of this option and severely under-accounts for the drawbacks. The potential savings included in the FTF proposal is over estimated. I would like to see this figure broken down and subtract from it the cost of what will be spent to "mothball" and repurpose these two schools and then reopen them at a later date, when they will be needed. (Studies from other cities indicate that this has been extremely expensive). I'd also like the figure to account for the amount of money that will be spent to upgrade Dawson and Becker for the special needs students at Zilker and Barton Hills. As an alternative reconsider closing Dawson or Becker (surely closing either would impact far fewer students and also save the district money) With the remaining school, as well as Galindo and Zilker and Barton Hills) surely could absorb the students of the closed school. 3) AISD has recently invested millions in bond money to improve the Zilker and Barton Hills campuses, including new technology, a state-of-the-art library, new bathrooms, roofing, HVAC improvements, and a new playscape. Situated next to a top city park, students have some of the best opportunities in the city for outdoor recreation and physical education. Given recent investments and Zilker's ample physical space, the school should be updated or expanded, not closed. The FTF in essence reccommends losing close to 4 million dollars in money already spent to upgrade the campuses. Here are my findings regarding voter dollars spent in the last 6 years at both elementaries, including \$2.8

million for Barton Hills and \$1.1 million for Zilker: 2008 work at BHE included renovating restrooms, roof, gym doors, and site drainage improvement. 2008 work at Zilker included renovating restrooms and updates for ADA, a wheelchair lift at the stage, library HVAC system. The 2007 bond report noted completion of three years' of work on BHE and Zilker. Bruce Evans, then Zilker PTA VP, is prominently quoted: "We can take a lot of pride in the work it to expand our school so nicely." The 2004 bond documentation outlined the scope of voterfinanced work for Barton Hills as follows: 2004 bonds; install additional exterior security lighting, improve storm/site drainage in selected areas, repair/replace approximately 18,000 SF of built-uproofing, repair/refurbish casework and sink faucets in selected classrooms, replace damaged ceiling tile and grid in cafeteria, repair/refurbish classroom doors, replace deteriorated HVAC system controls and connect to BEMS, repair/replace selected HVAC system equipment, replace sanitary sewer lines serving kitchen, construct new music room, remodel student restrooms at gym for ADA compliance and enclose gym corridor, install playslab cover, install Safety & Security enhancements; total \$2,777,010. The same 2004 report outlined the scope of work at Zilker: Construct new bus loop with parking, install additional exterior security lighting, repair/refinish canopy soffits, repair/replace approximately 25,000 SF of builtup roofing, repair/replace windows in 100 and 300-wing corridors, entrance lobby, selected offices, and restrooms, install chairlift at stairs between administration and 100-classroom wing, replace floor covering at library, renovate/refurbish student group restrooms, replace exhaust fans in individual student

restrooms in 100 and 200-wings, install emergency exit and egress lighting, replace deteriorated electrical switch gear and panels, replace grease trap serving kitchen, replace water lines in under-floor crawl space, replace sanitary sewer line from gym to city main, construct new restroom at library, install playslab cover, install Safety & Security enhancements. Total \$1,089,530. 4) The potential transportation and safety issues are also much more severe than the proposal indicates. If children are rerouted to Becker and Dawson, they will not only face one of the most dangerous streets for pedestrians to cross during peak commuting times, they also need to do soon other busy roadways without sidewalks and busy railroad tracks. It is ludicrous to think that a few crossing guards will be able to keep our children safe. Also the Becker neighborhood specifically will not be able to handle the hundreds of new students at pick-up and drop off times. The traffic of an influx of hundreds of new students will be congest streets and make it even more unsafe. 5) According to your consultants own report, Zilker and Barton Hills are not schools that should be closed, but schools that should be examined for being so successful.

• Reasons to oppose Closing Barton Hills Elementary; Barton Hills has been rated an Exemplary school by the state for each of the past two years, and has never been rated low performing. In fact, 8 of the 10 elementary school campuses being considered for closure, including Barton Hills, were rated Exemplary by the state last year, representing over 27% of all Exemplary elementary school campuses in AISD. A school is a critical part of the fabric of any community. Our school attracts homebuyers to central Austin, helping the city meet its goals of

promoting population density and limiting sprawl. Leaving our neighborhood without a school will negatively affect the quality of life, property values, and neighborhood desirability for homeowners and businesses. Smaller neighborhood schools are more successful because they enable parent and community involvement. The Barton Hills PTA and the entire community have invested a lot of our own resources in things like teacher development, library improvements, and extracurricular activities. Barton Hills also has a widely renowned choir program that has performed at the Austin City Limits Music Festival and other venues. Barton Hills' unique location allows easy student access to one of the greatest treasures of Austin, the Greenbelt, which is regularly used by the science classes, 6th grade classes, and after-school programs. Barton Hills should be renovated rather than closed. Even AISD's own consultant, does not recommend closure as a solution for BHE. Instead, its report recommended studying why so many students migrate into BHE. It's also important to note that \$2.8 million in Austin taxpayer-approved bond funds have already been used in the last few years to make improvements at both BHE and Zilker. It is wasteful and deceptive to close those schools after asking taxpayers to improve them. Austin city ordinances and impervious cover restrictions do not prohibit further development of the BHE campus infrastructure. Barton Hills is not operating under capacity as the Task Force suggests. The Task Force states that total affected BHE students at 184; in fact, BHE's K-5 population is 347, and there is also a 6th grade class. This means that Barton Hills is well on the way to achieving AISD's "optimum" population utilization efficiency of 85-105% and is

already in the "optimum" population range of 300-500 students. The Task Force's population projections are not consistent with recent growth patterns. The Barton Hills neighborhood is changing rapidly as aging homeowners make way for young families with children. It is not clear how the Task Force or its consultants arrived at the projected rate of growth (from a current student population of 74%, growing to 79% in 2014—only 10 new students). That estimate seems low given the dynamics of Barton Hills in recent years. In fact, we added more students at Barton Hills in the last four months. The federal government will release new U.S. Census data for Texas by April of this year. Those numbers will provide a much better picture of the population currently served by Barton Hills Elementary, and will possibly show that the neighborhood is exceeding the projections provided by the AISD consultants. The cost savings documented by the Task Force are questionable, and yet appear to be the only advantage of closing Barton Hills Elementary. The Task Force does not appear to be considering all of the costs necessary to renovate Becker to accommodate an influx of Barton Hills students or bus them to Becker. It also does not appear to consider the added cost of transfer students currently attending Barton Hills. Given the potential for a major negative impact to property values in South-Central Austin, the Task Force should calculate estimates of property value impact and include those revenue losses in the final calculation of costs and savings. The impact on transfer students is largely unaddressed by the Task Force. It is unclear how the district can predict where the hundreds of transfer students currently enrolled at BHE and other schools will go and how that will affect the population,

capacity, costs, and savings within AISD. A larger review of the AISD transfer policy may be warranted now or in the future, but it is unfair to abruptly remove those transfer students whose parents chose BHE, sometimes after camping out in line in front of AISD offices overnight to file transfer papers. It amounts to a breach of contract by the district. We know that AISD must find ways to cut the budget. But closing neighborhood schools is not the way to go. This is not just about the 10 schools on the chopping block today. It's about every small neighborhood school in Austin. To close any of these schools because of short-term budget issues seems incredibly short-sighted. It would be much more reasonable to invest in capital infrastructure improvements at Exemplary schools like BHE. Temporary measures that can be undone with minimal cost and disruption are preferable to permanent ones. The Facility Master Plan recommendations at this stage are completely detached from AISD's larger budget picture. In other words, there is no comparison or prioritization of the savings of school closures versus teacher layoffs versus administrative cuts versus other options.

Recommendation 3.4 regarding the boundary change between the Maplewood and Campbell campuses. Hello and thank you for taking the time to review my comments with respect to the proposed boundary changes for our neighborhood. I, along with my wife and two daughters (one current Maplewood student, one future, hopefully) are opposed to the recommendation for numerous reasons. I'll list two main reasons for ease of understanding, rather than engage in a lengthy discussion. Our community Cherrywood/French Place has been working toward a sidewalk (safe route) plan for children to travel to Maplewood. Safe routes do not exist from our neighborhood to Campbell. We applaud the redevelopment of the Mueller land and have many friends within that community. The master plan for Mueller called for their own elementary school. Rather than short-change our neighborhood by dissecting portions that have sent children to Maplewood for decades, let's work toward keeping ours intact and find another place for the Mueller kids until theirs can be built. Ridgetop is a viable option. Again, thank you for your time and understanding. As elected officials, I am hoping you reconsider your recommendation.

- Regarding busing for magnets, I would rather pay a fee to keep the buses as they are. I think magnet parents would be willing to pay \$200 each family to keep the buses running.
- Regarding Oak Springs Elem. closing. Please consider that 75-80% of the families who have children attending this school have no vehicle. This would make it a challenge for the families to participate in any school activities or for the children to participate in extracurricular activities. We need to encourage parents and guardians to be a part of the school and support the students involved. Tutoring also happens outside of school hours, without a local school within walking distance the children would not be able to take advantage of this. If you are going to provide buses then that expenditure needs to be factored in when considering the closure of Oak Springs. I live in far Southwest Austin and volunteer in the Oak Springs School. It has been amazing to see the changes in that school the last 5 years, since I was first introduced to it. We helped fund a lighted marquee outside of the school to inform the families of the school activities and upcoming events because

- 60% of them do not have computers at home or an email address. The parents are involved and have a functioning PTO. The teachers are proud of the accomplishment of the students. The fact that an East Austin school that was one of the lowest performing in AISD grew to be an Exemplary school in the spring of 2010 is enough reason to keep it open.
- Regarding option 3.4 reassigning portions of Maplewood ES students to Campbell ES. I do not feel that this is the appropriate solution to capacity problems at Maplewood. The proposed boundary changes for Maplewood enrollment are changing boundaries that have been in place for generations. The two areas that are supposed to move to the Campbell boundary are part of the Cherrywood community and have been for a long, long time. The Cherrywood neighborhood centered around Maplewood ES and even has a side walk plan in the works to provide kids safe passage for walking to Maplewood. My suggested solution is this. Maplewood's capacity problems are a direct result of taking on kids from the Mueller community. The boundaries should be redrawn to move sections of Mueller to the Campbell ES boundaries. This is a simple and fair solution.
- Regarding option 3.9 b2, I would like you to reconsider closing Oak Springs. In the past years, test scores have risen at Oak Springs into an Exemplary rating. With 3/4 of the families of Oak Springs students not owning a car, transportation to and from school is an issue. Yes, many of the students can walk the 1.5 miles but the new route goes through areas that APD has identified as high gang activity, prostitution, and drug areas. Also, not having a vehicle and the greater distance will make it more difficult for families and students to participate outside

of school hours in after school events. Stability is a great factor in these students' lives, and Oak Springs provides a large amount of stability for these families. If the school is closed, please consider providing buses for the Oak Springs students so that they are safe and not in gang territory, and include the cost of those buses in the task force proposal. Thank you for your time. Lisa Dollar Teacher, Redeemer Lutheran School

- Replacing current Magnet school busing with a HUB system; this proposal will require students who rely on a neighborhood bus to get to their magnet school to either sacrifice their safety or forget about magnet schools. Many students are simply too far away from any school (elementary, middle or high school) to walk, and/or would have to cross highways or busy intersections to do so. A few may have parents who can pick them up, but most will not. The magnet schools include children as young as eleven years old, are we really proposing to drop those kids off miles away from home? That will simply not be an option for many parents, and those children will have to forgo the option of attending the magnet schools. Our kids are already sacrificing sleep to attend schools with earlier start times and longer bus rides. Given the relatively small amount of the proposed savings, I urge the Task Force to consider the devastating impact a hub system will have on our children's ability to attend magnet schools.
- Residential Property values are not declining. Most people's taxable property value is still increasing, just not as much as in years past. My bill has increased every year for the past 11 years. Even if the values were to fall, as mine could without quality local education available, you could simply increase your tax rate, and we would all be paying as much or more. If

the city's commercial properties were taxed as aggressively as residential properties, you would have a budget surplus. Magnet students are not transfers. They go through a very difficult application process and are accepted on merit, not because their parents stood in line. You do not take into account the increased cost of the schools you are consolidating to, or the ongoing cost of maintaining the closed school buildings. Flaws in the logic of these recommendations: Having 561 students attending Becker Elementary in 3 years is foolish and short-sighted. This is a mediocre school, with very little outdoor space or parking, in the middle of a neighborhood with very tight access. I lived down the street from it for 5 years and had a hard time getting out of my driveway in the morning. Adding 3 times as many students is going to make it a nightmare. You will be breaking the hearts of Zilker and Barton Hills residents and infuriating the people in Boldin. And can you imagine what the intersection of Heather and South Lamar going east will be like in the morning? A good education starts with good teachers, administrators and involved parents. Transferring kids from high-performing, vibrant schools, to low-achieving ones will only make them average. The opposite should be applied. Closing a majority of the central city elementary schools goes against the long term goal of keeping the downtown area vibrant and growing. We are proud of and identify with our neighborhood schools. 3 young families have brought houses on my street in the last year because their kids were going to get to go to Barton Hills. The turnover of this type of property means more property tax money for AISD, more parents investing time and donations in the school system. Thank you for your time.

- Respectfully entering support for Davis Elementary to receive help with parking/safety issues, science and technology needs, and space.
- Respectfully submitted are the Will Davis Elementary recommendations to the AISD Facility Master Plan: Will Davis Elementary: Master Facilities Planning Recommendations January 13, 2011 At Davis Elementary our mission includes developing global citizens that exemplify highest levels of social and academic mastery. As we anticipate and prepare for the next ten years, we intend to also empower our children through innovative opportunities to communicate and network on a global scale. We want to provide a world-class educational experience at the elementary level to help ensure our students' futures with AISD and their vertical team. To provide this education, we feel that we have three immediate needs to address: Additional Flexible Space: We seek a large, flexible use space that can accommodate a minimum of additional multi-purpose classrooms, which would facilitate the creation of a common learning area, which virtually all AISD schools have and Will Davis Elementary does not. This space could be leveraged to provide an environment where teachers can combine classrooms for a vast number of learning options, including additional Fine Arts and Physical Education opportunities. We are recommending one or both of the following options: Construct a second level (story) so we can maximize the available property and to facilitate reallocation and additional square footage. This option could accommodate the relocation of the present portable classrooms. Repurpose the space that is presently our cafeteria and construct classrooms that are connected to one another with moveable

walls, leaving the stage currently in the cafeteria as a performance area. This area is adjacent to our current music and art classrooms. Repurpose the cafeteria. In addition to routine school functions, the cafeteria could be designed so that the community could utilize the facility more often for corporate, as well as community groups, which would generate funding for budgeted school wide expenses. As stated, this would require a relocation of the cafeteria, which could be built in the area currently occupied by portables. Traffic, Parking and Safety Issues: We have a single drop off and pick up area at our school, and very little parking. As it is we spill into the neighborhood and two nearby church parking lots. Our recommendations are: A second and separate drop off and pick up area: There is some space west of our main building that could accommodate this. This would help to ease some of the traffic and congestion that spills out onto Duval Road. Additional parking: There are a couple of ways we could use existing space to create some additional parking and allow us to maintain good relationships with our neighbors. One idea is to take some space at the edge of the playground, bordering Bull Run. Relocate the Front Office Space: This will facilitate controlled building access during the school day and visibility for the front entrance of the school. This could involve reallocating a minimum of classroom space and converting the existing office space into classrooms or part of the multi-space concept already noted. Science and Technology: At Davis we pride ourselves on our commitment to promote hands-on Science and integrate technology into our students' learning. We feel this is integral to reaching our goal of global scholarship. Advanced Science and technology will allow us to

provide student access to learning tools that are consistent with our current aims and future goals. Our recommendations are: Construct a dedicated Science lab classroom: Davis students will have the opportunity to embed the scientific method and further develop their love for Science, as well as prepare for future graduation requirements. Provide necessary technology inventory: In order to provide the hardware, software, and necessary networking capabilities our community expects, we must secure leading edge opportunities through the daily integration of technology. For example, providing Promethean Boards so students would have the opportunity to learn with interactive whiteboards, which are designed to capture the imagination of all types of learners. (2)

Response to AISD Facilities Task Force (FTF) Recommendations; Thank you for the opportunity to provide comments on the Task Force's recommendation. I am an extremely concerned Barton Hills resident and parent of two future Barton Hills Elementary (BHE) students, and strongly recommend that the option to close BHE not move forward to the AISD board. This response is organized into three sections: a critique of the FTF's methodology, second a list of alternative cost savings and revenue generating options and finally a brief discussion of impact of this decision on my family. First, there are many flaws that I see in the methodology used to make this recommendation. These issues need to be addressed before we close Exemplary schools that are more than full. Making decisions that have permanent consequences to AISD, the City of Austin, and our children on the basis of a flawed savings methodology makes absolutely no sense. Below is a list of such issues, which cause the net savings from closing BHE to be overstated: The methodology did not take into account that BHE is Exemplary (also true for all but one of the other schools); this is incomprehensible given the mission of AISD, Transportation and safety. The savings estimate does not take into account transportation costs for children in our area who live outside the 2-mile radius. Today, we are four blocks from BHE and would require no transportation costs to attend BHE. Under this plan, we would be 2.2 miles from Becker, and by AISD rules, our children and many others in our area would need bus service. In fact, all BHE and Zilker students would need to cross South Lamar's five-lane thoroughfare to attend Becker. Transportation costs will increase. Elementary school kids can't a five-lane thoroughfare. You will have more busing. Plus, will you have crossing guards on S. Lamar? Can you imagine the traffic nightmare? Plus, the first kid hit by a car will launch a wildly expensive lawsuit. The savings estimate does not appear to assume that there will be any costs to prepare Becker to receive students from BHE and Zilker. Is that correct? The estimate assumed large capital costs for BHE in the next five years that are based on an ideal campus. BHE could make do with fewer capital improvements in the next five years. The methodology does not account for the cost to "mothball" BHE. Loss in tax revenue. Historically, when a neighborhood school closes, property values drop 10% (sources include a PriceWaterhouse study). That is a lot of lost revenue for AISD. Use current demographic data. The data used, from anecdotal and statistical evidence, appears to undercount the number of children in our neighborhood who will attend BHE in the next five years. This is a growing, thriving neighborhood. New

businesses are opening up along S. Lamar. The neighborhood was built in the 60s and 70s, and older residents are being replaced by young families. And this neighborhood has been spared property value problems; in the last 8 years, my taxes have risen the maximum allowable every year. If transfer students aren't counted, where are they in the equation? There are nearly 10,000 transfer students. The task force hasn't adequately addressed how transfer students will be handled. If they are given the option of attending Becker, Becker will be greatly overcapacity immediately. If not, they may be returning to overcrowded home schools. They are not provided free transportation. But if they are put back into the equation (i.e., transfers not allowed), the transportation costs likely will increase. BHE has many qualities that contribute to it being a unique and successful school, including proximity to the Greenbelt and ample outdoor space. Becker has neither of those, and has other qualities that will make it unsuitable for such a large student population, including a 2-story building, no parking and traffic challenges that will be both dangerous and inconvenient. The Facility Condition Index assessment of AISD indicates that BHE has an FCI of 33.4%, which means it is recommended for renovation rather than replacement. This rating places BHE in the same group as 85% of AISD elementary schools where renovation is the preferred response. Even under the task force's assumptions (excluding transfer students), Becker would be overcrowded within five years. To the extent that portable buildings are considered unacceptable by AISD and contribute to the calculation of capital investment required on a campus, there should first be a study of whether portable buildings truly need replacing in the short term. The BHE PTA has submitted a more detailed position paper that outlines many of these issues, and I encourage you to review all of those issues closely. Our neighborhood found out about the task force's recommendations a few short weeks ago. Given all the problems with the methodology, more time should be given to refine the methodology and also to explore all possible solutions for bridging the shortfall that AISD anticipates. The Task Force has not adequately considered the long-term impact on Austin and Travis County of closing schools like BHE. The Task Force should work more closely with city and county officials and community leaders in developing recommendations for school closures. The impact on the environment, transportation flow, crime rates, property taxes, and neighborhood desirability are some of the issues that should be considered. Closing Exemplary schools and displacing students (and the teachers at those schools) is a permanent, drastic measure with unknown consequences. At the very least, the Task Force should assess AISD budgetary priorities and coordinate with other budget task forces before presenting recommendations. The core mission of AISD is to educate students, so every other possible measure should be carefully considered before making cuts that directly impact education. Some possible solutions: Defer nonessential capital improvements in the short term. Cut administrative costs, including selling/leasing administrative buildings (e.g. the 6th St. property, Burger Center, Delco Center, central library and training facilities) and a temporary salary reduction for administrative staff. Create programs to enable nonessential staff to telecommute or work from home. Many corporations already do this successfully, and it saves on

facilities costs and reduces carbon footprint. Sell advertising on school buses. Consider ways to generate additional revenue, such as charging for facilities to be used when school isn't in session. Reach out to local businesses that have a stake in the community to generate money via donations or matching programs (e.g. in the Barton Hills area, C3, who puts on the ACL Festival and other concerts). Create policies that aggressively drive up attendance to increase revenue. Cut nonessential student programs, such as athletics and other extracurricular activities. As a last resort, if direct student services are to be affected, in your theme of "shared sacrifice," proportionately reduce the budgets of each school in AISD and allow each school to determine which cuts make the most sense for that school. I would also like to provide my families story as we are a fair representation of the "new families" that have moved to Barton Hills over the last 10 years. About a decade ago, after much house hunting, my wife and I found a house in Barton Hills that had everything we were looking for at a price we could afford - a central Austin neighborhood, a little more space to grow our family, and excellent schools. We live just a couple blocks from Barton Hills Elementary; our son will go to kindergarten there next year, where we hope his little sister will join him in a few years. Prior to Tuesday night, I already knew much of what makes BHE successful and unique; a neighborhood school that kids can walk or bike to, strong parental involvement, ample outdoor space including proximity to the Greenbelt, and long-time, dedicated teachers. What I saw at Barton Hills Elementary on Tuesday night convinced me even more strongly why our school needs to stay open. I was incredibly impressed by all three kindergarten teachers, who clearly are masters of their profession and have been involved with the school for decades as teachers and parents. The teachers also spoke so highly of the principal for her support of them and the children they teach. And, I learned a lot that I didn't know about just how involved parents and the community are in the school, from volunteering time monthly in the classrooms to the PTA paying for programs like music and art to helping teachers prepare materials for class projects each week. I had known BHE was a strong community, but I really felt that partnership Tuesday night. I understand AISD has tough economic decisions to make, but encourage you to look at the full picture including what schools are here for; to provide quality education. (2)

Revise current rental policies: Please look at all these other options in conjunction with school consolidations. You need to save 54.4 million, but your plan saves way over that amount. Please don't close Pease. That's my reason for doing this today. Pease kids are from all over town. They represent over 22 zip codes. All the ethnic groups are doing so well. If you chop down Pease, then you are chopping the hopes and dreams of 252 highly committed students, and 22 zip codes. These kids just deserve better. You are closing their chances of choosing better for themselves by getting rid of a school that they can transfer into. Please don't force me into a situation where I have to take my kids to a school with parents who don't even care. Diversity works only if the parents are willing to work it. I want to be surrounded by all these parents who really care about their kid's education. The truth is that most of the kids that transfer into Pease do so because we all care about our kids education, and we want to surround ourselves with

- parents who feel the same. You save the least amount of money by closing Pease. Please don't even consider it. Take it off your list.
- Ridgetop Elementary is a small, unique, and efficiently run school in my neighborhood. My oldest child will begin Kindergarten there in the fall of 2011, and we are so excited about starting its dual language program. Please do not close this school.
- Sanchez Elementary should be removed as one of the closing schools. It has welcomed "Immigrants" from different countries as well as Hispanics. It is a diverse school with excellent teachers. It will be a dishonor to our community. The building itself is in great condition 26% percent would be a tragedy to knock it down.
- Sanchez is not underutilized and the facility is not in poor condition. If the problem is that elementary schools are too small, why not add on to the buildings rather than abandon existing campus in order to build new ones? The district used to do this; many schools have what they still refer to as "new wings" that were built decades ago.
- Save money by reducing the number & size of AISD Police cars.
 They aren't needed for high speed chases. Put the cops on foot, on bicycles, in golf carts or in less expensive/more efficient cars. Do not allow employees to bring cars home
- Save Ortega. Kids need education around this area seriously.
- Saving money to close schools that work, just to spend money on building new schools that might work doesn't make sense, not educationally and not fiscally. A budget crisis means something will have to give, but it hardly seems that closing schools should be first on the list.
- School choice is a right, defined by our board as well as our state and federal authorities; it a right freely exercised here in Austin. Research has clearly linked parental choice with improving schools. Intentionally factoring out transfer students throughout the process of creating options is absolutely unacceptable, and very likely to fail a legal challenge. This questionable numbers game appears to be a driving force of his company, which is not part of our community, and is not being held accountable to communities like ours around the country, who are leaving a swath of displaced communities in their wake, as they continue to bulk up on hard-earned tax dollars. Here are the lessons learned: 1. Make a clear and compelling case for closure. (How will students be better off?) 2. Define the parameters of community involvement in a fast, rigorous, and transparent process. 3. Use objective, consistent criteria that start with student performance. 4. Make the decision and keep it made. Assert unified leadership throughout the process. 5. Be clear in the plan for those impacted. Let's look at each: 1.) Hardly clear, not at all compelling, and no indication of how students will be better off - or even where transfer and special needs students will go.
- School closure criteria must include academic performance.
 Can Austin afford to close Exemplary schools? Small, urban schools like BHE, Pease and ZE are effective AND efficient. 2.
 Transfer students must be counted. AISD allowed transfers in the first place, don't penalize parents who selected a school other than their home school. Parents have the right to choose their child's school and did so with AISD's blessing. 3. Use 2010 census data. Do not base future enrollment calculations on

data that is 10 years old. 4. Find more creative solutions to save money--look at Administrative costs and/or sell the AISD offices on 6th Street. 5. Closing schools (especially BHE and ZE) will result in lower tax revenues generated as property values decrease. High performing schools increase property values. 6. Minority transfers perform well above state averages. 7. Taxfunded bond money (2.8 million dollars for BHE) has already spent. 8. Portable buildings are a reality for almost all AISD campuses. They should not be ignored or count against a school. 9. The City of Austin is encouraging residential development in and near downtown. Central/downtown schools will be needed for these families. Closing high performing schools makes absolutely no sense.

- Schools are communities of learners. You cannot "mothball" schools for the sake of money when that money can be found elsewhere. It is detrimental. Keep Ortega open.
- Schools are the backbone of our local community. Educating children, the future of our society, is the single most important thing we do as a community and as a nation. Involuntarily forcing students out of their neighborhood school will drive people out of our city and hinder economic recovery long-term. Outlying mega-schools aren't just bad education policy, they create more traffic, are bad for the environment and bad for the unique culture that is our precious city.
- Schools play a vital role in being a neighborhood center. Not just for the neighborhood associations, or for community meetings, or other events. But many experiences children get from having their school in their neighborhood stem from being able to walk to school, or walk to the playground on the weekend. You take a school out of walkable range in a

neighborhood, and suddenly your running counter to Safe Routes to School efforts and other community (re)vitalization efforts that schools fill. Therefore, please re-evaluate the recommendations for Option 4.4B. You have four schools; two are on the east side of Lamar, and two on the west side. You're proposing to close both schools on the west side of Lamar and reassign them to Becker and Dawson. You expect those kids who walk and ride their bike to cross Lamar. That is a huge disadvantage you've identified, that I feel is strong enough to throw out this option. Alternatively, if you must close two schools in this area, consider closing one on the west side of Lamar and one on the east side of Lamar. Finally, Mayor Leffingwell made a great point at the meeting Wednesday, January 12. This plan runs counter to the goals of the city and region (Envision Central Texas). I understand that you need to serve the students in the outskirts, but reducing the education options in the urban areas makes it much more difficult to attract populations to live in the urban areas.

- Schools that work and succeed shouldn't be closed.
- Schools were among the first organizations that every early settlement in Texas sought to establish. They were created to ensure both the continuity of civilization and to engender participatory democracy. Even today, an elementary school gives a local community purpose and hope; it is a symbol to every member of that community that a brighter future is possible. Every member of that community benefits when the next generation is better prepared for the world. When schools are closed or are located beyond the range of community participation, they cease to focus the efforts of their local community on building toward a better common future and

become impersonal institutions run from by government functionaries. Local elementary schools build participatory democracy and they inculcate into the parents and the students a local pride that supports the ideal of government coming up from the people and not being granted grudgingly from someone who controls the public purse. Specifically, I would direct your focus to the planned closure of Oak Springs Elementary and shifting its student body to Blackshear Elementary. This is a school which has undergone an amazing transformation, moving from being one of the lowest performing AISD schools to achieving an Exemplary rating by the state of Texas this past spring. Undoubtedly, this has been the result of hard work from many dedicated teachers and the administration of the school, but more importantly it has been the reflection of pride and determination on the part of those who are responsible for caring for those students. And this determination and effort is being shown from a community where more than three-quarters of the families involved are at or below the poverty level; where 98% of the children at the school are eligible for and enrolled in the free lunch program; where the majority of the students are being raised by a single parent or only a relative; and where the very great majority of these families do not own a car. It is not too far-fetched to see how the change and development of the Oak Springs Elementary school can be considered as giving such a community both hope for their future and faith in the system that we call democracy. Closing that school is not simply a question of AISD fiscal well being. Moreover, the move proposed to Blackshear Elementary would require most Oak Springs elementary children to walk across light rail train tracks through areas known to have drug dealers, prostitutes, and a high level of gang activity. Even if AISD decided to provide buses for the Oak Springs children every morning and afternoon to circumvent these threats, a cost that must be added to the fiscal part of the equation. The distance would impact greatly on the participation of these children in after school programs (especially the tutoring that has aided in their success this past year), evening events with the families, Saturday school and Saturday events. The Oak Springs children would be disadvantaged among their new schoolmates and it is feared that the progress made so far would be undone. bring these concerns to your attention and ask that you do not close Oak Springs. Closing any school must be considered not merely as an exercise in fiscal prudence on the part of the school administration, but in terms of the short and long term impact on the community that supports the school involved. Children replicate the attitudes that they see around them; they become the citizens that we make them in our schools. What type of citizens will be created when a school that is safe and nurturing is closed, a successful teaching/administrative team is broken up or even decimated through terminations, and good work goes unrewarded?

Seems like Ortega has beat the odds to stand out as a great place to go to school. Would be a shame to close it and an injustice to the parents, kids, and teachers who've worked so hard. Sell all underused properties. Begin with Administration building. Move support staff into the schools they support. There is a lot of space available. Cut back sports program spending. Do not increase class sizes. Go to year-round school.

- Sell or lease your properties in West Austin and relocate offices on AISD property in East Austin (Reagan HS) or other inexpensive land east of IH 35. Reduce by 20% the salaries of administrators making more that \$80/year before you even think of closing any schools (particularly the high performing ones).
- Sell the AISD 6th St. property. Keep our central city schools. You will destroy many communities by closing all these targeted schools. It is not economic to destroy property values, mothball working schools, bus students. Get professionals to evaluate REAL cost savings. As a Barton Hills parent I worked on PTA as an officer and school volunteer for years to build up our school. Parents throughout the system contributed dollars and time to improve public school. Don't destroy your base of support in this way. Keep our schools open. It does not make sense to close successful schools.
- Sell the AISD campus on W. 5th Street, and allow employees to telecommute. 1) Gather more relevant data. The Barton Hills neighborhood is extraordinarily desirable and growing with a young, affluent population who values the social, economic and cultural environment fostered by an Exemplary elementary school. Sell the Carruth Administration Center, the district's central offices at 1111 W. Sixth St. District officials value the downtown property at \$29 million. Please do this before closing any schools. Administrative staff offices can be put in schools with low enrollment. 2) Come up with a plan to share administrative (principal, nurse, librarian) and support staff (janitorial) across two smaller schools in the same geographic area (Zilker and Barton Hills, for example).

- Selling Administration Building and raising property taxes are fine solution. Closing any neighborhood school should not be an option that is considered.
- Selling off administrative buildings, especially CAC on 6th is the only cost saving Facility Plan option I am completely supportive of. Isn't it possible for many of the employees with administrative positions to work from home? I am also in support of Option 3.4 (reassigning Maplewood) and 16.2 (reassigning Akins) to balance utilization of all 4 schools involved. I feel that closing schools will be detrimental to students' success. It's not good for the kids' morale or the teachers'. The communities are going to be furious. If we had no other choice, then we ought to look into closing some schools with the lowest ratings and splitting up those students to higher performing schools. Maybe we can consider a slight salary reduction across the board, offer early retirement for some of our highest paid veteran teachers, or furloughs?
- Send our kids east of I-35 to our neighborhood schools east of 35 instead of to crowded schools west of 35 like Travis Heights.
 We need another elementary school just east of 35 and south of the river.
- Shutting down Exemplary schools, and Barton Hills Elementary in particular, is counterproductive for Austin and for Texas as a whole for several reasons: 1. Texas Needs More, Not Fewer, Exemplary Schools. Federal funding for public schools, through the law known as No Child Left Behind/the Elementary and Secondary Schools Act is contingent on schools making adequate yearly progress (AYP). Combining two or more Exemplary schools into a single larger school will not necessarily result in a larger Exemplary school; research has

shown that students achieve better and feel more attached to their school when it is small (600 students and under). If scores for all of these children go down or do not improve, federal funding for the public schools will be affected. 2. Closing Exemplary Community Schools will Reduce Neighborhood Value and Tax Revenue. Currently the residents of Barton Hills pay property taxes worth 300% of the average Austin resident, taxes that support schools other than Barton Hills Elementary. Closing the school will lower property values and hence property taxes, thereby depriving AISD of significant revenue. 3. Austin Needs More, not Fewer, Community Schools to Attract and Keep Families in the Urban Core. The city of Austin is primed to continue to be one of the most desirable places to live and move to for the next decade. In order for families with children to be attracted to Austin, the city needs more, not fewer, Exemplary community schools in Austin proper. Without such schools, families with children will forgo living in Austin for the suburbs, leaving Austin with fewer families and without their tax dollars. 4. Neighborhood Demographics in 2010 are not the same as 2000. The demographics of these neighborhoods is changing rapidly and as such is not reflected in the 2000 Census data used to estimate the school-age population in Barton Hills in 2014. The neighborhood was built around 1960; parents who moved into the neighborhood then in their 20s are now in their 70s and moving out of the neighborhood in large numbers. A survey conducted by the Barton Hills Neighborhood Association has determined that the current estimate of neighborhood students to attend Barton Hills Elementary in 2014 is 20% below the number of 2014 students reported by actual residents of the neighborhood. 5. Safe Routes to School are needed to Promote Child Activity and to Reduce Traffic Congestion. Community schools with safe routes for children to walk or bike to school are among the recommendations from the White House Task Force on Childhood Obesity as a key way to promote children's health and reduce childhood obesity (report released May 2010; available at: http://www.letsmove.gov/pdf/TFCO_Summary_of_Recommen dations.pdf). Closing both neighborhood schools in the Barton Hills/Zilker neighborhood will leave children having to cross S. Lamar Blvd. and travel down it and then across a train track in order to get to the school. Such a route will be judged unsafe by most parents, resulting in hundreds of children being driven to school which will in turn contribute to traffic congestion on S. Lamar Blvd and in the Bouldin Creek neighborhood as well as to decreased physical activity among the children. 5. High Parent Involvement should be rewarded, not penalized. A core provision of NCLB/ESEA is promoting parent involvement; both Barton Hills Elementary and Zilker Elementary have very high levels of parent involvement and community commitment to them. Closing schools have high parent involvement may discourage it in the future.

- Shutting down Ortega is not a viable solution, just a temporary fix that will affect hundreds of children and their families.
- Simple Solution for Ortega. Instead of reassigning Ortega to Govalle, you need to redraw the boundaries for Govalle. Airport Blvd should be the boundary. No kids should be crossing a major street like that to get to school. If you redraw the lines with Airport Blvd as the dividing line, that would allow

- Ortega to remain open and you won't have the projected overpopulation of Govalle in 2014-15.
- Since First Baptist Church began a mentoring program and become involved with Oak Springs Elem., it has gone from being one of lowest performing AISD schools to an Exemplary rating by the State of Texas in 2010. Also, 77% of the families at Oak Springs have incomes below the poverty level and 80% of the families do not own a car. For this reason, I would like to see Oak Springs remain open, so that we can continue to mentor and encourage these children to succeed and aspire to a better life.
- Since learning about the possible closure of our child's future school (Zilker Elementary), I have thought a great deal about the personal and community impact of this course of action. I have also attempted to understand the perspective of those who are proponents for the closure of Zilker and other schools in our community. I appreciate that the budget deficit is overwhelming. Additionally, I understand that the school board has the responsibility of coming up with a number of options to decrease expenditures. My concern, however, is that school closures, especially closure of Exemplary schools is a misguided attempt to address the budget problem. It has been announced that if Zilker and Barton Hills Elementary Schools are closed, students will be displaced to Becker and Dawson Elementary Schools. If this were to happen, our children would be required to walk down busy four lane streets and cross railroad tracks. This is not a safe plan and detracts from the culture of walking that is critically missing from our community. I am very concerned that the plan may be short sighted. As our neighborhood has grown in the past four years,
- we have seen more families move in on our street. The numbers of children attending Zilker have increased with this trend. It is likely, given Austin's initiative to build urban density that this trend will only increase, with more families moving into city neighborhoods. If the school closures occur, it appears likely that these schools (those to which displaced students are transferred) will soon be severely overcrowded. AISD prides itself on quality education and to create a foreseeable problem such as the one I am describing is directly in conflict with striving for excellence. While I understand the serious nature of the budgetary problems, I strongly oppose any school closures that are being suggested as ways to recover money for the district. Please take into consideration my concerns and those of my neighbors and the numerous supporters of our neighborhood schools that are at risk of closing. Given the significant opposition to closures that has come forward since the announcement of possible closures, it is concerning that our community may be sharply in conflict with the school board should they decide to close our community schools.
- Since Zilker and Barton Hills are so much better rated and performing, why not close Becker and Dawson and move Zilker and Barton Hills staff, administration and everything to Becker and Dawson facilities? Will there be enough room for all these kids from these schools if we consolidate? With this current plan we will lose a lot of kids to private and charter schools. These are the kids that will bring the test scores up too. Very frustrating. Our child goes to Travis Heights Elementary and we want to stay.
- Small schools are successful. Please do not close neighborhood schools. Keep Ortega open.

- Small, Exemplary-rated inner city public schools are being recommended for closure. Closing schools that are providing excellent education for high risk students. Do we want these high performing students to be bused (think about the cost of gasoline) to non-neighborhood schools, so they can begin failing, and our superintendent can then call for privatizing the AISD system? Let us start a national movement to keep small, neighborhood schools. Think energy efficient. Think safe. Think of students walking to school instead of riding buses for long miles only to go to schools with tons of portables. Think of replacing older school buildings with new school buildings, built on the same property, serving the same populations. This is commonly done in other districts. These new buildings would be energy efficient, saving money, and have modern standards for clean air. They could also possibly have solar panels on the roofs that could begin to serve their energy needs. Let the change that needs to happen in public education start here and start now. Austin, rise up. Show your beautiful heart to the state, nation and world. Let's advocate for children, not for corporations.
- Smaller schools have been shown to provide excellent education at the elementary school level. 2. Inner urban and suburban neighborhoods lack the necessary infrastructure to host giant elementary schools like the ones being built in new outer-sprawl regions like Cedar Park. We simply don't have the land for 5-lane drop-off zones, staff parking lots the size of a grocery stores, and the entire street widening to add appropriate turning lanes and maintain traffic flow. 3. The schools targeted for closure serve their communities all week long, hosting community events, soccer and kickball games for

adults, birthday parties, musical and cultural events, etc. Removing these community centers will literally rip the heart out of these neighborhoods and in some cases lead to increases in crime as well as increases in discord both within and between communities. 4. "Mothballed" schools are not free to maintain. Taxpayers will be supporting facilities maintenance on buildings we aren't even using, while shouldering increased costs to build new schools and infrastructure outside of their neighborhoods. Any vacant building is a target for vandalism and graffiti, let alone ones closed in opposition to the neighborhood it serves. 5. Austin talks the talk of moving towards a green city. Currently, every child on my street who attends our neighborhood school walks to school or uses AISD provided transportation. Since there are 30 children on my block alone, I estimate a minimum of 15 additional cars on the road to drive children across dangerous intersections during peak traffic hours in the congested downtown area. 6. If Exemplary neighborhood schools are closed, what message do we send our children and teachers? Do your best work, get to school on time, donate time and energy to your school and community, and it all might be for nothing when we close your school and you have nowhere to go? 7. Many of us choose to live in Austin for its Exemplary schools. What will it cost in federal funding and national reputation if we relocate or home school en masse? What money will the city lose in property taxes? 8. Finally, closing schools is never a temporary decision to be made hastily and without up-to-date census and facilities statistics. 9. At one estimate, \$59 million shortfall, that is only \$629 per student in AISD. Many parents are able and may be willing to write a

- check for this amount, and many members of the community at large could pitch in to fundraise the rest.
- So 7 of the 9 schools you're proposing to close all Exemplary schools. That's insane. Seems like the academic measurement wasn't even a priority in your decision making. This so-called education system decision didn't factor any educational priorities into the final process. Here are some other options you should consider instead. 1. Demand that state legislators fulfill their obligations by releasing some of the \$9.2 billion in the rainy day funds to assist education shortfalls (free funds) 2. Sell AISD downtown offices and relocate administration to the so-called underutilized schools (huge savings) 3. Stop paying exorbitant salaries and bonuses to superintendents (more savings). Any "savings" in your proposal are actually offset because you're losing income from decreasing property taxes. Short term win for a long term failure. Please reconsider shutting down these Exemplary schools. Consider the other options of finding funds that would be available and won't decimate the future property tax values in these neighborhoods.
- Solution: When I was in elementary school in Austin in the 70's, I attended summer enrichment programs at Barton Hills Elementary. They had weekly classes with a different theme for each week. It seems like AISD could re-instate these classes and charge a fee for each student to cover not only operating costs/teacher salaries but some extra to help with the budget shortfall. This can occur on multiple campuses so buildings don't sit vacant. Not only would students learn something over the summer, it could help working parents figure out what to do with their children besides expensive camps. It would be a

win-win for everyone. BHE is very convenient for our mute to downtown and would help our environment in reducing traffic, emissions, and fuel costs. It gives us 'family time' in the mornings and makes for a great start for our day. Our Home school is in the opposite direction of downtown and is not convenient for my neighborhood. This would have contributed to potentially arriving late to work and creating a stressful start to our morning. This fact not only affects us, but has resulted in many transfers of students from our small pocket neighborhood to various elementary schools in central and southwest Austin. Concerns: you need to count transfers in your numbers. You need to count portables. Look closely at what the impact of increasing number of students to Becker/Dawson for traffic impact, safety for commute, lack of sidewalks, and parking. Crossing Railroad tracks is not safe. When trains stop and children are tardy due to this plan, not only will parents be stuck trying to drop off or pick up their children, they will have to drive additional miles (to Barton Springs and up Bouldin to get to the school). And if the students are transfer students, then they can get kicked out of that school for too many tardies. Driving additional miles does not promote the green image that Austin is trying to convey. When my son was taking a speech class at Becker. The train tracks were an issue in picking up and dropping off because of the number of trains and malfunctioning RR crossing arms. Cars would drive through the RR crossing with the arms down so that they wouldn't have to wait for the train to pass. Just think of all the students walking home doing the same thing and not really judging the trains speed correctly. I would not want the death of a child on my hands if I were on the Task

Force, or the School Board. PROs for small schools: I may be sentimental, but I have really enjoyed my kids going to a small 'Neighborhood school' where they get the opportunity to know everyone in the school, not just the kids in their own grade level. I love the sense of 'community' within the school and the neighborhood. Attending Barton Hills is an extension of the kindred relationships formed from our experiences at St. Mark's Day School. Daily interactions with the various age groups found in a small school setting, assists in the development of our children, making them more rounded individuals. Community/Parental involvement is an important stepping stone in a child's path to success. As a parent, I thought that the curriculum and class structure at Barton Hills Elementary was a perfect fit. The right school can influence a child's school experience by guiding their development. I want 'school' to be a positive experience, and will do whatever I can as a parent to ensure that we would get the most out of our children's education. I know that Barton Hills Elementary can help develop talents, foster growth, unlock any hidden potential and help achieve a confident sense of self for not only my children, but others.

- Split up Mueller Since it has not been a part of the Maplewood family for generations. The sections you are proposing to cut off from Cherrywood have been going to Maplewood since it opened.
- Start over with the entire community participating.
- Stop punishing good and thriving schools (especially on the eastside). Stop looking at numbers and look at the quality of education children are receiving. Keep Ortega open.

Strong public schools correlate to increased property values and property taxes. Numerous studies, decades of research and common sense tell us that the quality of public schools has a correlation to property values in a neighborhood. In addition, strong public schools create strong communities, which also drive property taxes up. A 2008 Study by the RAND Corporation, a non-profit institute that helps improve policy and decision making through research and analysis, reviewed more than 150 books and articles to assess the impact of educational quality on the community. The Impact of Educational Quality on the Community, A Literature Review by Stephen J. Carroll & Ethan Scherer. "There is very powerful evidence that the quality of a school or a school district, as measured by average test scores, is positively associated with housing values. Researchers posit that homeowners are willing to pay more to live in a community that is served by a school or a school district that is higher quality, as measured by the average performance of the students attending that school. Specifically, studies have found that 1 percent higher average reading or math scores in Chicago and Massachusetts were associated with .5 to 1 percent higher property values (Black, 1999; Downes and Zabel, 2002). That means that all the housing values in the area served by the school or school district are improved. That has a profound secondary effect." So, taking this rough estimate of a 1 percent higher average scores correlating with a 1 percent higher property value. 2010 AISD (City-Wide) Taks Scores compared to local elementary schools. % Meeting or exceeding standards in Grade 5. Writing is Grade 4. AISD BHE Becker Dawson Reading 87% 100% 94% 97% Science 80% 98% 94% 100% Math 81%

100% 94% 96% Writing 91% 100% 93% 88% Average 84.75% 99.5% 93.75% 95.25%. Using this rough estimate, Barton Hills Elementary School gives the city an average estimated increase in property taxes of 15% more than the city at large and 5-7% above Becker and Dawson.

- Students from Barton Hills and Zilker will need to cross Lamar Blvd. to attend Becker or Dawson. Who is liable for our children's safety?
- Students in 395A should remain at Cowan Elementary and continue their vertical track to Bowie High.
- Students, teachers, and parents at schools rated Exemplary work very hard to earn that status. With this rating (and only this rating) teachers can use instructional methods of their choice. They teach the same curriculum (what is taught), but can use any instructional method that best suits the situation. Teachers at schools with ratings below Exemplary are not allowed this choice. Teachers at schools that are not rated Exemplary report frequent interruptions from district people checking to see if they are following a prescribed script. I know at least two outstanding teachers who have left schools for that reason. Luckily, Barton Hills got one of them, but the other teacher left the district. Education researchers (Richard Allington, Donald Graves, Jim Hoffman, Jo Worthy) often speak to the fact that one method does not fit all students/classrooms. What will happen if an Exemplary school is consolidated with a school with a lesser rating? Precious "best practice" instructional time can be lost while trying to bring the rating up.
- SW Austin is in dire need of magnet schools. Covington Middle School would be an excellent location for a magnet Middle

- School. In Addition, Crockett & Travis High School would make excellent options for magnet schools south of the river. Many students in SW Austin get up extra early to travel to Kealing Middle School, LASA, & McCallum. It seems that providing similar magnet programs would provide equal opportunities for residents of SW Austin as well as help encourage population growth at these schools. The Ann Richards School is a proven success. Could there be another opportunity for another all girls school? Magnet schools for south Austin.
- Take a closer look at options to sell/move AISD administration buildings. Explain clearly to us why this isn't an option or ask for time to pursue it. I know some of you work there but we have to "keep the pennies near the kids." To regain credibility with the process, before final recommendation for closure, each Task force member should visit each proposed closed school and then travel to the new school (preferably walk, if going to Becker, Dawson or other proposed "walking" schools). Transportation and safety issues will be issues for Barton Hills and Zilker students who travel across S. Lamar. Figure transportation costs into your proposal.
- Texas is one of the fastest growing states in the nation, and central Texas and Austin exemplify this trend. We will need all the schools we can find in as little as 3-5 years according to projections. I challenge you to walk into any elementary school in central Austin and find an empty seat in a teaching classroom. Talk to the teachers, they will invariably tell you that they continuously struggle to provide for the children's current needs; "under-utilization" and 'inefficiency' are quite simply not reality for them (despite what spreadsheet calculations say). Closing schools now is short-sighted and will

only complicate our future growth and economic recovery. Many in our communities would like to know: 1) why was academic performance not taken into account when investigating options? Closing Exemplary schools seems fundamentally wrong (punishes hard-won successes), is shortsighted, and unfair. One of the most valued (but currently unmonetized) parts of a school is what is inside. When considering facility closure it is illogical to ignore what is inside, what is inside the proposed schools is golden, and the future of our communities. Community schools such as those identified are a model for educational success, the fact that the majority of the identified schools are rated Exemplary is appalling. Closing Exemplary schools is a step backward for the education of our children. I disagree with any notion that simply transferring teachers and students will ensure replication of excellence. Some teachers will clearly not make the transition for any number of reasons. The Task Force can in no way ensure their plan will result in the same quality of education students are now receiving. Excellence is won through tireless commitment of administrators, teachers, and communities and is fragile: once it grows roots, I do not believe it is easily transplanted. Would you attempt to transplant 'Treaty Oak' during a drought, even if you thought it might survive elsewhere? 2) Why is there not more transparency in the process by which options were selected? The data used to make these decisions has not been made available to our communities to evaluate the process. Without transparency, public trust in the process will not exist. Many of the hundreds of options originally 'considered' have no data. While I respect the work of the task force members, I distrust the 'massive database' on which these recommendations are based. In particular, the cost savings estimates are based on (possibly outdated) future projections of school's needs (money that doesn't currently exist). We would like to know what those funds were to be used for. It is likely our schools can forgo those given the current economic crisis, and I suspect many schools would be willing to agree to reconsider future AISD investments in their infrastructure until the economic conditions recover. 3) Why are transfer students accounted for in the (illogical) way that they are? Again, try to find an empty 'under-utilized' classroom. This effort to evaluate facilities has straved too far from its mission and is now addressing boundaries and transfer policy. If the Task Force is going to stray, they should also evaluate the impact on property values and local businesses as well as unspent funds from 2000 & 2008 education bonds. 4) Why did the task force choose not to involve affected communities until this late point at which a recommendation has already been made? We have had only days to respond to a process that has been going on for months. 5) Why are some of the advantages and disadvantages of various options in the current documents so different than in those from November? There are many examples of this, and it suggests some uncertainty in the criteria being used. Rapid changes suggest instability or uncertainty. For example, previous versions of Option 4.4B had very different lists of advantages and disadvantages. What could possibly have changed in 2 months such that the lists are now different lengths and highlight different topics? Finally, I have been a homeowner in central Austin for 10 years, and pay property (AISD) taxes on two properties in our core inner city

neighborhoods. I choose to live in central Austin because I value the communities that exist there, their historical significance, their contributions to Austin culture, and their community schools. I have two children (7 and 4) and am considering a third, it deeply saddens me to think that the educational resources and quality now available would not be in the future. Frankly, closure of schools will force my family to reconsider where we live, pay taxes, and vote. The proposed recommendations will disrupt the fabric of those communities, which will be difficult to replicate elsewhere.

- Thank for all the work all of you have put into this project. The changes look sound. When you are making the staff changes I hope you will keep in mind the staff that has helped schools and students become Exemplary and recognized. Are you also taking into mind the cost of busing and portables needed with the changes?
- Thank you for addressing this albatross that's been hanging around the neck of AISD for quite some time. It's not fun to talk about closing schools and unsettling neighborhoods. However, it's also irresponsible to recklessly spend taxpayer money, especially when it could adversely impact our teachers and our students. I am sad that some neighborhoods may lose their schools, but consolidating some campuses makes sense. Thankfully, my school is not affected, so I'm not emotionally attached to these options. To make the options more palpable to AISD taxpayers, could a portion of the vacated facilities be turned into community hubs so that the neighborhoods affected could maintain their identity? Just a thought. Based on the options presented in the handout, my comments are: Option 2.2C is a short-term fix only; I do not support this

- option. Option 3.4 I support Option 3.6 I support Option 3.9A I support Option 3.9 B1 is a short-term fix only; I do not support this option. Option 3.8 B2 I support Option 3.9C I support Option 4.4B I support Option 8.2B-- I support Option 16.2 I support.
- Thank you for allowing online comments in this process. First, thank you to the task force members for all your work. I have been a magnet parent for seven years. My sophomore rides the bus every day from our Oak Hill neighborhood, more than 40 miles round-trip. Eliminating the bus transportation, or even charging a fee, would have gutted the magnet programs. Thank you to district staff for changing the alternative to moving to a hub system. As long as no student would have a more onerous trek than every other AISD student, no more than a two-mile walk and no crossing of hazardous thoroughfares. I think it's a reasonable recommendation in these budget times. While here, I would like to comment on one other thing. I was at the Wednesday night meeting and once again heard misinformation as relates to LASA. In the case of the speaker, she talked of how "so much money" is going to the Liberal Arts and Science Academy. I would love to see the facilities task force educate the public about how and where dollars are spent. According to the 2010-11 recommended budget book put out by AISD, LASA, in fact, gets the LEAST amount of general fund dollars of any high school in AISD, even when adding in transportation costs. Another way to look at the numbers puts LASA as second lowest, behind Bowie. Additionally, I understand the task force has been given misinformation as to the makeup of magnet families. The magnets are not filled with disproportionately high-income

families. One in five students at the Kealing and LASA magnets are on free and reduced lunch, and more than 50% of the Fulmore magnet is free and reduced lunch. Not being on free and reduced lunch doesn't mean that you are high income. My family is an example of this. My husband is an AISD teacher, so you know we are not high income. We are dependent on the bus for our children to attend the magnet programs, as are many in my middle-class neighborhood, which includes Section 8 housing. For four years, I served as recruitment chair for LASA and know very well the kinds of diverse families we have worked hard to attract, both in socioeconomic diversity and ethnic diversity. These families don't have extra cars for their kids to drive, and even if they did, they can't afford the gas to make the long trip. These are two-worker families that have little flexibility to pick up and drop off kids.

• Thank you for giving people the opportunity to express their beliefs. I'm doing this in a rush because I was not aware of the 9 am deadline, so please bear with me. As far as closing Zilker and Barton Hills and relocating the students to Dawson and Becker: I think a better option would be to close Zilker due to their FCI rating and then remove the portables from Barton Hills and expand the school to hold their current population as well as Zilker's home population. I think the boundary line for Zilker should be redrawn to residences west of Lamar. Doing that would bolster Becker and possibly Dawson's populations. I also think Dawson's boundary should include all residences located between Oltorf and Ben White and South First and South Congress. Dawson's current boundary ends at Lightsey. Dawson has newly upgraded facilities and plenty of space if expansion were necessary. I think Pease Elementary should be

offered to Austin Community College for sale. ACC's Rio Grande campus is located across the street and that would keep the historic school in the realm of public education. I support the idea of building a new elementary school south of the river and east of I-35 to ease Linder's overpopulation and take in the students who are usually bused across the river to Sanchez and Metz. I think redrawing boundaries should be explored as an option to spread local populations before deciding to close neighborhood schools. Thank you for hearing my opinions.

Thank you for including us in the community meetings. I was pleased to hear the intelligent comments from community members last night, and to see the numbers of people who know that our historic, Exemplary, neighborhood schools are worth fighting for. I hope that you will take advice given last night and look more broadly at ways to reduce AISD costs, so that AISD doesn't shoot itself in the foot by undoing incredibly successful schools that have created the ideal in terms of educating our children in the best way possible (TAKS scores and way beyond that) while promoting strong communities. The impact of these things spreads into the quality of our future citizens, the safety and happiness of our neighborhoods, the health of our bodies and air that goes with walking to school every day, the value of property and resultant property taxes that feed into AISD's budget, and the strength of our inner city in general. Yes, it is the American way to throw out old things and build new, unfortunately, but let's be wiser than that, and look at the big picture, the long term picture, the importance of things that people love in creating a strong, connected, committed community of Austin. Let's not throw

away quality of life for a narrow vision of the bottom line, as we have done in so many areas of the US society, which is part of why we are in this financial mess as a country. Please realize how important these well established successful schools are to their students, their families, their communities, and all of Austin. (Note, I hope commercializing schools to raise funds through advertising on buses, buildings, etc, is not a direction we go. I don't want our kids being used to promote a product or being solicited to buy a product at their schools.)

Thank you for providing this forum. AISD has an opportunity to manage this issue in a uniquely progressive way. While it may be easier for the few major decision makers to close schools and send students elsewhere while de/reconstruction takes place, it will result in major difficulty for those that the decision impacts. For the kids, as well as the parents, the elementary school years are not as academically demanding. It's the whole inception into the system that requires stability and nurturing so that a team can be constructed to provide a solid start for these citizens. Please don't tear this apart. It's important that a child's beginning school experience be as stress free as possible. Life and peripheral circumstances are stressful enough. AISD should step up as the parent of parents and cause everyone to feel safe again. You will find that neither the parents nor the students, themselves, care as much about the actual building as they do about the culture and community that takes place in that building. It is the job of AISD to provide good teachers, curriculum and, yes, buildings. It is the community's job to cultivate the nature and spirit of what goes into a school. It has taken many years to build the culture around Zilker and Barton Hills Elementary Schools.

Why not take each school section by section and completely remodel? No one will mind a few extra portables if it means that they can STAY in the same place where they can walk their children to school, allow them to walk themselves or ride their bike and know their neighbors. Those they trust around their children. Homeowners have also made their decisions based on where their children attend school. If AISD takes the quick and easy way through this then it will show in many ways through the years. I hope there is courage in there somewhere to build something bigger and better than just a building.

- Thank you for removing 395A students from the suggested changes affecting Southwest elementary students. Our students remaining at Cowan Elementary makes the most fiscal sense for the district and saves our children from having to move schools and be separated from other children they play with on a daily basis in our neighborhoods. Transportation costs saved from not having to bus our children to Cowan in the short-term would be reversed and then made substantially worse when the vertical teams are cleaned up and our children would be attending Crockett (5+ miles away) vs. Bowie (1 mile away). Keeping our children at Cowan, and, thus, Bowie will save the district substantial money over the next 10 years. We appreciate all of your hard work when making these recommendations. We know this must not be an easy job and some families/neighborhoods will not be happy with your decisions. Thank you for your time and efforts.
- Thank you for tackling tough decisions regarding closing schools and redrawing boundaries. It has been needed for such a long time. I hope the board has enough guts to actually make decisions and follow your recommendations despite

community pressure. Boone really needs students. We are only at 67% capacity which is ridiculous since almost all surrounding schools are overcrowded. The only logical response would be to redraw boundaries. And why not Becker? Please, please get the board to pass these recommendations and don't make changes because some parents are upset. There is no way you can make everyone happy on any of these decisions. Be strong and do what is best for AISD and not just bow to active, aggressive parents.

- Thank you for the information and the opportunity to comment. As two social workers working with Austin school aged children and the parents of two AISD educated children we feel that neighborhood schools are vitally important for many reasons. They are the heart and soul of communities. Possible other cutbacks: Close the administrative building on 6th Street and relocate the adult staff.
- Thank you for the opportunity to comment. The idea that you would shut down successful public schools in the city core is simply ludicrous. While the city strives to contain sprawl, you think of shutting down the very reason young families might consider paying to live in smaller, older homes and foot the upkeep of the historic city neighborhoods. Even more pressing, these are schools that give life to communities. The teachers follow and care about the families who attend, and children can actually walk down the street to play with their friends instead of driving home with mom to a house across town, as takes place in most private schools. If we don't support our public schools that succeed, the system will disintegrate into the private voucher program so touted by certain parties. The problem with that is, of course, that not everyone can afford

- the toniest, best funded private schools. We need to support the public education that is successful, because without it, you drive the wedge deeper between rich and poor, educated and uneducated. Knock on Gov. Perry's door and ask him to quit the politics, and sign the papers that allow us to receive federal funding.
- Thank you for the opportunity to provide comments on behalf of Zilker Elementary School where my 7 year old son attends second grade, and my 5 year old daughter will begin kindergarten next year. Below are several reasons why you should reconsider the proposal to close Zilker Elementary school and move them to Becker and/or Dawson. 1.) The Task Force's recommendations did not include academic achievement in its criteria for school closures. Zilker has a long history of academic achievement with strong diversity. Thirty five percent of the school is eligible for subsidized lunch, and 45% of the students are people of color. This culture of high academic achievement and cultural diversity is a formula that schools across the nation are trying to achieve. It is extremely risky to think that this can be broken into pieces and reassembled successfully somewhere else. Furthermore, it is a district's flagship schools that lead a district towards its ultimate goals. These are the schools that should be studied to see what works, used for new program experimentation, and train future leading educators. 2.) The underlying assumptions and data about neighborhood growth are incorrect and/or incomplete. As a purely anecdotal example, when my wife and I moved onto our small street in 1996, there were no families with children. As of today, there five families with children. This has been the trend for the entire neighborhood over the

last 5-7 years. In fact, if you look at the neighborhood enrollment for Zilker, the average neighborhood enrollment for K-2 has increased 27% over the 3-5 grades. This trend will continue and a much more thorough population analysis needs to be done of the Zilker neighborhood before considering closure. 3.) The cost savings associated with closing Zilker seem to be hopeful at best. Most of the cost savings are concentrated in non-priority "improvements" that frankly, were never going to be built even under the best of financial circumstances. I also encourage the Task Force members to reconsider the idea of adding student capacity to Zilker Elementary. The school is not on the recharge zone for Barton Springs and is only subject to a 40% impervious cover. Furthermore, millions in bond money has already been spent on Zilker and other schools up for closure. Was this investment of taxpayer dollars considered into the final calculations of money saved? The passage of these bonds to improve these schools was a contract with the taxpayers. This proposal breaks that compact and undermines the trust that is needed to pass any future bonds for our schools. 4.) Closing Zilker will ultimately cost the district money in lost property value. Credible studies would indicate that the combined Zilker and Barton Hills neighborhood would suffer a 10% decline in property values under the proposed closing and transfer of students to Becker and Dawson. Ultimately, this is money out of the pocket of AISD. A full economic analysis needs to be done on the closure of Zilker and Barton Hills including the impact to local businesses, many of which have business models dependant on young families. 5.) Closing Zilker (and Barton Hills) could result in a "brain drain" and loss of intellectual capital and dedicated parental investment in the school district. I know this argument may not hold much sway with Task Force members. Perhaps it will be perceived as elitist. But I do think it makes sense to consider the fact that many of the families in the Zilker and Barton Hills neighborhood made conscious decisions to make significant financial investment (in the form of expensive housing and resulting property taxes) because of the quality of the schools and their proximity to their houses. These families made a choice and competition for their dollars and personal investment exists. Many probably considered settling in the Eanes District across MoPac. No doubt, many will continue supporting AISD if the proposed closings go forward (including my wife and I), but many will not. This will be a huge loss to the district. I'm no education expert, but I've read enough about urban school districts where highly educated, upper-income parents have abandoned those districts for the suburbs or private schools, to know that this is something to avoid. 6.) We have been told that small urban neighborhood schools cost more per-pupil than larger schools. This is perhaps a true statement, but it in no way tells the whole story on the value of smaller urban schools. Perhaps large "big box" schools work in less dense areas, just as large "big box" retail also works outside the urban core. In other words, a "one size fits all" approach seems misguided to a holistic approach and analysis of a successful school district. Smaller, walk-able schools create a live-able city and help support vibrant economic development that has grown to in these communities. The neighborhoods of Zillker and Barton Hills do not present a "dying" urban core, where the schools are floundering, as

money and investment flees to the outer suburbs. Just the opposite is true, and a huge reason for this is the schools. These closures jeopardize some of Austin's most important goals for urban growth and sustainability. Again, thank you for the many, many hours you have all spent as volunteer Task Force members. Lately, I have been reading comments in the press from Task Force members for "only making emotional arguments" and we are "unwilling to think outside the box" for the greater good of all. I reject these statements and find them insulting. The format for the hearings at Delco and Burger presented little opportunity for any sort of discussion as parents and supporters were limited to speaking for two minutes to a group of mute Task Force members sitting on a stage. How is that going to lead to productive dialogue or solutions? As parents who care about all our school children, we stand ready to assist the district with the tough choices we all face. But it's hardly fair to think we can solve the problems you've been struggling with addressing over several months, in three days. Given the circumstances, publicly criticizing our "emotional" response is not a smart way to foster the trust that will be needed to make difficult decisions.

• Thank you for this opportunity. I am concerned about the well fare of all of our children and the heart and history of our State's Capital. However at this time I am trying to defend Zilker Elementary and its community. I have several concerns regarding these issues. First, one of your city's demographic consultants admitted he ignored development patterns in our area because he felt family's had little interest in living here. South Austin and all areas around downtown are highly sought after properties thus the extremely high property taxes and

market values. There are so many families in our community and there has been a huge upsurge in babies born here in the last 8 years. Our street, 1 block from Zilker has 30 children living on it. Second, I believe it was said by another consultant that the portables in the schools were not considered in the master plan. Zilker has 12 classes in portables which is roughly adding 250 students unaccounted for in the plan. We had to cut 6th grade from the school last year in order to keep up with the capacity of students and add another Kindergarten room. Third the city just approved bond money for us to update things in our school last year, which has been spent. Why waste that money? Lastly, though I could go on forever, If we close the inner city schools what type of diversity do we leave for the businesses to thrive in this area. Austin needs to maintain some of its history and Zilker is a huge part of that. Please consider all of the letters you will receive regarding all of the other factors that make Zilker such a great school and part of our community. We do not want this to happen.

• Thank you for your hard work and dedication to the future of our Austin children. I disagree with closing schools and then building new schools out in urban areas. How can we utilize the schools that we now have? Your purpose is to save money and I don't see this happening in you big picture. Stop building more schools. The task force goal is to lessen the impact to students. You are recommending closing an elementary school and putting the population at Sunset Valley. This is over 300 students, then you will take 250 +from SSV and totally change the schools population. Why not share the wealth of Joslin students between Boone, Sunset Valley and Cunningham? Recommendations for closing other schools; sharing the

- students. No other schools are losing over half their population. Have you ever considered that our district is too big? The children might be served better if the Austin area formed another district. Split the 2 between North and South.
- Thank you for your hard work in developing the preliminary options for the AISD Facility Master Plan. I know that the development of these preliminary options are the result of many hours of working through vast amounts of data and is based on some very difficult decisions. However, I am dismayed by the content of the preliminary options. They seem to be the product of a limited range of criteria. Although the draft criteria include educational enhancement, community impact, and future growth, those criteria are not mentioned at all in the rationale of any of the options. The rationale, over and over again, is capacity and FCI. Numbers of students and cost to maintain buildings. There is no weight given to the success of a school (potentially measured by TAKS scores), the role of a school in its community, or the long-range planning goals of the City of Austin, let alone the declared draft criteria of educational enhancement, community impact, and future growth. I admit I was relieved to see that the schools my own children attend are not on the list of potential closures. However, as an advocate for small neighborhood schools, I must show my support for the communities fighting to keep their neighborhood schools. We, the greater Austin community, have the duty and responsibility to invest in our future by investing in our children's education. Repeatedly, the city has voted overwhelmingly for school bonds in support of alleviating overcrowding and improving the quality and sustainability of school campuses. I am confident that Austin
- would be willing to step up and help cover the projected shortfalls. Closing small, successful neighborhood schools should not be an option.
- Thank you to the Task Force for working on the Master Plan. Although I understand that the decisions are hard, I feel compelled on the magnet hub transportation proposal and point out that this solution is not a solution at all for many families. Given that many parents work, it will impossible to form carpools for afternoon pickup from the proposed hubs. While that may work for some, it clearly will not work for all and anyone who has tried unsuccessfully to form a morning carpool to avoid the 6:15 am bus can attest to that. An afternoon carpool is even less likely. There will be parents whose only option will be to have their pre-teen children dropped off at a school several miles and busy intersections away, which is of course not an option at all, and whose children will therefore have to forgo the option of attending the magnet schools. This is exactly our case. Our kids are already sacrificing sleep to attend schools with earlier start times and longer bus rides. Given the relatively small amount of the proposed savings, I urge you to consider the devastating impact a hub system will have on our children's ability to attend magnet schools. I ask you to offer additional neighborhood routes so that all students have safe access to transportation and to their school.
- Thank you to the task force members for all of your hard work.
 It is much appreciated, given what seems like a thankless and certainly daunting task. I want to thank the task force for removing the threat of eliminating transportation to the magnet schools (Kealing, Fulmore and LASA) and the Ann

Richards School. Making that dramatic cut to services would unfairly discriminate against the respective student populations and would be a threat to the diversity on all of those campuses and potentially imperil the programs. The newly proposed hub system would be a fairer compromise, but concerns still linger for students whose hub Elementary-Middle-High Schools are 2 miles or more from their home leaving them without means to get home safely during the hours their parents/guardians are working. There are many two-working-parent families who would not have the flexibility or resources to pick up their students at the hub schools. Related to discussions about the magnet transportation, I would like to correct two important pieces of misinformation that have been perpetuated by members of the task force. First, that the magnet programs are disproportionately highincome families. That is not true. By just one standard, one in five students at the Kealing and LASA magnets are on free and reduced lunch, and more than 50% of the Fulmore magnet students are on free and reduced lunch. Scrutinizing the zip codes those magnets students are drawn from reflect representation from across the city's socio economically and ethnically diverse residential neighborhoods. Magnet recruiting extends to all schools and school administration and recruiting committees work hard to insure that diversity is paramount on all magnet campuses. Second, it is not true that "so much money" is going to the Liberal Arts and Science Academy. According to the AISD's own data, LASA, in fact, gets the least amount of general fund dollars of any high school in AISD, even when adding in transportation costs. Please make your decisions based on factual information. Thank you.

- Thank you to the Task Force members for the difficult and thankless (to say the least) task you've taken on. I support considering every possible option to avoid closing neighborhood schools. In particular, I support Becker Elementary and its new Dual Language Program. Becker is a majority minority school that is closing the achievement gap. Our Dual Language program is designed to ensure that Becker stays diverse and celebrates the cultural and language diversity of its students and community. We have a growing group of parents and community members involved with the school, many of whom lack private transportation and would find it difficult to remain involved in a distant school. I have volunteered a Becker's Green Classroom for the past 5 years. It is an amazing facility that provides hands on learning opportunities to Becker's students, as well as 1,500 to 1,800 Fifth Graders from throughout AISD through the City's Earth Camp program. We love Becker, the Becker Community, our historic property, and our new dual language program, and are committed to continuing to help make Becker a model of success for AISD.
- Thanks for allowing us to comment on the proposals. I don't understand why the "New Construction Options" are presented here. The service reductions are accompanied (for the most part) with concrete reasons. I see no objective support for the new capacity. I've seen AISD ignore demographic data before please do not build schools without a specific need (i.e. local schools or feeder schools are at 120%+). In "Efficiency/Revenue Options Requiring Further Study" I see these options: 1) Central custodial supervision 2) Consolidate maintenance functions. These appear to be good

moves. I see no value in redundant custodial or maintenance functions within AISD. Further, centralized/consolidated functions will drive consistent practices and should also reduce costs over time. For these items; please do not share AISD space where we have kids in classrooms with outside entities. Let's keep schools focused on education. I cannot tell what 'Revise current rental policies' means. 1) Lease AISD space to outside entities. 2) Revise current rental policies. These two options are presented as saving no money at all, just 'improving efficiencies.' The efficiency improvement must be very small if there is no measurable cost reduction. I do not support changes like this unless we can expect to reduce expenses. Realign boundaries between Maplewood ES and Campbell ES Realign boundaries between Akins HS and Crockett HS

• The AISD Facility Master Plan Task Force faces a challenging objective. Clearly the option to close some of the smaller, older schools is a tempting way to quickly reduce the budget. This approach is in line with a school of thought which treats public schooling as an industry, which seeks to create efficient factories producing graduates by the thousands at the lowest possible cost. But we here in Austin, and our surrounding communities, can do better. We can accomplish an educational environment that the mega-school districts of the sprawling Texas suburbs are not bold enough to dream of. We can allow diverse schools with unique communities to thrive. We can allow excellence to develop around these vital community centers. The option to close educationally successful, desired, culturally-rich community public elementary schools shows a lack of creative problem-solving. Such closures run against all

- of the best ideals of public education and against the goals of the greater Austin community. These closures would represent a huge step backward for AISD. School closure options for any successful elementary schools should be rejected by the task force, and removed immediately from the Facility Master Plan.
- The AISD Master Plan will be detrimental to the neighborhoods that are centered around their Exemplary schools if these schools are closed. Why would you close at least 4 Exemplary rated schools in South Austin (Joslin, Barton Hills and Zilker) and downtown, Pease? These neighborhoods are actually growing and old homes are being re-developed and renovated, despite the economic downturn. The property values have been for the most part insulated from the down economy. This Master Plan will decrease the AISD overall standing/ratings (ex. great schools rating (currently a 6/10), etc.). Also, the vision of the city of Austin is the opposite of what AISD is proposing. No one will want to live closer to the city if the schools are poor. The Master Plan will only push people further out from the city, to Eanes, Round Rock, etc. thus taking away valuable family income (taxes, spending, etc.) This plan is so far from logical and beneficial that it almost seems like it is a joke. This can't possibly happen. I will certainly sell my condo in the Zilker neighborhood and rent a place in Eanes ISD.
- The Barton Hills neighborhood greatly benefits from the school and we have voted for the bond packages in the past to upgrade and improve facilities there. This is a breach of contract with the BH community to now close the school and not allow our kids to fully enjoy the benefits of those improvements. In addition, BH has a track record of being

Exemplary; AISD should be studying what makes it such a wonderful school and community, then try to emulate that at other campuses. I am totally against closing Exemplary schools as they take time to build and maintain. I can assure the TF that if BH and Zilker are closed, we will be moving from this neighborhood, most likely to Eanes.

- The Becker campus is surrounded by small street and asphalt. It's cramped, congested and has almost no outdoor space for kids. There is no room for future expansion. There is no immediate access to major city arteries and the near-by train runs frequently. The Zilker campus has wide roads leading directly to Lamar. There are well marked bike lanes, cross walks and sidewalks. It has multiple outdoor learning areas and large ball fields. The Zilker campus is adjacent to a 5 acre city park with a 1/4 mile walking track and two play grounds. The neighborhood has planted over 70 trees in the park over the last two years. The large campus and park make it an ideal candidate for future expansion. Keeping Zilker open is the most sensible option.
- The Becker Elementary community supports keeping open Barton Hills & Zilker. Becker's stance is that we need these schools to remain open since Becker needs all the space we have for overwhelming DL demand. In this 2010 school year, Becker experienced: *300% increase in transfer students * 25% increase in enrollment * Demand for 2011 is leading us to project doubling classes in Pre-K, K, and 1st grades. This will increase enrollment another 50% in 2011 (208 kids to 314 kids). Over 75 families have already inquired about our program and received follow-up information. * We expect to be at full capacity in 4 years due to Becker's home-school

students and DL demand. What other school across this state could proclaim such numbers in one year alone? So, my concern is that if the TF recommendations proceed as proposed (closing Barton Hills & Zilker), then it will effectively strangle the DL opportunities for the community to transfer their students into Becker. As you know, one large reason Becker was chosen for DL was the capacity to meet the outstanding Austin-wide community demand via transferring their kids. AISD's DL program is working and the Superintendent's vision is becoming a reality: it is elevating the educational environment and the enrollment at Becker. Combining neighboring schools into this campus will conflict with the original intent of the AISD Dual Language Steering Committee selection of the Becker campus for 2-way DL. Bottom line is that for our AISD DL program to grow as intended, we need Barton Hills & Zilker to remain since we will not have room for their students once the proposed transition takes place. I know our region is just one small piece to this crazy puzzle, but I wanted to be sure to put this in front of you so you are aware. It has been quite a fire-storm to discuss closing BH and Z. Just imagine if they are indeed closed and then we do not have room for them at Becker. And the only reason that could be the case goes back to the fact that Becker is the sole outlier in the data that doesn't take into account the new DL program and the huge ramifications that has on current and future enrollment. Also, the recommendations do nothing to help Linder's overcrowding. It would make good sense to re-draw the boundaries between Linder, Travis Heights, and Becker Elementary to equally distribute the students. This would save millions in that the district would

- not have to build a new school for the overcrowded Linder community. Thank you for your consideration. (2)
- The casual suggestion of an elementary school closure begs an explanation. Oak Springs made amazing improvements last year despite the many challenges that community faces. To take away their elementary, a hub of community service, and replace it with a now overcrowded, no more highly rated elementary in a different neighborhood, requiring elementary school students to walk across the light rail tracks seems a terrible idea. Please either explain yourselves, or reverse direction.
- The closing of highly successful schools is unacceptable, particularly with inadequate representation on the Task Force. Specifically, it is completely unacceptable to close Zilker Elementary School in southwest Austin which serves as a model for diversity, achievement and community building when no one on the task force lives within several miles of this community. Given the opportunity this highly politically active community would have participated on the Task Force and would have demonstrated to the other members that Zilker is a school which should be help up as a model rather than casually shuttered. Do not close Zilker Elementary School.
- The closing of Oak Springs Elementary would be devastating for not only the staff, kids, parents, and teachers, but also for Christian Outreach Foundation. We are a 501(c)(3) non-profit organization offering our free after-school program, Outreach Afterschool, at Oak Springs Elementary. Our program operates Monday- Friday 2:45 to 6:00 P.M. serving 45 students kinder through 5th grade (and we were planning to expand to 60 kids this fall). Christian Outreach Foundation's mission is to put

Christian principles into practice by providing education, leadership, and development activities, which promote moral excellence, self-confidence, community support, and positive opportunities for at-risk youth. Oak Springs has been a blessing for our Foundation. As an up and coming non-profit in Austin, Texas in 2010 we chose to start Outreach Afterschool at Oak Springs due to the beauty of the school, the generosity of the staff, and the statistics of the kids. As we are currently in our second semester at Oak Springs, we are just getting started making a difference in these kids and their families lives. Not only do we have a number of kids who we walk home daily (because they live across the street and their parents have no sort of transportation), but the kids in Outreach Afterschool count on us. These kids need routine and stability in their lives, which is something we practice in the program daily. Closing their Elementary school will affect their entire life because it would be one more unstable factor in their lives. We began Outreach Afterschool at Oak Springs with the goal of changing the lives of kids. We are highly involved in the kids' lives and are committed to making a difference. Closing the school would take that opportunity away. I could sit here and list a number of reasons as to why our Foundation would be devastated from the closing of Oak Springs, but the bottom line is that it is about the kids. 98% of the kids attending Oak Springs are in the free lunch program and rely on our program to provide them dinner daily. At the start of the program we purchased new shoes for all of the kids. We also provided a Thanksgiving Feast for all of the kids and their family members during Thanksgiving. We had so much food that we were able to give turkeys and casseroles to families to take home.

Christian Outreach Foundation also had all of the kids in Outreach Afterschool sponsored and was able to provide them with Christmas gifts. All of these things that we work so hard on doing with our extremely small staff is meant to benefit the kids but also their families who are in need. We cannot make a difference if we are unable to continue providing positive opportunities for these at-risk youth. From all of us at Christian Outreach Foundation we sincerely ask you to not close Oak Springs Elementary. By closing the school, you are also putting a close on our Foundation and our goal to provide positive opportunities for these at-risk youth. If you have any questions or concerns regarding our Foundation or program, please feel free to call.

The comment I would like to make is re: using school hubs as bus stops for Magnet transportation. We live a little over a mile away from Crockett High School, last year my son was dropped off there in the afternoons which was very difficult b/c of carrying a band instrument plus a heavy backpack. This year his bus stop was changed to a Westgate drop off, and it was so much better as far as his walk. I even personally wrote to the AISD transportation and thanked them for the change in drop off location. If he didn't have such a load I wouldn't be writing to you, b/c a couple miles walk is great physical activity. But once they're hauling 30-40 lbs it's a different situation, it's like carrying 2 pieces of heavy luggage over rough terrain. My main request would be that if schools are used as transportation pick-up/drop-off hubs, that the location of students' homes be taken into consideration, and if there are houses more than a mile away, some type of afternoon (not morning) drop-off accommodation should be made (for

- example, a drop off in between two schools). Thank you for taking this opinion into consideration as the committee has to make tough considerations with budget constraints.
- The current process and preliminary options are totally unacceptable to the community. Closing Exemplary schools should only be considered as a last resort, when all else fails. It's simply unimaginable that the District and/or the Task Force entered into a process to make decisions about existing school facilities without considering the academic performance of the schools. The Task Force needs to take additional time to reevaluate all options and come up with a different plan that is centered on students' educational needs and the community's values. The Task Force needs to take the preliminary options to close schools off the table immediately. Here are several solutions to the financial challenges being faced by AISD. Solution #1 Sell the downtown administrative complex and use low-capacity facilities for administrative offices. The AISD Trustees and Superintendent will permanently lose credibility if they close urban school campuses while keeping the urban administrative complex intact. I understand it would be inconvenient to have the district's administrative and support functions distributed around various locations, but many companies do just that successfully. I would much rather inflict this inconvenience on working adult professionals than to disrupt the lives of children. Slide 18 of the Jan 12/13 presentation lists this option as requiring further study, but it's hard to believe the study required would take so long that this option cannot become a reality in the short term. Solution #2-#7 Slide 18 of the Jan 12/13 presentation lists 7 options requiring further study. None of these options would severely

disrupt the lives of AISD students. These options all sound fairly straightforward and should be aggressively pursued. Solution #8, reduce personnel costs in the AISD. This could be achieved by cutting the salaries of AISD's top-earning executives and managers by 5-10% or by requiring mandatory furloughs of all administrative (non-school) personnel. Solution #9, reduce travel and training expenditures. Solution #10, close or consolidate schools that are not performing academically and whose facilities are underutilized.

- The current recommendations to close neighborhood schools goes against the mission of excellence in education. Specifically, the recommendation to close Zilker Elementary School will not only take children from a high performing school but also destroy a neighborhood. Budget shortfalls are temporary. A child's education renders dividends forever. Please do not close Zilker Elementary School.
- The data gathered to support the Task Force's assertions is questionable at best. When asked about the accuracy of said data, one task force member directly contradicted himself, stating in his first response that it had been methodically gathered and analyzed over time; in another breath, he stated how quickly things had moved since the analysis had begun. It seems to me that what was originally conceived as a 10-year plan cannot be hastily implemented to solve a budget crisis.
- The district needs to make the best financial decisions regardless of what demographic is affected.
- The first criteria for any closure decision should have been academic performance of the education institution. Basing closures on this would have ensured that the worst schools in the district would have been closed and, in the resulting

- reorganization, given the district the chance to fracture the ineffective administrators and teacher corps at these schools. These schools could then be reformed with a better chance for success. It is clear to me that the real goal of the closures is to "spread the pain" and, in doing so, to conduct some social engineering in moving high-SES kids from SW Austin into Fulmore MS/Travis HS. Austin ISD is the best major city school district in Texas because it has been able to maintain a core of upper-middle class taxpayers and homeowners in the district and can use those property values to subsidize the poorer schools in the district. The class warfare in this closure proposal is playing with fire and could be the first step in instigating flight from the central city by the very taxpayers who contribute the most financially to the district.
- The idea of closing any of the schools mentioned in the preliminary plan is so frightening to me. My son graduated from Zilker and my older daughter attends there now. I am appalled that you would consider displacing hundreds of children from the schools where they have grown up yet will not consider displacing your 29 million dollar offices on 6th st. Small, neighborhood schools build a community, letting the heart of the community, the neighborhood school, will be the beginning of a downward spiral, effecting everything from property values to crime. The idea to close high performing schools should be a last resort, not what seems to be a choice on the forefront. I know this is a terribly difficult decision you are faced with making, I know there is no easy solution. I ask you, on behalf of my children and every child that gets to attend one of these incredible schools, that are doing everything right, please consider selling the AISD offices,

- advertising on school buses, renting Eastside Memorial H.S., please think very hard before you make a decision that I promise will be regrettable for years to come. Thank you.
- The idea of closing thriving, central Austin, elementary schools is counter to all other local planning initiatives. Clearly, there has not been coordination between AISD planning, transportation planning, affordable housing planning, and Comprehensive Plan groups. The city is currently undertaking a multiyear Comprehensive Plan - the first one since 1979. The preferred future growth scenarios that have been developed encourage strong, dense, central city neighborhoods, with coordinated public transportation, affordable housing, schools, health care, parks, stores, and other public amenities. This means thriving, dense development. Suburban sprawl is highly discouraged because of its extensive costs (both fiscal and environmental). Why are we building mega schools in southwest Austin? Why would we think of closing high achieving, filled-to-capacity central city schools when it would destroy the fabric of the thriving, multifaceted neighborhoods we are trying to foster? Please coordinate AISD planning with other planning initiatives and examine cost-saving measures that do not run counter to well-established and respected schools of thought regarding sustainable development.
- The Jan. 10th Budget Info/survey results for the upcoming 1-18-11 board meeting notes "closing six underutilized schools" will save, actual, \$600,000 and ends up with a total amount 1.4M greater than the 54.4M necessary to fulfill the budget shortfall. Remove the \$600,000 and we still have a surplus 800K in overall cuts. Many of the schools you want to close are not underutilized as noted in the options handout. I'm against

- closing any inner city schools. Please keep our schools open. Magnet transportation; I'm okay with the hub idea to save 200K.
- The late Volma Overton, Sr., whose lawsuit helped integrate the Austin Independent School District was a member of our congregation for over 40 years. Indeed, he integrated our congregation as well as the AISD. Within 3 years of joining the First Baptist church of Austin, he had been elevated to a key position of lay leadership and remained in an influential role for all the years of his membership. Several years ago, the AISD sent out an alert that the conditions of Blackshear elementary were intolerable and that the citizens of Austin needed to respond. Our church met to decide what we would do. Mr. Overton made us aware that numerous organizations were responding to Blackshear's dilemma but no one was paying attention to Oak Springs Elementary. He encouraged us to get involved. We listened to him, as we always did, and that began an 8 year relationship that continues to this day. We began by providing a school carnival for children who had never known what it meant to be celebrated. When the day arrived, the school was crawling with children AND their parents, all eager to celebrate. It was a great day. Over time, the parents took over the Carnival, began a PTA, and our church members got involved extensively with tutoring and mentoring. Long term relationships have been established between adults and children. It then became obvious how much emotional and financial support the teachers and administration required. Again, it was our privilege to provide such support. Several thousand dollars have been raised by our church for the teachers to use in their classrooms. Day after day, month after

month, year after year, we have developed a deep and lasting relationship with the Oak Springs Community. It has been a mutual sharing and everyone has benefitted. Along the way, partly because of our help but mostly because of the incredible Oak Springs staff, the school has moved from being one of the lowest performing schools to an Exemplary school. I cannot imagine the difficult decisions you are facing. A case can be made for keeping every school open and our State Legislature will likely do very little to help, so distorted are their priorities. Nevertheless, to close Oak Springs is to gut the hope out of that community. It is to take the one jewel in the lives of those families and tell them that their lives aren't worth saving. Families in many of the proposed schools will be inconvenienced, even strongly so; but none will experience the sheer devastation that the closure of Oak Springs will bring. Please don't look back and with huge regret say, "We added to the problem; we made it almost impossible for this community to survive; we could have done better and we didn't." You have all the data about how this will affect Oak Springs. I know because my church members have been mailing it to you all day. I won't repeat that data. I will, instead, ask you to be people of compassion and character, to do the morally right thing and make it possible for Oak Springs to continue. This is a moral test. Please, make every effort not to fail this test.

- The Master Plan zoning changes would cause an excess overcrowding a Cowan which is already overcrowded, while other schools, would remain under capacity. I urge the school board to not make zoning changes at Cowan.
- The message that AISD has sent to parents like me, who live in East Austin, is: Move to the suburbs. We must keep our

- successful Central Austin schools in operation if we want to keep the urban core strong.
- The mission statement of AISD states "In partnership with parents and our community AISD exists to provide a comprehensive educational experience which is high quality, challenging and inspires all students to make a positive contribution to society." The first Core Value is "Focus on Children". I feel that implementing the recommendations of the Facility Master Plan Task force would be inconsistent with AISD's mission statement; implementing the recommendations would remove "in partnership with parents and our community" and "high quality" from the mission statement. Given the directive and limitation of what the task force was asked to do, the data they were given, the conclusions they came to were reasonable. What was unreasonable, were the limitations under which they were asked to perform. Instead of "facilities" they should have been tasked with "Cost Savings" or "New Revenue Sources" which could include, but not be limited to, facilities. To "focus on children" you don't remove them from exemplary schools in their neighborhoods and shuttle them to a large school. The larger the school is, the more difficult it is to have an involved "school support structure" of the PTA, parent volunteers, and businesses (such as Weston's relationship with Ortega Elementary); this "school support structure" provides support for a child's education that AISD doesn't have to pay for. This support enriches the education. I believe that AISD would damage this school support structure. I hauled hoses for months during the drought to keep the young trees alive. I wouldn't do this if the school wasn't on my way in and out of the neighborhood. That

was little stuff, what about the reading buddies and math buddies who help school performance? Childhood obesity is a huge issue but here is another factor the task force could not consider. I wish you could see the hoards of kids walking to and from school each morning. Walking to school is not just an exercise issue, but it increases readiness to learn when school starts, they've had time to wake up and vent some energy. This is not just an issue just for the kids now, but for society as a whole as these kids grow up having always been driven everywhere. I also think it is a unreasonable to expect us to come up with the cost-savings that AISD will need to meet their budget. We don't have the same access to information, and we sure haven't had time. Rethink the restrictions associated with portables as temporary buildings. I know BHE has been hogtied with what they can and can't do with portables, and I'm sure that has affected maintenance costs. Put advertisements on the school buses. I hope this adds to the chorus you have received from the affected community.

- The neighborhood elementary schools are a big part of why we moved here to Austin with our pre-K child. Small classrooms and neighborhood settings are a great way for a 5 year old to transition and acclimate to a school environment. Please don't close all those neighborhood elementary schools.
- The neighborhoods within the city of Austin are what make Austin a beautiful city to live and grow our families. Eliminating the schools from these neighborhoods will destroy the vitality and community of these neighborhoods. It is unfair that the days of smaller schools are gone by a driving force that projects dollar impact on one solution. There have got to be other solutions to formulate and explore. The city of Austin

will be ripped apart by these schools being eliminated. Please research other areas of cost savings and propose other scenarios that do not affect the families and our "established" neighborhoods. Austin will not become a green city by these schools being closed, as the schools allow for walking to schools, eliminating cross-town commutes, and softening the regular traffic congestions. Another proposal needs to be created.

- The option to close Barton Hills Elementary and Zilker Elementary does not appear to meet the original criteria of the Facility Task Force. There is no real explanation where this option originated in the last two task force meeting. This need to be fully explained.
- The plan requires dangerous crossings of Lamar and railroad tracks for small children. The plan will result in lowered property taxes in the Barton Hills and Zilker neighborhoods, and therefore less revenue for the state. Academics were not taken into account, and must be.
- The plan should not be blind to the academic successes of schools in an effort to save money. AISD will just spend more money on other schools to get them back to the levels they are at now. I understand the need to close schools but it should not be strictly based on statistics (i.e. how large the school is, how old the school is, what needs to be done to improve the school.) It is shortsighted not to consider the rating of the schools.
- The plan to close Pearce and shift students into other middle schools looks like it will create over capacity schools which is incongruent to your goals. Also, tax payer money has been invested in Pearce to turn the school around. This will

- investment will be wasted. I agree with the decision to close Pease Elem.
- The plan to close some of our community's best schools makes no sense and should be stopped. It's not clear how these decisions are made or how they are in any way logical or justified. The lack of any clear framework for making decisions aligned with the long-term strategy for the city leads people to believe these are politically motivated moves. The dismantling of thriving neighborhood schools with a record of strong academic performance will only lead to an exodus from the school district. The newly expanded lower performing schools will be in a race for the bottom.
- The plan to close these Exemplary schools must not advance. 1) Focusing solely on numbers and dollar figures completely ignores the impact the school closings will have on communities, families, student moral and property values. 2) There are clear safety concerns involved with the routes students will have to take to get to school based on the proposed boundaries. 3) How much cost savings will AISD actually accomplish by closing older schools only to build newer ones? The District needs to provide information on how much higher the cost of building a new school compared to the initial budget. 4) Pease elementary, where my son attends, is the oldest continually operating school in Texas and is a part of the city's and state's history. How much does this city value its historical heritage? How can you put a price on historical importance? 5) Several of the schools proposed to be closed (Pease, Zilker, Sanchez) are rated as Exemplary. It doesn't make sense to close down schools that are performing at the highest levels, that are models for the district, and that are

- turning out bright students. 6) Where are the other options? The Task Force has not provided enough information about alternative options for the community to explore. This attitude of "take it or leave it" is unfair and shows poor decision making. 7) AISD needs to slow down and give more time before sending these proposals to the SBOE for approval. Considering the long-lasting and profound effects these school closings are going to have, it's imperative that we take a closer look and give the community more time to respond.
- The plan to redraw the boundary between Maplewood and Campbell elementary schools is a poor one. My family, for example, is an easy five minute walk from Maplewood. The new plan would force us to use our car to drive our kids to Campbell, which is not in our neighborhood. Many other families in the French Place/Cherrywood neighborhood would also have to use their cars instead of walking their kids to school. Not only is this inconvenient and less efficient, it would lead to increased traffic congestion and air pollution. It would be best to leave the boundaries as they are, letting the schools continue to serve the neighborhoods they are located in.
- The preliminary options are severely flawed and many of the options should be just thrown out. Academic success should be the driving force behind all decisions, financial and otherwise. Keep our schools open.
- The preliminary options for AISD's Facility Master Plan are totally and completely flawed. The Task Force and/or the AISD School Board should reconsider any option that included "closing schools". There are so many other options/ways to save money in the district if the parameters given to the task force are enlarged/widened as they should have been initially.

- Closing schools is not an option and will, ultimately, cause more harm than good.
- The preliminary options for AISD's facility master plan are very shortsighted. They do not reflect the needs of our growing Austin community or the expectations of the community for the quality of education our tax dollars are supporting. The district needs to find a way to achieve its budget goals without closing the number of schools in the current proposal. The following options appear to make the most sense because they minimize the number of students impacted at the closed school and do not overly burden the schools receiving the displaced students: 3.4, 3.6 and 3.9b2.
- The preliminary options make no sense and the task force needs to go back with updated data and start over. To use old data, and to discount transfer students both in the problem and the solution, will only lead to future / similar problems going forward.
- The priorities in drafting these options appear backwards or upside-down to keeping the children and their education as the first priority. The list of options should start with options for cutting AISD's administrative overhead down to the industry standard, "best practice" for nonprofit corporations. Toward this end, all top administrative salaries should be frozen for the next fiscal year. Bonuses and travel allowances severely curtailed. Also, all leases for administrative space should top the list for closure, not schools. Administrative offices could be cost efficient placed on campuses (already owned by AISD) that have space available. Optional changes to custodial management propose similar cost efficiencies. Next, the transportation policy of free buses for all to magnet
- schools can be changed to a "means tested" policy similar to the free or reduced-lunch program. Students/Families who do not qualify for free or reduced bus can opt to pay for AISD bus transportation. This would cut costs as well as create a revenue stream for AISD. Also, the transportation policy can be changed to a "hub" system where students catch the bus at their "home" school further cutting costs. Next, AISD can consider selling or leasing its West 6th Street office complex as a revenue generator. As a future funding stream, AISD can aggressively lobby developers, whose developments create demand for new schools, to pay for building those new schools. AISD pays a lifetime of maintenance and operating cost for those schools. Any necessary budget cuts should impact the classroom last and least, not first and most. Discussion of a school closure must come at the bottom of any list of options for budget cuts, not the top. School closure decisions appropriately begin and end as a consideration of academics, not economics.
- The proposal to close Zilker Elementary and send children to Becker is flawed. A visit to the two campuses reveals many issues that have been overlooked. Zilker is adjacent to a neighborhood park, which contributes to an overall campus size of 11.7 acres. Becker is contained to one neighborhood park and is a little over 3 acres. The route to Becker includes a highly active railroad track, which will cause safety issues as well as many, many late students due to the frequency of the train activity. The projections that predict a decreasing population of school age children in the Zilker neighborhood is wrong. The first time home buyer's credit and a general leveling out of the economy have resulted in many, many

- young families. Rather than close Zilker, one should be expanding the school. It has more room for portables (unlike Becker which is maxed out at 2).
- The proposal to close Zilker Elementary is shocking. It has certainly created a lot of excitement. I consider why my daughter is attending Zilker Elementary. She started out as a transfer student. I had done extensive research when it came time for her to begin Kindergarten. After interviewing teachers and administrators at countless schools I found a home at Zilker Elementary. The other schools simply did not offer the same level of educational excellence, commitment to diversity or parental involvement that I demand from any school that my daughter will attend. It felt like the elementary school I had attended as a child. The teachers, administrators and parents were all so committed to making Zilker a truly "great place for kids". As soon as I was able I moved into the neighborhood so that we would be able to walk to school every morning and deepen our relationship with the community that we had "transferred" into. Now that our "home" is being threatened it is very easy to operate on emotion. However, it is necessary to look beyond the emotional reaction and start looking at the reasons behind this proposal. The strategic plan, strategy 4.7 is that the goal is to "ensure efficiency and efficacy of existing facilities before investing in new facilities". Closing down schools and building 3 new ones is in direct conflict with this goal. Closing one of the most Exemplary and highly demanded schools in the district goes against the mission. How will Becker and Dawson handle the influx of students from Zilker and Barton Hills? How will transportation and parking being addressed? This are both key issues that the task force has
- failed to address. Let's increase the efficiency of our schools by investing in them not shutting them down. We need to be wise and come up with sustainable solutions that will allow our community and most importantly, our children, to prosper.
- The proposal to close Zilker Elementary School and Barton Hills Elementary School is untenable. Killing these vital schools in the heart of the urban core of Austin would have devastating effects on our community. These elementary schools link our neighbors together and provide cohesion that the school closures would destroy. The schools are rated as Exemplary. They work. They attract new residents into the neighborhoods creating much needed tax revenue. Closing the schools would likely initiate an exodus of families who will then move to suburban areas, increasing urban sprawl and robbing Central Austin of its vitality. Our family moved to this area five years ago specifically to attend the excellent elementary school that binds this wonderful neighborhood. If this terribly misguided proposal moves forward we will likely sell our house. We will not be sending our child, set to begin Kindergarten Fall 2001, to Molly Dawson Elementary School. The commute is dangerous. The community is not one we would choose to be a part of. I believe this is true of many current and prospective Zilker and Barton Hills families. The Zilker Elementary School grounds host countless community meetings, park planning meetings, social gatherings, parties, and after school programs. Many volunteers work year round to maintain numerous gardens that serve as outdoor learning labs for the students. The Zilker elementary facilities are well used and well loved. Our community will pull together to provide the facility maintenance needed if the district is unable to do so. Our

community has tremendous talent that it can donate to keep our school open and running. We can fill the gaps that a reduced budget creates. But we cannot allow our school die. With it will go the neighborhood, one of Austin's oldest, most special, and best loved throughout Austin. We all acknowledge the massive budget shortfall. However this "solution" will do much long-term damage to our city undermining its economic recovery. We need creative solutions to our economic problems. This proposal is simply destructive. Go back to the drawing board and come up with another plan.

- The proposals almost all include a redistricting of school assignment, whether forced by closing a facility or the need to balance the student population between adjoining schools that have a gross disparity in percent population. This same approach needs to be used for the remainder of the school as many have student populations currently in excess of 125% and getting worse. Obviously those impacted will react negatively but it will help the overall perception for the plan as being district-wide and not isolated to South and East Austin only. Any plan must address the overcrowding at schools like Doss Elementary.
- The proposed closure of Zilker and Barton Hills Elementary Schools is a bad idea. Both schools have high academic ratings. Both are fully utilized. Both are central parts of their communities. Both are in good physical condition. Closure of both will significantly lower property values in their districts, thereby creating a lose-lose scenario for AISD (lost tax revenues) and the property owners. Closure will significantly increase traffic congestion and fossil-fuel consumption; and increased travel will decrease safety for the children. The

- budget shortfall can be made up in other, less damaging ways (decreased staff, increased taxes if necessary, sale of AISD administrative facilities, etc).
- The proposed closures of all of the schools would have such a detrimental effect on not just the kids, but on the surrounding communities and on the city as a whole that it is absolutely inconceivable that this plan would even be considered. Having said that, I want to specifically request that the proposal to close Barton Hills Elementary be taken off of the table for consideration. This request is based on the following: Barton Hills Elementary is not one of the schools recommended for closure by the Task Force consultants. Barton Hills Elementary is full (135% of capacity). We are not underutilized. Barton Hills Elementary is successful (Exemplary rated). We cannot maintain that by merging to a larger, nonneighborhood mega-school. According to Texas Comptroller Susan Combs' recent study of Texas State school efficiency, Barton Hills Elementary is one of the most efficient schools within the AISD system and has been for a long time. There is no real cost savings to closing Barton Hills Elementary and would likely cost AISD more to close it. Do not close our schools.
- The purpose of our schools is not just to house as many students during the day as possible in the most efficient manner, but to provide the best education possible. This is one of the reasons that we have the yearly rankings of each of the schools, as one measure of how well each school is working. Most of the schools on the proposed list for closure are Exemplary rated schools and it makes no sense to close a school that is working so well. Closing the Exemplary schools at

the core of Austin's urban center is also counterproductive to the supposed effort across city agencies to create a more sustainable city and to stop the city sprawl towards the suburbs. Our family personally put a lot of effort into moving away from the suburbs last year so that our kids would be able to go to Zilker Elementary. It is an Exemplary school in ratings but also in the very supportive community that exists within the school. It is unique and it is not something that is found in just any school, it takes years to create. Zilker is a model example of the type of environment kids need to grow into thoughtful, productive, compassionate, and engaged citizens. The school is also incredibly diverse in many ways, especially in regards to economics and race. Also, my kindergarten child, although not labeled special needs, has thrived in the amazing inclusion class at Zilker. The closing of any of these urban schools with Exemplary ratings would be a very short-sighted solution and would cause damage to the students, the neighborhood, and the local businesses surrounding these vibrant community schools. I do not support the closing of Zilker Elementary or any of the Exemplary rated schools. Also, if the task force and school board would like the public to provide alternative solutions, we will be very happy to provide those. However, it would require time to get more accurate data and also more than 1 week of notice that such unthinkable solutions were being proposed.

 The railroad tracks on way from Barton Hills/Zilker to Becker/Dawson on Mary Street are not only very dangerous, but also the frequent trains would often cause children to be tardy (whether walking or being driven). That is a very active stretch of railroad. The railroad tracks limit cross streets to

- only Barton Springs, Mary Street, Oltorf, Banister Lane and Ben White Blvd.
- The residents of 395A oppose 2.2B, specifically the inclusion of 395A students (2.1B). 395A supports the Task Force's decision to withdraw the 2.1 component from 2.2B and rename this option 2.2C. It is unnecessary to involve 395A's 140 students in increasing the utilization of Boone and decreasing district operating costs. These goals can be achieved completely as laid out in 2.2C. Signatures were collected from residents of 395A totaling 246. Nearly 100% of doors we knocked on with this petition signed it. The opposition to 2.1 (moving 395A students to Boone) is clearly made by these signatures. In addition data collected from the petition indicated that 85% of petition signers purchased homes within the boundaries of 395A because of its location within Cowan and Bowie boundaries. 42% of these 246 signers said they would definitely move and another 35% said they would possibly move if Cowan was no longer our home school and Bowie was no longer our feeder high school. Please hear our community's request to remain at Cowan. 395A has been a part of Cowan since it opened. We matter to Cowan and Cowan matters to us. Thank you.
- The schools that are on the closing list are successful schools and should be used a models in other areas. Not closed. Children are our most precious assets. Let them know that they matter and don't close their schools. Additionally, I believe it will have a negative impact on the local businesses and real estate. The schools bring the community together. Don't close these schools. All projections show that Austin will have a strong economy and population growth in the next decade; we need the schools. Please don't close the schools.

The size of the campus is family friendly and is one big family which makes child education family oriented. This is a community of caring, giving, loving families and teachers and administrators. Not one single parent or child gets lost in this school. It looks out for everyone's best interest and our children are enriched, wonderful, caring, smart children learning to love, and care for people and the world we all live in. This school not only teaches the fundamentals of education but teaches about life and caring for the world we live in. I have two older children who went to surrounding schools in my neighborhood and neither school could compare to this community that Barton Hills Elementary is. Everyone knows each other and it works. This is the type of school we should be planting everywhere. Smaller, more family oriented schools. Our children are getting lost in the crowds and the parents are also. Our parents at Barton Hills all know each other and help each other and this is what we should be breeding across Austin, not bigger "Institutions". I've seen that happen and I have 2 graduated children who got lost in those institutions where the teachers were over whelmed and didn't care and the administration became police and not educators or counselors. We're trying to change our world for the better and doing away with schools like Barton Hills will be hurting our children's future. There is absolutely no reason to close this school down. It would be a tragedy. How many schools have half the student body walking to school with their parents? This is enrichment. Our parents are spending precious time with our children and our children are enjoying being in school. Our world is too fast paced. We've got to stop this. The A.I.S.D. administration needs to step back and rethink their solution. Barton Hills already does much of their own funding to raise money for the school. It is a self proficient school. The population is growing in Austin and A.I.S.D wants to cram these precious little minds in to institutions. Barton Hills already meets the educational needs of their students, closing this school and putting them in a larger institute would take away from the children's education. There are no deficiencies at Barton Hills. The parents of the children take care of the grounds and upkeep as well much time and money is donated to the school. Why is A.I.S.D reducing its budget? The superintendant of A.I.S.D makes nearly half a million dollars a year, the teachers make from 20k to 30K depending on tenure. Where is the money going? Why is the Superintendant making this amount and the budget is being cut back? Why have these small neighborhood schools that everyone wants to transfer in to been successfully functioning for 50 plus years? The property taxes continue to rise, the Lottery continues to earn money but there's a shortfall in the budget? There needs to be a good hard look at why there is a shortfall? It's not because of these schools. Our communities should not be punished by someone's mismanagement of the budget. The transfers to these schools are because the schools are highly accredited and sought after schools. The transfers are not because the school is below capacity. Parents want their children attending these schools because they are the best, the elite. We are in a time where there is so much negative and a small glimmer of positive with the new upbringing of caring parents who are a part of their school and raising their children. These schools are not below capacity in the slightest measure. They are at or above capacity. All schools are and will be as the Austin

population continues to grow. There is no waste at these schools. I don't agree with the local residential property values declining. If you drive around Barton Hills and Zilker and any other surrounding areas of South Lamar you can see that it is growing in leaps and bounds. The properties are being upgraded and remodeled and the values of the homes and the land are going up substantially. Barton Hills is an optimal learning environment. To shut this home down would be detrimental to our children, our community, and our parents. Over 60 years of operation and seam busting growth in Austin. It's time to pull out the linings of the pockets of the persons managing the budget if there is a shortfall in budget.

- The students and parents of Zilker spend much of their own time improving facilities on the campus. My nephews have both attended this school since the beginning of their education. As a teacher, I have been very impressed with the programs and education Zilker provides its students. Both of my nephews have excelled there and truly love their school. The technology present at Zilker is far beyond anything I have seen at either of the school districts I have taught in. Although the facilities at Zilker may be older, the education is relevant and forward thinking. It would be a shame to close a school that is so progressive in its approach to education.
- The study did not include transfer students, which are a vital part of the student population, the costs of necessary renovations are wildly inflated by comparing current building status against an "ideal learning environment" that simply is not based in reality, and forecasts for future student enrollment at the affected schools are based upon 10 year old census data that is not reflective of current population trends.

Even more alarming is the fact that you completely ignore academic achievement which is supposed to be the district's paramount purpose. Closing Exemplary schools will demoralize every educator and parent in the district who wants to believe that academic success is your true mission. What kind of message are you sending to parents, teachers, students, and the rest of the state and country when you shut down Exemplary schools? If you hope that it's "we don't have enough money" that may well be communicated. More likely you will communicate the message that the district is poorly managed and potential Austin residents will divert their mortgages (and property taxes) elsewhere. Your action will permanently stain the reputation of Austin as a good place to raise a family. Every employer considering expanding in Austin or relocating to Austin will reconsider. Any school district that closes over a quarter of its top performing schools is one that can't be trusted to act responsibly. You cannot risk the future of our children's education on the basis of wishful thinking. Dozens of academic studies show that small neighborhood schools supported by surrounding communities have higher attendance, higher achievement, and more parental involvement. This district does not have a magic recipe for creating an Exemplary school. If they did then the other 60% of the elementary schools in Austin would have this ranking. Finally, this will not save you money. Your proposals include no estimates for the improvements needed to the destination school you plan to stuff with the students from closed schools, nor does it have any costs estimated for transportation which will be exorbitant with more crossing guards, an increase to your bus fleet, and a huge insurance policy to cover the

accidents that are predicted when you ask elementary school children to cross Lamar Blvd and train tracks. Property values will sink significantly, and with them, property tax revenue for AISD. Price Waterhouse says property tax revenues will sink by a minimum of 10% when a neighborhood school is lost. A high performing neighborhood school will cause a far more significant decrease. You will ignite an exodus from AISD to private schools and provide an enormous incentive for families in the inner city to move to the suburbs. Eanes ISD, Lake Travis ISD, and schools whose names start with "Saint" can all expect a rise in enrollment that will remain steady as your core middle and upper middle class deserts the central city for lack of neighborhood schools. We pay exorbitant taxes to live in Barton Hills so that our kids can benefit from a small, closeknit, and supportive school. We contribute hundreds of hours of volunteer time and tens of thousands of dollars in contributions to fill in the gaps that AISD can't afford to. And we welcome with open arms a large number of transfer students who thrive in the environment the staff, parents, and students have developed. Closing Barton Hills, a poster school for academic and social success in urban Austin, would cause AISD to lose all credibility and respect from this community, the state of Texas, and the nation.

• The Task Force failed to comply with key provisions of the Texas Open Meetings Act and related public meeting notice laws. Therefore, all data and related findings should be discarded and a process, if any, should recommence with full public disclosure. As a result of the lack of notice and public input, the grading criteria and related data utilized by the Task Force is not subject to third party verification. The findings and

conclusions contained in the handout have not been properly vetted and therefore the findings lack sufficient veracity upon which to base an informed decision. The Facility FCI index criteria utilized by the Task Force are not clearly explained or laid out in any detail whatsoever. The Task Force should consider how much money was recently spent on each school for improvements. Further, what is the recent annual maintenance budget for each school? Similar to the FCI objections, the savings calculations outlined by the Task Force are vague and are not clearly laid out in sufficient detail. How did the Task Force compute each number and projections? The Task Force should clearly note how much money would have to be spent in fixed costs on updating the new consolidated schools to handle any related increase in student population. Transportation. This issue has been seriously undervalued and examined by the Task Force. This is especially true for Zilker and Barton Hills as any move to Dawson or Becker would require children to cross both S. Lamar and a railroad crossing without a sidewalk on S. Mary. There have been several fatalities on the train tracks in question. It seems that AISD would have to hire multiple crossing guards or provide new bus routes to accommodate such a move. Please include same in your findings if related. Academic excellence should be considered and recent aggregate test scores included in the report. To close schools with high test scores is punitive and counterintuitive for the district. The Task Force should also clearly cite the risk of decreased test scores as a result of reformatted and reconstituted schools. If the Task Force can project other related data, they should be able to project a similar number based on other cities with similar

closing / consolidations. Transfer students should be included as permanent population and weighted higher to demonstrate and grade an effective school environment. To do otherwise would essentially punish a school for its own success. Again, there is no data for estimated class sizes at consolidated schools or teacher to child ratios. This is an extremely important variable to consider on academic achievement. Why are underutilized schools not considered for closure? This seems backwards and counterintuitive. Can schools such as Becker and Dawson realistically even handle the increases in student population? Since Barton Hills and Zilker cannot walk or bike to Becker or Dawson, then can the new campus and surrounding communities even handle the traffic? How would increased commute times to campuses further away impact the students? The Task Force should consider parent / community involvement of each school. As such parent concern is likely to be greatly diminished for a school that they resent, is overcrowded. The Task Force should consider impact to area tax bases and other community issues in that a neighborhood will be less desirable without a school. The Task Force should consider the possible impact on increased populations of suburban schools as many parents in closed schools will move to new districts. At the end of the day, based on the flawed data provided, it does not make economic or common sense close Zilker Elementary. Do not rush into making a poor decision based on incorrect or incomplete information.

 The task force had a year to examine the numbers and come up with these "options," and they gave the community four days in which to come up with a response and alternate solutions. The whole process needs to be slowed down to give us time to involve the community in some creative thinking. I guarantee you that if you put people whose children's education and stability is at stake, they will help you find a solution that does not tear down the very models of public education to which AISD should aspire. I am offended that you would write in your report that Pease is dispensable because we are not a neighborhood school. Though Pease is located in a downtown business district, it is no less a neighborhood school than any of the others being targeted for closure. Austin is our neighborhood, and we serve all children, and their families, regardless of the zip code in which they happen to live. Pease's reflection of diversity, plus its outstanding academic record, is precisely why I chose to send my child there.

• The task force has done a tremendous job studying the existing facilities and has had to make tough choices when developing the facility master plan. We are in a tough economic climate and although historically we could romantically preserve schools that had historical significance, that is simply not possible given the financial state of the district at this time. My son goes to a school in southwest Austin that is over capacity. The reason the school need to be in the "urban sprawl" is that is where the kids live. Not many of upper middle class families can afford to live in Barton Hills (BH Elem), Barton Heights (Zilker), or downton where the home start at 350k and up to over \$1 million. Keeping the buildings and renting them out is prudent use of resources. Trying to repair the central west Austin school buildings to the tune of \$79 million is not smart allocation of resources. Neighborhood may be the ideal but the

tough economic times call for extreme measures. By merging schools diversity will be maintained while utilizing the space more efficiently. Everyone needs to be willing to make sacrifices and consolidating the transportation for magnet schools to hub school locations is also one my family would be willing to make, especially on the morning routes. Thank you for your effort and working so hard to make the tough recommendations that you have had to make to initiate this change.

The task force has not made a clear or compelling case for closure of Zilker Elementary School. In making its recommendation, the task force failed to take into account the core values of the Austin Independent School District, as adopted by the AISD Board of Trustees, which are a focus on children; excellence; integrity; respect; and health and safety. Focus on Children: The Zilker neighborhood has become a mecca for young families wanting to provide their children with an Exemplary education in an urban setting. Small schools work and it is incomprehensible for school closings to be recommended before administrator pay cuts or moving central offices are considered. Zilker's resurgence among young families' ties in with the City of Austin's stated goal of encouraging core city development and with recent studies showing that members of Generation Y prefer to live in an urban setting within walking distance to amenities. Zilker is where the children are and will continue to be for some time in the future. Excellence: The task force recommendation to close Zilker was made without regard to academic performance of the school. It is rated Exemplary and has a long-standing reputation for academic quality. Integrity: The task force used inaccurate numbers. It ignored transfer students in calculations and in so doing underestimated the Zilker student population and the school's efficiency and capacity. The task force also understated the costs of consolidating Zilker with other schools: it did not include the cost to "mothball" Zilker; no reduction in AISD property tax revenue for the Zilker area after school closing; no cost for preparing Becker for the larger student population; and work on Zilker Elementary that can be easily postponed is included in savings estimates. Respect: The lack of transparency in the process and the short timelines for response show a real lack of respect for the community. Documents used in creating the recommendations should be released to the public immediately. Health and Safety: The task force ignored student safety in recommending that Zilker be closed. The recommendation to move students to Becker will require students to cross the major North-South thoroughfare of South Lamar Street and busy railroad tracks.

- The Task Force needs to think beyond the bottom line. These school closures will adversely affect the students in these schools. Some of these students are special needs and require particularized programs. They are at these schools because this is the best fit for them and their parents. To force parents to find alternative programs in different areas of Austin is an unduly burdensome. How will closures help meet the educational needs of these students? Beyond that, other students learn better in a smaller environment. If they don't learn best in a large school, are they any less important?
- The Task Force plan to close school is short sighted and will devastate vital, central Austin neighborhoods. The data used to

reach these decisions, is out dated and irrelevant. Austin is a vibrant rapidly growing city with a daily influx of families with young children. I alone, have a child in 1st grade, one that will enroll 2012 and another child due in June enrolling 2016. No school should be closed. Find ways to run them more economically, more efficiently, make RESPONSIBLE changes to boundaries but you cannot close them without destroying the neighborhoods they support and putting children at risk, physically and emotionally.

- The Task Force process appears very flawed and lacks transparency. You must provide detailed arguments with all primary sources for why it makes sense to close overenrolled, Exemplary schools that are at the heart of what makes downtown Austin a community. Meanwhile you ask the public to provide viable alternatives only days after we learned about the possibility of closures. Your Task Force has had months to come up with options and yet you provide no sound arguments, financial or otherwise, for them. If these schools are closed it could be disastrous. Please slow this process and find other ways to save this money. If you need help in that, give the public *sufficient* time to develop viable alternatives. And please bring on actual experts in education, not 72 random people who may or may not even have children and seem to have little idea that you can't build an Exemplary school overnight.
- The task force should consider transfer students that are within AISD in their recommendations. Many students within AISD are transferring to higher performing schools that are on the list of potential closures. If these students fall under the AISD budget why would they not be considered within the

schools that they are attending? 2. Exemplary schools in established downtown neighborhoods are one of the major reasons for high property valuations that drive property taxes (e.g. AISD revenue). If you shut these schools down, families will leave to find better options for their kids. In BHE, we pay 300% of the average property taxes in AISD (i.e. we send more money to fund other schools in the district than any other), we have one of the lowest cost/student ratio in the district, and we are consistently ranked as one of the best schools. This should be a model to copy and replicate, not destroy. 3. Why are such drastic recommendations being made based upon "Facility Efficiency"? This seems to be only one part of the cost and educational efficiency equation. Why not look at cost per student to graduate? Perhaps adjust this ratio with the academic performance (i.e. education quality) to give a much more meaningful metric. 4. Beware the law of unintended consequences. Everyone understands that times are hard. Making short term decisions under times of duress, looking at small slices of the issue, will undoubtedly have ramifications beyond what the task force is considering. Many of these communities around these schools have taken 50 years or more to grow, evolve, and invest into what they are today - i.e. Exemplary schools. Building that type of legacy and "educational product" does not come easy and will not come overnight in any new model. 5. Before any decisions are made to close schools, AISD should give the community the opportunity to fill any gaps in the model. The families, the community, and the surrounding businesses all realize how these closures will hurt them financially. Allow them the opportunity to address this. (2)

- The task force should have been given more latitude to consider a citywide redrawing of boundaries to make facilities usage more equitable, and, if closings were necessary, close the schools on the edges of the Williamson County line and the Hays County line and draw those students in closer to the center city. And, by not allowing the task force to consider educational excellence and history, Exemplary schools are on the chopping block and once again, East Austin is paying a higher price than other parts of town.
- The task force's main tactic for cutting costs, closing and consolidating schools, is overly simplistic. By closing schools, some of Austin's most unique neighborhoods will crumble, burgeoning business districts will be hurt, and many families will relocate to suburban schools or private schools, contributing to urban sprawl and the decline of public education in Texas. All of these drawbacks will cost more than they save. Take the Barton Hills/Zilker neighborhood as an example of a neighborhood where all of these problems will undoubtedly happen. This area is a culturally unique part of South Austin and has been for decades. Generations of families have settled down there because of two highly performing schools in the area, Barton Hills and Zilker. The large, highly-local business district that exists on South Lamar and Barton Springs road has drawn substantial support for the families that would not be in that neighborhood if not for the two elementary schools. By closing both Zilker and Barton Hills, two negative scenarios will play out in families across the neighborhood, both of which will hurt businesses. The first scenario will be that the families that moved in to attend Zilker or Barton Hills will not have the time or energy to relocate and
- will be forced to lose value on their home, an investment they thought had been safe, and they will be forced to drive their children across Lamar and train tracks every school day. This will fragment the community and less social and commercial activity will be carried on in the area. The other scenario will be that families will refuse to travel to a distant elementary school that performs worse than the previous one and will choose to relocate to suburban schools or charter schools. This large emigration will fragment the classically Austin neighborhood even more, hurting people and businesses, while also contributing to urban sprawl and all of its consequences, environmental and economic. It was clear from the third community meeting that Austinites are ready to accept changes and bear the brunt of the economic downturn. But what we will not accept is an undue burden. The current plan puts an unnecessary strain on our environment, our city's economics, our children's education, and our current neighborhood relationships. If one schools need to be closed, ads needs to be placed on buses, school lines need to be redrawn so as to keep families inside the city and at public schools, and AISD's downtown headquarters needs to be sold. Only after the innovative, progressive solutions have run out should any schools be closed. Otherwise, the task force can be said to be advocating urban sprawl, community fragmentation, private schools instead of public schools, and a less effective education at the hands of large elementary schools.
- The task force's recommendation to close 9 schools, especially the 8 neighborhood elementary schools is a potentially destructive measure. Granted, the budget deficit is daunting and will require drastic action, but closing of these central city

schools is far too radical and is rife with complications that could be deeply harmful to the central core of Austin. My first concern is the closing of Exemplary schools and the ramifications of this on the city's prestige, both internally and externally. How many local AISD parents will simply pull their children out of the system and choose private schools because the district shows no recognition of scholastic excellence or concern over the educational experience of the district's youngest children. Also, school leadership is more effective when children are familiar with their school administrators and are not just numbers on lengthy enrollment lists. Second, a number of realtor reports that have been posted for review by our neighborhood residents have uniformly stated that closing of a neighborhood school will lower adjacent property values by as much as 10%. This in turn will lead to lower property tax rates and thus exacerbate the budget crisis by simply making the property tax hole bigger. Not to mention the impact it will have on the desirability of the neighborhood to prospective home buyers. Furthermore, if the district does not have a viable plan in place for repurposing the 9 campuses, how much will it cost to maintain and secure the empty buildings and unoccupied properties? If these properties are left empty and not maintained, how will AISD prevent them from becoming sites of urban blight? For example, Barton Hills Elementary is located literally across the street from an entrance to the Barton Creek Greenbelt, which has a resident transient population. Joslin is located a couple of blocks from the Ben White Blvd freeway, and its underpasses which are also populated by transients who openly panhandle at stoplights. Oak Springs is in a low income neighborhood with local drug and prostitution problems. 15 years ago, one could easily find broken crack vials in the gutters near Zilker Elementary, though that is no longer the case. The point is that without a clear, executable plan, abandoning these campuses will undermine the efforts of central city residents to lower crime and raise property values. The plan to close neighborhood schools shows no consideration of the campaigns to get children to walk to school and takes no local transportation issues into consideration. Kids will be forced to cross major streets, including Lamar Blvd, South First Street and Airport Blvd, just to get to school. How will the district look the first time a child from one of these closed schools is hit by a car while trying to cross a major street at rush hour while trying to get to school. There simply has to be a more viable cost savings plan that simply closing these schools to save operating and maintenance costs. This recommendation will cause as many problems as it seemingly solves. It is short-sighted, desperate and potentially devastating to the entire smart-growth, New Urbanism concept that Austin has actively promoted and will be a long-term black eye for everyone involved and affected. From gauging the response of the school communities and parents, fundraisers and donations from local businesses need to be explored. What about programs where contractors donate their time and efforts for building projects in exchange for tax deductions or community recognition? This community is willing to assist with any other solution than closing these schools. Find a way that doesn't harm all of us.

 The Task Force's recommendations would: (1) Dramatically reduce the property taxes on which AISD depends by lowering property values in Barton Hills and Zilker, especially as those

property values rebound after the 2008 crisis as is currently occurring; (2) Increase transportation costs to AISD, congestion on Austin roadways and result in other negative externalities for children that need to cross Lamar Blvd. from Zilker and Barton Hills (including raising major safety issues); (3) Reduce the quality of education that can only be provided by a small school environment; (4) Conflict with City of Austin goals and possibly AISD codified policies; and (5) Likely result in legal action from Barton Hills and Zilker residents that will be costly for AISD to resolve and protracted, among other unintended consequences. The Task Force should remove Barton Hills and Zilker Elementary from its closure "options" list and ask those communities what they would be willing to do to support those schools and to keep them open. Please do not underestimate the power of the private sector in supporting public education. In addition, before closing any school, the Task Force should carefully review AISD's budget and determine cuts that can be made from unnecessary administrative overhead. The Task Force's "options" have created a credibility crisis for AISD, which many citizens are coming to view as a bloated bureaucracy with high salaries and luxurious pensions for its employees. AISD: please take a look at yourself before you close someone else.

• The time is always right to do what is right. ~Martin Luther King, Jr. January 17, 2011. Dear Facility Task Force Members, fellow Austinites, I reject the recommendations you have made to close Exemplary Neighborhood Schools. Your report calls them facilities. I recommend that you study these successful learning facilities and implement the best of practices into less desired facilities. I recommend that facilities with less than

Exemplary rating be further studied for possible consolidation or closure. Any closed facilities could be smartly utilized as a new CAC. I recommend that facilities that are under-utilized or under-populated have boundaries studied and modified to bring them to a desirable utilization number; a facility that is "state of the art" AND under-utilized or under-populated should be brought to desirable utilization with haste. Any newly constructed community facility could be justified to replace an older community facility. The older facility to be utilized as some form of a CAC. Downtown CAC could be leased for mega bucks. I recommend the sale of property located in Travis Country that has been labeled as not appropriate for future AISD facility construction. Or build a small community neighborhood facility. I recommend the lease of CAC in one form or another, with staff moving to a home office (in your home.) or other facility (Vacated school). After the budget crisis has passed and leases have expired, the facilities group may consider re-inhabiting the downtown property. I recommend hiring a consulting firm that studies facility efficiency and hits it out of the park. Solar panels, anyone? Triple pane windows on the west side, maybe? Mothballing should not be an option. I recommend placing advertising on schools buses, if raising revenue will help the situation. I heard great suggestions regarding ACL and SXSW as ways to draw income or scholarship; would love to hear more about creative scenarios such as this. Get consultants if necessary. • I wholeheartedly recommend taking the time to come up with a solution that will not have the devastating impact of relocating thousands of children, change traffic patterns, affect property values, and most importantly, break down a community. My

favorite thing about Austin is it is forward-thinking and innovative. We must apply this standard to our educational policies as well. Over the past week, I have visited numerous websites, studied data, and pledged support, voted 'yeah' or 'nay'. I read on one webpage these simple words: "Let's think our way out of this." And I ask you to do just that. Please think of more ideas. I know it can be done. Thank you for your work in promoting educational excellence in our public schools. It is my hope that AISD, the task force community, and parent community collaborate in a meaningful and sensible way.

- The top option is to sell AISD admin facilities and move admin to a less marketable property like Alan elementary or even Pease. Option 2.2C is good as it preserves capacity at several schools and closes a small, older school. Option 3.6 to close Pease makes sense in every regard, not a neighborhood school. Close Ortega makes sense. Large cost savings affecting a smaller number of families. Closing Barton Hills makes sense if it's not cost effective to run. Option 3.9B2 is a terrible choice. Oak Springs Elementary is a better facility than Blackshear. They just did a major renovation less than 3 years ago. Nearly 90% of Oak Springs students live at Booker T. Washington Public Housing. This option would give Austin's poorest students the longest walk to school. Many parents don't have cars, reducing parent involvement. Oak Springs Elementary is doing a great job education the students with the highest needs. Please don't fall into the trap of saving the school with the loudest voices. The parents and children who are not equipped to advocate for themselves are most in need of AISD attention and support. In addition to being an AISD parent and taxpayer, I work for the Housing Authority of the City of Austin.
- I hear from school staff every day that they need more parent support and involvement to better serve the public housing youth. Moving the school further away from the neediest students makes no sense. AISD has a captive audience of over 260 elementary age youth right across the street from Oak Springs. 260 youth that desperately need a good education to break out of poverty. We know attendance is a challenge for under-resourced families. Parents without transportation will often choose to keep children home if they feel they are unsafe or at risk. Public housing students (about 90 students total) attending Pecan Springs elementary had a similar distance walk (1.6 miles) as the one proposed for option 3.9B2, through risky neighborhoods. Attendance was a constant issue such that there were community meetings, AISD meetings, PTA meetings all to figure out how to get the kids to school. Why would you want to recreate this times three? It makes no sense. Balance the budget on the backs of students and parents that can get in a car and drive to the new school. Balance the budget on the backs of students and parents that have the education and resources to make getting to school a top priority. Please don't further jeopardize the progress of Austin's most vulnerable youth and families.
- The value by Travis Co. Appraisal District of the AISD Administration Building at 1111 West 6th is \$17.3 million. This is extremely valuable land in central Austin that could be sold and the AISD Administration functions could move to an area in Austin where the land is not at such a premium. If this were sold to a private interest, this would also help the City by putting this building/land back on the tax roles.

- The various proposals to close elementary schools seem very short-sighted, in many instances resulting in full or overcrowded populations in the remaining schools in just a few short years--2014-15. In addition, I cannot understand why the functionality of the schools is not even mentioned in this analysis. For example, I know that Barton Hills and Zilker are both strong elementary schools academically and they have a lot of parental and neighborhood support. Closing schools that are performing very well seems again to be a short-sighted solution to the budget situation. Is it really fiscally responsible to set up the need for building more capacity in just a few years by closing facilities now, rather than looking at how to renovate and maintain the schools we have? Isn't it relevant to consider the functional performance and community support for each of the schools and to consider consolidating into wellperforming schools rather than the other way around?
- There are enough students to fill the seats of the central city schools, including all of the elementary schools proposed for closure, with modest and sensible revisions to attendance zones and vertical alignment. Closing schools is too destructive to communities. It is counter to best practices in education and urban planning. The urban core should not be gutted to support suburban sprawl.
- There are many other, better, options for containing costs than closing down successful schools.
- There are other options to consider rather than school closures. Everything must be done to keep children from moving and teachers being laid off: Mandatory campus building closings at 5pm (no electricity, water), close AISD building on 6th St and sell it, have a skeleton crew of district

- employees work virtual from home, reduction of number of employees that do not directly work with children's academics, close and sell Berger center, Delco center, professional development center, media center, Aces and other various AISD buildings, cut supplies to campuses like office supplies and paper towels, 4 day work week, no summer workers, administrator pay cuts, South by Southwest and ACL must pay a percentage to school district to play here, sell advertising on buses and campuses, district/city wide fundraisers, etc.
- There are so many reasons the preliminary options presented to the community last week are invalid and unworthy of consideration: 1. Preliminary options were crafted using criteria that were not influenced by the community at all. Early Facilities Task Force meeting notes clearly indicate that public outreach was to happen, but subsequent notes don't indicate whether anyone actually did reach out to the community. The next few meeting notes show discussion by the task force over low community turnout, but again, there is no indication anyone did anything about it. This leaves the community wondering how important our voices are to you. 2. It doesn't look like you are trying to close the budget gap using recommendations from any other community task forces. That implies you already limited the options for budget cuts to facilities, unwilling to cut the budget in any other area. Entire budget shortfall must be made up for by a task force only looking at facilities. Not to mention that you then asked the task force not to look at academic performance and number of transfer students. 3. The recommendation to close schools in order to reduce the budget gap is predicated on the idea that you will use cost savings to pursue new educational programs

and facilities. Normally one spends money maintaining a healthy foundation before building another story on a house. In this analogy, one would spend what little money they have maintaining the schools they have, not expanding to introduce new programs. How about you put a hold on those new programs and keep the schools we have open? Especially when so many of the schools you propose closing are succeeding from nearly every (tangible and intangible) aspect. I know it feels flashier to show off new programs, but it's much better for the community to not close schools. 4. It is incredibly naive to continually insist that there are "intangibles" that you could not factor into the evaluations, such as community impact of closure. You can quantify anything, including community health, community reaction, and community outrage. Factors being excluded because they are intangible are a poor excuse for not wanting to do the work. 5. There are 72 task force members, over 50% of which are district employees. Not one task force member happens to be affiliated with one of the schools at risk of closure. This casts serious doubt on the validity of the membership of the task force. 6. The preliminary options are based on policies that don't exist, and they don't take into consideration the domino effects that are sure to come if the preliminary options are approved by the school board. The prime example of both of these issues is the transfer policy: the preliminary proposals are based on transfer students no longer being factored into student population (no transfers is not current AISD policy so why are we pretending it is?), and there is no consideration given to what all home schools will look like if/ when transfers are no longer approved. Will those schools suddenly find themselves overcrowded, in inefficient buildings? No one can answer these questions. Short-sighted and unwise. Not to mention that no one can give a clear answer about what happens to the students who are current transfers, are they grandfathered? If so, that will result in overcrowding in the consolidated school using the task force's own numbers in more than one case. 7. Speaking of no clear answers, no one on the task force has adequately addressed vertical alignment. These are complex, significant, long-term-impact issues that it seems the task force cannot address. It is imperative that you stop this process and rebuild it from the ground up with community involvement from the start. It will take time, and no doubt you've spent a lot of money on a faulty process, but I assure you that anything else will take longer and cost more.

There are so many reasons you should not close Zilker Elementary or Barton Hills Elementary. These communities are completely based on families who moved to the neighborhood because these schools were exactly where they wanted their children to receive an education. The neighborhoods are alive with children playing and the entire identity of the neighborhood is based on the school. What's going to happen if Zilker closes? The children would be displaced into another school further away, for one, completely nullifying the location of our house in proximity to Zilker. We moved into the neighborhood 7 years ago when my wife was pregnant with our oldest daughter. We paid a lot of money for a house 1 block away from Zilker so some day our child (now 3 children) could walk to school. I guess it was a fantasy to believe that these types of neighborhoods still existed; that neighbors knew each other because their children played together and

attended school together. The one thing that keeps people interested in this neighborhood is Zilker ES. If that goes away, so will all the affluent parents who live in the neighborhood and pay extremely high property taxes for the privilege to do so. And guess what else? Property values will go down. What happens when property values go down? Property taxes go down. And with the school gone, you'll find it hard to convince anyone that they should pay as much as we're paying right now and hard to convince the neighborhood where all these children end up to pay more as well. Whatever that situation looks like, it will be an over-crowded under-staffed excuse for a neighborhood school, and parents will not be lining up to pay high property taxes to go to such a school. So you're impacting more than just our children's lives and academic careers, you are virtually assuring that parents who have carefully planned for years to be where they are at this time will take a financial hit as well. You all have a very tough decision to make. Personally, I think you opted for the guickest fix. These are our options? Close this school or that one?

- There has to be cuts across the board at every level and not so concentrated at the elementary level. Small schools work better than large one at this level. It is against the city of Austin's long range master plan. The administration has to evaluate its property and sell that. They are sitting on 29 million themselves. Do not target all the schools in the core of the city. Do not close historic schools.
- There is no reason to close successful neighborhood schools.
- There's no legend for page 1 of the January 12th 13th handout. 2. The Board appointees on the task force membership list have no listed credentials in education,

community planning, business or any other management; no credentials at all, in fact. Is there a place we can see these credentials? 3. None of the elementary schools scheduled to be closed have representation on the task force. None of the elementary schools listed as proposed consolidation targets have representation on the task force. This appears to be an unfortunate coincidence, but please explain why it is not so. 4. We only see FCI and enrollment figures for the schools listed in the proposed Master Plan. Where can we see these figures for all schools? 5. When we say "school closings," are we also firing the teachers and staff associated with these schools? Who, then, teaches and serves the students in these new swollen schools? How do we determine who stays and who goes? 6. It's not apparent from the materials provided how academic performance in these schools determined their ultimate roles in the master plan. Are we missing something, or was this a consideration at all?

These options didn't take important criteria into consideration, such as Exemplary status or the actual cost to educate each student in comparison to the district as a whole. The whole process is being rushed through as well. The Task Force was steered by the directions they had on the criteria they could consider into a foregone conclusion: that smaller, older, schools, no matter what value they have to the students and the community, needed to be closed. Building several "big box" schools at the perimeter of town will expend millions and millions of dollars and serve the needs of the students of Austin very poorly. It will drive up transportation costs for the district and parents, encourage sprawl, and force students who now can walk or bicycle to school to get on a bus.

- These recommendations clearly do not coincide with Austin's plan of promoting urban growth. This is a very short sighted proposal and should be reconsidered. Closing Exemplary schools should not be an option.
- These school closures will negatively influence the growth of the city and education in Austin. My children are at Barton Hills. We are transfer students. I have been a teacher with the district since 1993. I believe that educational needs are diverse. My oldest child has some learning issues and therapists recommended a smaller, quieter, less stimulating environment for him. We applied to 2 charter schools and for a transfer to BHE. We got all three and he chose BHE. He based his decision on what he saw at the school in the classrooms and outdoor areas. He was used to visiting the greenbelt across the street. He was interested in robotics and BHE has an award winning Lego Robotics team. My daughter, 3 years younger, couldn't wait to join him at BHE and has had 2 wonderful years there. Having options like BHE and Zilker keep families like us, who value education and are dedicated to finding the best fit for their children in the district. Our son was a winner at the science fair last year and went on to place regionally. Despite learning difficulties and reading challenges, he received a commended score on last year's TAKS reading test. We need to keep schools that offer excellence in education open. Furthermore, closing these schools will negatively affect property values and cost the school district approximately \$2,000,000 per year in lost tax revenue. If we close these schools, which are already overcapacity, we will need to spend more on building new schools later or on renovating older campuses to accommodate more students.
- Think about all that has been torn down in the name of progress. Think about the fantastic buildings that were dismantled so that three-story parking garages could be erected. Is that what you want Austin to become? It is no mystery that this plan is horribly flawed and that it has little to do with what is best for the community, and no consideration whatsoever for the education of our children. Then again, Texas has never been a leader in education. At UT Austin, I spent some time studying city planning, not because it was a requirement, but because I was fascinated by the subject. From what I learned in those classes, I can tell you that everything about this proposal is wrong. It doesn't take an accountant to realize that the numbers given to the task force have been manipulated to achieve the desired result. If that were not the case, then the AISD should have released these numbers (line by line) from the beginning; the ugly truth is that they are keeping these numbers closely guarded. I urge whoever might read this to do the right thing. The right thing is to keep these schools open. What will truly be accomplished by closing Exemplary schools and crowding our children into mega-elementary schools? Has anyone considered the incidence of violence in these mega-schools compared to those of their smaller counterparts? My guess is no. Please do not lay waste to this community. Please do not destroy what makes this city unique. Please keep these schools open.
- This all volunteer task force was given an impossible task. As someone who attended many of the task force meetings, I know that these decisions were not made without thought and that, unlike what was accused at the 1/13/11 meeting, the task force members care deeply about AISD students and

communities. Thank you to the task force for your hard work and dedication. My family lives in an area of Southwest Austin that was involved in contentious boundary processes in both 08-09 and 09-10 and I appreciate that our area is not seeing any more changes at this time. However, as someone who follows the legislature and the AISD budget situation, it is apparent that something must be done to close the budget gap and to make the district as efficient as possible. There are tough decisions ahead but they must be made in order to provide quality education to ALL AISD students. We cannot have schools operating at \$10,000+ per student while others are forced to remain overcapacity and operating at \$5,000 per student. That said, I respectfully ask that the School Board never again subject volunteers to the treatment that the task force members received at these public meeting. This process pits neighbor against neighbor and community against community and it is not fair to the volunteers or to the community for which they volunteered to serve.

• This comment is in support of keeping Sanchez elementary open. I have two children that have passed through that school and it was a very good experience formed by very attentive and interested teachers and administrative staff. Neither of our children spoke English when they enrolled and the staff and program were excellent in dealing with that situation. Both children continued on with their AISD career through high school and continued to score excellent to outstanding on TAKS exam and we owe it all to the foundation set by Sanchez. Sanchez elementary is a major anchor for our community and a center for neighbor parent volunteers. It has an excellent library, music and arts program, and excellent individual

student support by the teachers and administrators. It is solidly administered from top to bottom. All student events I have ever attended there were well supported by local businesses and parent volunteers and the children have always been very responsive and the turnout has been great whether it is for the Christmas program, science affair awards, athletic day or general events. It would be a mistake to close this school. Although our children have been away from Sanchez for a while I have continued to stay somewhat involved in the school and have seen that the excellent services provided by the staff have not changed.

This is a terrible situation that is not the direct responsibility of AISD. Unfortunately, you are tasked with getting us out of it as intact as possible. While I recognize some pain will have to be endured, I don't think acceptance of that idea is the same thing as assuming this process has taken into account everything necessary to be successful in the long or short term. While my specific concerns relate to Barton Hills, Zilker, Becker and Dawson, I think my points may extend to several of the campuses now under consideration for closure. 1) A Facility Master Plan task force process began last spring. Along the way it has somehow acquired additional charges not originally intended nor communicated to the community it serves. It appears as though it is now charged with meeting the budget shortfall issue, along with also perhaps reducing/eliminating student transfers and refining the vertical alignment. I do not believe that a committee given only information regarding facilities efficiency can possibly have the perspective necessary to address the other issues now on its' plate. It's clear from the tone and tenor of their presentation at Barton Hills last night

they were also frustrated by the "tunnel vision" forced upon their process by the district. How and when will other areas of "efficiency" be explored by AISD, if at all? How can we, as a community, expect a broad approach to the budget shortfall if facilities are the starting point for consideration? 2) How can an efficiency process not address, in any way, the potential negative fiscal impact of the plan? As of yet, no data nor answers have been provided by the Task Force on the following: a) tax loss from property devaluation of two large, prime, central neighborhoods b) facility maintenance costs for "mothballed" school campuses c) facility upgrade costs at consolidated campuses to meet the needs of incoming students d) transportation costs for bussing students to consolidated campuses e) cost of reopening or expanding old schools OR building new schools that will surely be required in the short term as the resulting consolidated schools become overcrowded (by you own numbers, both campuses will be at or above capacity immediately after consolidation). 3) I am the parent of two children attending Barton Hills on a transfer basis. As of yet, there is no information on the fate of transfer students nor feeder patterns that will result postconsolidation. How can a plan be proposed or considered when the impact of that information is not involved? It seems quite clear that transfer students are not a priority in the plan as there is no space available for them at the proposed consolidated campuses. How will that be handled? Will policy or procedure changes applied to transfer students at closed schools apply to all transfer students, or will we somehow be doubly-impacted by this plan? 4) The successful, safe transportation of hundreds of students across Lamar Boulevard

(by car, bike or on foot) seems impossible. As a resident of Bouldin Creek, the traffic situation around Becker is already untenable. More than doubling that population by largely cardriving west-of-Lamar residents will create an enormous problem for our neighborhood. Yet, no one talked with our Neighborhood Association about the impact. Kids commuting on foot or bike will have to travel along a dangerous stretch of Mary or Oltorf that involves several major intersections, busy (especially during early rush hour) streets and an active railroad track. 5) You recently invited the community to take a budget survey. I participated in that survey, and (by your own process) found over \$40 million dollars in savings that did not include closing or consolidating any campuses. How does this factor or not factor into the proposals from the FMP Task Force? Was the budget survey an empty process? If you want to strengthen lower-performing schools by combining populations with higher-performing ones (adjusting feeder patterns AND consolidation). Its one thing to accept the pain of a huge budget shortfall and what that demands, but quite another to feel deceived or overlooked in the rush to fix it. My final request is entirely on behalf of Transfer kids at Barton Hills. If indeed there are no accommodations for us at Becker, Please don't wait to tell us until it is too late to apply for a transfer to another school. If the plan is to drive us back to our home schools (through timing, reversing transfers, etc.) at least give us time to move or consider alternative education for our children. Thank you for your time, your consideration and your ongoing work to provide Austin children with a solid education.

 This is all a political play east vs. west. Why close schools that are working and are supported by a community. The board just wants to integrate Fullmore and Travis High school. Becker is 10 years older than Zilker with only 200 enrolled students. What happened to the board wanting to close Becker a few years back? This never happened. The Board is playing with the emotions of the parents and students. Is the board just toying with us to give the community the worst possible option so the community will accept the option the board really wants? If you need to combine schools combine Zilker and Barton Hills. Both schools work well together and the community works well.

- This is Austin. The small neighborhoods circling the downtown are a huge draw for out of state relocation. They are quaint, walkable, with bungalows and now million dollar homes being built in their midst. Zilker and Barton Hills are highly coveted areas. We paid close to 300/square foot for our "bungalow" that is within walking distance to Zilker Elementary so that our kids could have the benefit of walking to an Exemplary, always touted, public school. We could easily have relocated to the "suburbs" outside of AISD and purchased a home 3 times the
- This is in reference to recommendation 3.4 regarding the boundary change between the Maplewood and Campbell campuses. Maplewood Elementary School is a community school that has banned together with the Cherrywood Neighborhood Association, the JJ Seabrook and Tower View neighborhoods and Campbell Elementary School. We believe there are alternative options and ask that you delay any decisions on this recommendation until our community has had the opportunity to review your goals and match them with ours. We understand that the potential for overcrowding at Maplewood is a real issue in years to come and that some

action needs to be taken, but there are multiple reasons why the current plan is wrongheaded, as well as premature. 1. The Cherrywood/French Place neighborhood section (section "41E" in AISD parlance) has been implementing sidewalk-plan over the last several years that establish a "safe route" to Maplewood. There is not an established "safe route" to Campbell. The children would have to cross Dean Keaton and/or Manor Road to reach Campbell. 2. The Tower View/JJ Seabrook neighborhoods (sections "41B" and "41C" in AISD parlance) provide an important Hispanic cultural influence on Maplewood. Maplewood Elementary is the AISD's closest school to a 33% White/33% African-American/33% Hispanic student population. Our cultural heritage and diversity is cherished at Maplewood. 3. This recommendation reflects a band-aid approach to addressing the school needs and issues surrounding the Mueller development. Displacing children from traditional Maplewood households as a "plan" for addressing Mueller's growth lacks sensitivity and creativity. There are substantial plans and ideas currently being discussed that would provide better alternatives. 4. Generations of families have attended Maplewood within the current boundaries and displacing those families dissects our neighborhood community in a very damaging way. We are neighbors, friends and partners in the education of our children. We have a strong, established and active partnership that strengthens the school and the children it serves. 5. There is no budget impact to this decision, and no present need at Maplewood to implement this decision immediately, as Maplewood is not currently over capacity. Our community will exemplify the best of what is hoped from

- neighborhood schools by collaborating with the Campbell school community. Together, we will propose a better, more integrative alternative that honors the interests of both campuses, the affected neighborhoods and proper school facilities planning.
- This is not one of the schools being addressed, but Doss Elementary has about 799 students on a campus meant for 500. Doss needs an expansion plan that goes beyond just hoping. A second floor can be added to this school to accommodate higher grades of children or a second school needs to be built for people who live further away from the Far West Blvd. area. Freezing enrollment to transfers is simply not cutting it. The school is already too full. Same goes for the middle school that Doss feeds into: Murchison. How can it be that if kids don't bring their lunch to Murchison, the wait at the lunch line is so long that they barely have time to eat?
- This makes no sense. Why are we closing schools when classrooms are already crowded? Rick Perry should have taken the federal funds while he could & we wouldn't be in this mess.
 Ortega is an excellent school that is achieving all the goals of AISD. Don't close Ortega. Keep it open. (2)
- This plan does seem horribly out of sync with the City of Austin Comprehensive Plan. In the coming years, tens of thousands of new residents, including families with children, will be moving to areas supported by the schools targeted for closure. Has consideration been given to selling some of the land on the current school campuses for use as affordable housing, and with profit from the sale used to cover the interim budget shortfall? It also looked like some consideration was given to leasing space on campuses to public or private entities, but I

- didn't see numbers for possible revenues from such an approach. How carefully was that option considered?
- This process is defined by a misinformation, a lack of transparency and an intentional effort to lobby against neighborhood schools. The smear campaign against neighborhood schools was coordinated, planned and ridiculous. Why was selling the central campus not floated out as the first option? Instead you have floated out this bogus idea that makes the 9 schools slated for foreclosure appear to be the bad guys. Why? Now, any tax increase that may come down the pipe will be at the expense of these 9 schools, the black sheep. The budget crisis IS a district issue, it is a state issue, it is a national issue, but you have made it something entirely different. There is study, after study that points to neighborhood schools being the solution and not the problem.
- This was very disappointing to hear about. I understand that buildings get run down and therefore changes have to be made, however to spring it on the community is very upsetting. I have an 8 month old, my husband and I did research on where we wanted to put our son in school, and most said Zilker was the best central elementary school. We were looking to buy in either the Bouldin Creek Neighborhood going to Becker or South Lamar Neighborhood going to Zilker. After much discussion we thought Zilker was where we should be. Now a month after purchasing our home we find out that we will be rezoned to Dawson and worse that we are no longer on the O'Henry and Austin High track. If this has been in the works for AISD it should have been a gradual community involved process. This might not make sense but has it at all been considered to move Zilker (or Barton Hills) to another

- facility, i.e. take over one of the other schools like Dawson, so the wonderful teachers and staff can remain the same? At this point we are frustrated enough to save up and send out son to a private school, as I'm sure a lot of the other Zilker and Barton Hills parents are thinking.
- This week, the district has claimed that it is looking for solutions to the budget shortfall that are the least "impactful of students and communities". Yet, inexplicably there seems to be a rush to the most destructive and "impactful" so-called solution based on incomplete, outdated or even overtly skewed data. Neighborhood population data is dated and inaccurate, the number of students determined to be "impacted" is inaccurate (inexplicably excluding transfers), projected student population numbers ignore obvious trends (Becker's recent increase in enrollment, Zilker's large population of young familes/pre-school age children). Projected costs for maintaining schools is based on "wish lists" rather than the real cost of keeping the school operational. The impact on the community has so far been completely disregarded. Zilker is the literal and functional center of this neighborhood. Closing city neighborhood schools is completely counter to the city's goals for sustainable growth. The superintendent stated that the performance of a school was not considered when looking at possible to closures. This is baffling to me. Funding empty, failing schools and shuttering successful ones with the shortsighted, singular goal of saving money is simply irrational. Moving children to a campus across a busy main north/south thoroughfare and over a frequently used railroad track, down a street with no sidewalks, should be inconceivable to district administrators supposedly looking out
- for the best interest of its students. I am also concerned about how the impact (increased traffic, population, etc) on Becker is not being considered. The study seems to gloss over the soon to be projected over enrollment of Becker or the fact that it is not accessible to students with physical disabilities. In addition, Becker will be filled to capacity almost immediately creating a new problem instantly. Simply put, closing schools that are successful, accessible and full is an unacceptable solution to the district's budget shortfall. It should be an absolute last resort, done only once administrative costs are cut to bare bones, high dollar administrative facilities are sold off or leased, corporate sponsorships and grants are explored, fundraising is attempted, rainy day funds used, new construction halted and extracurricular activities cut. I know it is shocking in Texas, but yes I do think that middle school football should be cut before the education of elementary students is sacrificed in the name of cost effectiveness. The districts goal should not be to educate children as cheaply as possible at any expense, but to educate them well, in their own community, with family involvement and diversity. Zilker does that. Keep successful neighborhood schools open.
- Though I understand there are no easy answers to the budget dilemma, I think the plan to close nine schools, six of which are Exemplary, is flawed. To my knowledge, schools slated to be closed have not been visited by Task Force members; there's no recognition of bond work performed at several of the schools to update them to ADA requirements, upgrade heating/A/C systems and add state of the art additions; transfers students have been left out of the equation which is unacceptable; and there has been little forthright

communication or a clear dialogue with the public from the beginning. "Facilities Task Force"? The name certainly does not bring to mind schools; instead, one envisions gymnasiums, landscaping facilities and offices. Please go back to the drawing board and start over. As stated by the proposal, these closures will only be temporary fixes to the budget and all the schools will be overcrowded in two to five years. There had got to be other solutions than shuttering schools that are the heart of our communities.

- Though the prospect of closing Zilker is extremely sad, I approve of this choice and the overall plan if this is what it takes for educational programming and teacher support to continue at current funding levels. It is the teachers that make the system work, not the buildings. We know this to be true intuitively and all research supports this. In fact, if substantial raises for teachers were embedded into this package I would be on the picket lines to close my son's wonderful school.
- Time and time again, the Barton Hills/Zilker area has voted "yes" on bond increases for public education while simultaneously tightening their belts and paying for additional (I would say "necessary") enrichment such as music, art, and P.E. And when AISD took those back over, the Barton Hills community began paying for a computer technician, and a plethora of other enrichment activities *Book Buddies, Math Skills etc.) We pay high taxes which are spread out across Austin, without a complaint, supporting public education in Austin. 40% transfers? Yes, like-minded parents who believe children should have a manageable school, teachers and parents they know, a playground and grass upon which to play as well as Exemplary academics. We are a community. Our

PTA? A small community that produces BIG dollars for our children's education. My thoughts? (And to answer the question which was asked "Why does Barton Hills get so many transfer requests?" Keep this school that is Exemplary in every way, open. Forget about closing Barton Hills, instead, do the opposite. Give us enough money to build a campus on our site for more grade 6's and grade's 7 and 8, In addition to Exemplary elementary students, we will also give you Exemplary Middle School students. Or let us have a Charter School there. Don't close a successful, parent-engaged, creative neighborhood school like Zilker. That would be short sighted and destructive. The school has a rich history and a great track record. Many dedicated teachers, parents and community leaders have worked hard over the years to create a truly unique and successful environment for all children that attend. Don't close it, Learn from it.

- To close Oak Springs Elementary after it rose from low performing to an Exemplary rating would be demoralizing to that community. The families served by Oak Hill are low income and do not have the transportation resources to travel to a school farther away. Parent involvement and children's access to afterschool activities would be severely impacted by a closure. Do not punish a school that had done everything right. Don't impede parents' ability to be involved with their children's education.
- To me it does not make sense to close both Zilker and Barton Hills elementary schools. I understand closing one of them, but why both? Can't they be combined into one school and still preserve the neighborhood school? Moving children too far away will require bus transportation which also costs money.

- Preserving neighborhood schools is important because they help make a school feel like a community.
- To the board after looking at the proposed Facility Master plan I still cannot concept how closing schools would help save money and move children to other schools outside their neighborhoods. Texas has a high rate of student drop out and by closing a school that students are comfortable with and making them move to another place outside their comfort zone I believe it will hurt more than help. Not only are students affected but how about the teachers and staff that will lose their job and become another statistic in our country's high unemployment rate. Why doesn't the superintendent look at taking a pay cut or possibly give back the big bonus she was given back in November? It's a shame that our country cannot help provide good education to our children here in the US but can assist other 3rd world countries that don't have the advantages we do. I will not allow these changes to happen and will continue to support other parents in saying no to this plan.
- To the members of the Facilities Task Force, Thank you for all of your hard work on behalf of AISD. I am writing today in support of not just my children's home school, Barton Hills Elementary, but all of the elementary schools on the list. I have not had time to offer a list of alternatives to closing schools, but rather a list of things I think the Taskforce should look at again before making a final recommendation to the School Board. We need a definitive answer on what happens to transfer students if the initial recommendations go forward. By my calculations, there is no way that Becker could handle the current Barton Hills (347) and Zilker populations (524) and

their own population (184) if transfers move with their current school. Becker's capacity is listed at 524 students in all Facilities Task Force documents. It is wrong to think that transfer students will just return to their home schools, many of which are already over-capacity (Oak Hill) or undergoing repairs (Cunningham). These students are part of our school and they will want to transfer with us, so they must be counted in your analysis. The transportation costs listed at \$0 under 4.4B are not correct. My home in Barton Hills is 2.4 miles from Becker, and therefore would qualify for busing for my current 1st grader. There are many homes in Barton Hills that are more than 2 miles from Becker and would qualify for busing. For students that live less than 2 miles from the school and do not qualify for bus service, it seems dangerous to ask them to cross major roads and railroad tracks or walk through dangerous neighborhoods (in the case of Oak Springs to Blackshear) to get to school when they do not currently have to do this. I believe that the Task Force needs to look at the transportation cost estimates again to ensure that each school's additional transportation costs are accurate. I understand why academic performance could not be taken into consideration in order to preserve equity. It seems to me, especially in historically under-served communities, proposing to close an Exemplary school, and move students to a larger school, is not in the best interest of children and learning. It would be nice to see a list of Task Force attendance at each of your meetings. When looking through the list, I see very little representation for Barton Hills or any of the other affected neighborhoods. At the point it became clear to the Task Force which schools would make your initial report, those schools and communities

should have been brought into this process. I am finding it hard to believe that the urban core of Austin had sufficient representation, which is why you see the public outcry now. No one wants their school to close, but I do believe that you could have engaged the affected communities in a healthy dialogue about what is best for their school and all of AISD in a much more constructive manner.

- To the Task Force, I find the option presented to close any neighborhood school over the alternative options as presented as "Efficiency/Revenue Options Requiring Further Study" would be an extremely poor decision. Particularly since the data being utilized seems to be flawed. Using data from the 2000 census and not counting transfer students gives the task force numbers that are not accurate. Additionally closing these schools is counterproductive to the City of Austin's desire to encourage growth and development in the central areas rather than encourage urban sprawl. Please reconsider closing Exemplary schools and research and utilize the alternative options instead.
- To Whom It May Concern, as a resident of Zilker neighborhood, the proposed closure of Barton Hills Elementary and Zilker Elementary is of high importance to me. While I do not currently have children, I am deeply concerned about the long term implications of the closures for the following reasons: 1. Closing city-center elementary schools could impact neighborhood property values. As others have pointed out, if property values decline, then AISD's revenue goes down substantially defeating the purpose of closing schools. While Austin has seen strong population increases in recent years, this trend is not guaranteed to increase. There have been

plenty of other American cities that once thought that their attractive attributes would continue to draw people. While declining urban centers are frequently associated with rustbelt cities (such as Cleveland and Buffalo), the recent recession has brought population decline to warm weather cities in Florida, Nevada, Arizona, and California. Now, will closing elementary schools result in sudden population decline? Of course not. However, it could serve as a small step in that direction. I hope that the AISD Task Force will look at the potential long-term repercussions of the closure and realize that the potential risk is not worth it to address a short-term budget crisis. 2. Closing neighborhood schools would kill the notion of walkable schools. Why is this important? Well, the population of children in the United States currently suffers from obesity to an unprecedented degree. Removing the possibility of walking to schools also serves to remove a valuable piece of exercise from a child's life. 3. Community. Neighborhood schools are indelibly intertwined with the residents which surround them. Children walking to and from schools, to friends houses in the neighborhood, etc. With the closure of these schools, Austin would be losing things that cannot be regained. 4. Finally, I simply want to reiterate the following: I love Austin and I love Zilker. I love Barton Springs, the Greenbelt, Town Lake, the restaurants on South Lamar, etc. However, I will strongly consider leaving all of these things that I love and moving away from Austin if this closure occurs. I know that the departure of one resident will change nothing. However, if there enough others who think feel as I do, Austin could truly see deterioration in demand for city center residential properties. A deterioration in demand, a decline in

- property value. As other American cities have learned, such a decline is incredibly difficult to reverse. Do we really want to do something that makes Austin less attractive to potential residents? Thank you for your consideration.
- To whom it may concern, I am writing to plea for you to keep Oak Springs Elementary open. I mentor a student in 2nd grade and also volunteer at Booker T Washington Housing Community. I have gotten to know several students and families in the neighborhood. These students need Oak Springs Elementary. Moving these kids to another school would be a big setback for a population of kids that have suffered too many setbacks already. Most of the parents in this neighborhood are in poverty. Most don't have father figures, transportation or the will to engage appropriately in their children's education. That's where Oak Springs comes into play. The school offers extracurricular activities that are much needed for these kids. Moving to another school 1.5 miles away would cut this out, as most parents don't have a car to drive to these events. Oak Springs has shown good progress from a scholastic standpoint. Moving these kids threatens to disrupt that. Please take these disadvantaged kids into consideration and don't make a strictly financial decision. This will not only impact these kids, but will also impact the neighborhood and future generations of families trying to improve their quality of life.
- To Whom It May Concern; I was born and raised in Austin and plan on raising our family here in Austin as well. I attended both Barton Hills Elementary as well as Zilker Elementary and am currently a school based social worker. I own a home in Zilker and intend to send our children to that elementary
- school in a few years. I would like to express my concern over the proposed closures of some of Austin's best schools, particularly the Elementary schools up for discussion. Why would we close excellent schools with proven test scores, satisfied parents and students, and good teachers to bus those students to lower performing schools where teacher and parent satisfaction and involvement is notoriously low? I was zoned to attend O'Henry Middle School in 1993 and was instead bused over to Martin Jr High, this was not a pleasant experience and I feel my other Zilker friends had better Middle School educations due to the re-zoning and busing structure. As a school social worker, I value equal and excellent education for all students, regardless of their socio-economic status or neighborhood, however it seems to me that the better option would be to temporarily close the poor performing schools and bus those students to the better performing schools, redesign the closed schools and hopefully open them within a few years. Teachers and faculty are a direct reflection of the quality of education a student receives and at schools like Zilker, Pease, Barton Hills etc where the school is doing great, I can guarantee those teachers are happier, more committed to excellence, and providing a wonderful education to their students. My hope for Austin ISD is that we recognize how hard our teachers and school staff (social workers included) are working and continue to support the schools that need help, as well as those doing very well. Please do not close these schools, it would be detrimental to Austin and the type of community we are trying to be.
- Today we attended a meeting where a long list of reasons for not closing Oak Springs Elementary was given; based on

statistics, geographic factors, previous interaction with staff and students, and anticipation of the trauma resulting in moving vulnerable students from this neighborhood. There is much merit in retaining Oak Springs Elementary in AISD. Please look carefully at other options. Thank you.

- Top reasons Exemplary schools in Central Austin should not be closed as recommended by this task force: Academic performance was not considered. There are other ways to cut costs besides closing schools. Current economic conditions are temporary. Closing schools is a permanent decision with long-term implications. Small, neighborhood schools are vital to communities and produce better education results, as proven by countless research studies and in practice right here in our city.
- Totally disagree with the option to close schools. The teaching of children is the heart of AISD's mission. Shutting schools down for the "bottom line" is simply ridiculous and does not fulfill the vision of teaching children. This option will uproot thousands of children and staff and break up the communities surrounding the schools. Property values of closed schools will decrease, people with family will move out of these neighborhoods (who moved into these neighborhoods in the first place to go to these Exemplary schools like Zilker), and the board of trustees will never regain the trust of the people. Do not close the schools. There has to be another way.
- Transfers are in no man's land. They were not considered in the home schools or in the attending school. They represent over 13% of the AISD population. Out of these 16% are because the home school is underperforming, 25% are priority transfers, 19% are curriculum (magnet schools) and the

remainder are general transfers based on school openings. Where will be the capacity for these transfers, if they are not considered? The priority transfers are a significant part of the school's culture and community. They do not cost the school district any additional funding. Furthermore, the portables have not been considered. Many of the campuses up for closure have portables and have the capacity to take more. With the extremely tight budget constraints which will not be elevated within the next 3 years capital expenditures will not be an option, but portables will. Every involved ES parent recognizes and does not see any negative impact on their child's education. In summary, the functional capacity and the transfer numbers have to be considered before any final decision is made. Some alternatives adopt a play to pay for MS and HS sports; sell advertisements on buses; sell the 6th street building, stop paying consultants; reduce pension plan contributions; seize pre-k programs. Lastly, if schools have to be closed; choose schools that have the least amount of repairs to be done to take full capacity within one year - which includes HVAC and ADA requirements and can handle increase foot and car traffic. We cannot afford to build the perfect school facility, but we already built the perfect school community within our existing schools infrastructure.

 Trying to get to Becker from Zilker would be a very dangerous and logistical headache. There is only one street to use, Mary Street. It would be crammed with cars trying to get to school on time. There are no sidewalks. Trains run frequently and cause long delay for cars. So, one road, not safe to walk, full of parents, blocked by a train. Expect every Zilker student to have

- frequent tardies if they get moved to Becker. It will be a logistical nightmare.
- Using 10 year old census data to make decisions affecting Austin, Texas is just plain crazy. If you live in Austin you have to know this or you just don't care to base decisions on facts.
- Using only facilities as a rubric for cutting costs seems like a very one dimensional approach. If closing neighborhood schools is contrary to the city's urban renewal, we need to rethink. Some schools will have to be closed. I get that. But, teachers continue to limp along with minimal raises with support staff getting no raises for several years. We need some salary cuts at the top. I appreciate the Superintendent making performance goals, but isn't that a reasonable expectation without a bonus? Sure we need to look at other countries and their educational systems, but trips abroad make the superintendent's inner circle look bad to those they are supposed to be serving. Selling central office is a great idea prime real estate downtown. Renting closed schools still makes the district responsible for building upkeep, not the renter. There is talk of centralizing some jobs, decentralizing others. Let's cut some layers of bureaucracy for the average school administrator and teacher that keep getting unfunded mandates and more paperwork.
- Volunteering to do an apparently thankless job could be a tip
 off to the public that the end result might be rationally skewed.
 Members of citizen committees frequently have a personal
 interest in achieving, or avoiding, certain outcomes How else
 to explain, for instance, the suggestion that three schools
 consolidate into the most outdated, least attended and least
 accessible of these (Becker)? Wasn't this school slated for

- closure just a few years ago for those reasons? What has changed since then, other than the composition of the group making such recommendations? I hope Becker prevails, for my own personal reasons, but see the anguish of my Barton Hills neighbors who find this unreal.
- Watching Oak Springs, one of the most economically disadvantaged schools in AISD, go from extremely low performing to Exemplary has been tremendously exciting.
 Please do not ignore this progress. Keep Oak Springs open so that these children can continue to thrive.
- We are a family that moved into central Austin to live the lifestyle that Austin promotes. We pay exceptionally high property taxes, but know that our kids are getting an outstanding education in a small, neighborhood school. Our kids attend Barton Hills Elementary, which is an Exemplary rated school and a thriving environment for our kids and the neighborhood. It cannot be destroyed. We are totally opposed to the recommendations of the task force to close Barton Hills or any of the small, neighborhood schools that are succeeding. Please reconsider the original premise and criteria for more practical options to close the budget gap. Thank you
- We are parents of a student at Pease Elementary, a thriving, diverse, and Exemplary school in downtown Austin. As parents and citizens of Austin, we are appalled by recommendation to close Pease elementary, along with the other small, high-functioning schools in central Austin. We realize the dire condition of the AISD budget, but this decision is short-sighted, based on obtuse accounting methods, and done through a public process designed to shut out any real meaningful public input. We urge the Board of Trustees and the Task Force to

throw out the current recommendations and to have the courage to really listen to the community, providing time for meaningful public discourse about solutions that make sense for our community and meet the budgetary challenges of the school district. We urge you to throw out the Task Force recommendations for the following reasons: The criteria used for selecting schools to close did not include school performance. From a purely fiscal point of view, not including the performance of a school does not make sense. Pease, for instance, was listed by Texas Comptroller's Financial Allocation, Study for Texas 2010, with a five star rating (the highest rating) by providing an Exemplary school education for such a low cost. If the State of Texas can recognize a good value in Pease, the school district should as well. The public deserves a true opportunity for public process. This means giving the parents, schools, and the public more than a few days to review the recommendations before asking them to attend a public meeting to provide alternatives for the closure of their schools. Although parents and the community provided eloquent testimony that should sway the Task Force, the time frame did not allow for anyone to create alternative recommendations. • The public deserves to know the data that backs up the budgetary assumptions in the report. The public has been asked to accept the budgetary assumptions presented in the report and to provide alternative solutions without being provided the same information that the task force was allowed to review. This information should be provided to the public immediately. Why you should not close Pease Elementary? Our oldest child is in Kindergarten, and we are beyond thrilled that our kids can go to a special school such as Pease. We are proud to have our kids be a part of an historic school that provides a warm educational environment and that our children can be a part of something bigger than themselves. The school board should not close Pease because of the incredible value that it provides the community: Pease Elementary provides an excellent education to all students. Pease Elementary is 21% African American, 49% Hispanic, 27% White, and 3% Asian/Pac. Islander. All of these students have high ratings on standardized tests. Pease is a model of what AISD is trying so hard to accomplish: educating everyone to same level, regardless of race, ethnicity or income. The excellent education that Pease creates cannot be cut and pasted into a new, bigger school that is cheaper to build. It has been cultivated over time, with teachers, parents, and volunteers that have worked for generations for something special for the all of the kids that attend Pease. We do not believe you should reject the recommendations for school closures simply because we are parents who love our school. The recommendations are the result of a flawed process and go against the values that are the very core of AISD. In times of crises, it is vital that we not lose sight of these values, but that we hold them more dearly. Let us continue the diversity and excellence that is Pease Elementary.

• We are proud that AISD took the initiative to start a true Dual Language program. Programs like the DL program at Becker are forward looking with respect to the great benefits to our students. The staff at Becker has done a lot of wonderful work developing and delivering an excellent DL program. Thank you for your continued support of Becker Elementary and for choosing to keep Becker Elementary open.

- We are saddened by the need to close schools in Austin but also understand that this action shows the seriousness of the need to cut budget and expenditures, however, we also must remind the District unfortunately that we are beyond capacity in our school and in need of additional facilities at both Doss and Murchison and these needs should not be overlooked in light of the difficult cuts that are being proposed. (2)
- We are saddened by the need to close these great schools and understand the action shows the seriousness of the need to cut budget and expenditures, we feel compelled to remind the District that unfortunately we are beyond capacity in our school and in need of additional facilities at Doss and Murchison and that these should not be overlooked in light of the difficult cuts that are being proposed. Our children and families have worked very hard to create a strong neighborhood and school community and we ask that AISD remember this in planning for our future. We are against building a new elementary and pulling our community apart. As a native Austinite and former student of AISD, my husband and I have experienced AISD turn-overs first hand with multiple school changes and busing across town away from our neighborhood schools. We do not want this for our children. Please do not forget Doss and Murchison and their dedication to supporting AISD and academic achievement.
- We are surprised and disappointed to learn of the Task Force recommendations. We have one child currently enrolled in the 5th grade at Barton Hills Elementary. Although the recommended closure would not directly affect him, I think the entire neighborhood community would be adversely affected. We have two older children that have taken the foundation

built at Barton Hills Elementary and gone on to the Kealing Magnet Program and LASA. It is clear to me that the administration, faculty, and community played no small part in their ability to thrive in those magnet schools. I think the Task Force has done what it was asked. Unfortunately, it only considered the financial side of the equation. I hope for more from the AISD Board and Superintendent. Will the children be better served by closing the school? Will the community? These are questions that need to be considered by the Board and Superintendent when discussing the Task Force recommendations. I am curious about the structure of AISD. How many non-teaching administrators are employed by the district? I would hope that you would look harder at this part of your organization. Schools, teachers and those staff members involved in day to day school operations should be the last place to look for cuts. Do we really need non-teaching positions developing new curricula in tight budget times? Perhaps you will find that less central management benefits teachers and ultimately students. I would hope that the Board and Superintendent go back to the drawing board. Can you increase the tax rate? What about implementing a fee based transfer system? What about eliminating non-teaching positions not involved in day to day school operations? If you feel there is no way around school closures, I would hope you would see that closing both Barton Hills Elementary and Zilker Elementary would be like ripping the heart(s) out of our neighborhood. We might survive with one school, but our neighborhood would be forever changed without both. Thank you for giving us the opportunity to express our opinion.

- We are very disappointed in the news to close Pease elementary. One more piece of Austin history turned into a Condo. It looks like it would be a good time to open a private school in Central Austin.
- We bought our house almost 10 years ago so our children could go to Maplewood. My older daughter is in 4th grade at Maplewood and I have a four year old who would be going. We are in the southern French Place section marked to be sent to Campbell. Maplewood is essential to the Cherrywood/ French Place community. This proposal for rezoning the southern section of French Place would divide a very strong, unified group. I do not understand how students from a new neighborhood like Mueller would be able to stay at Maplewood, and a section of French Place who have attended Maplewood for generations would be zoned elsewhere. No boundary changes for Maplewood Elementary school.
- We could not attend. However, we care deeply about continuing special education services at current levels. Texas has the lowest funding in the country for special education services and cutting any further will negatively impact all children. We have two daughters one with special needs and the other without special needs in a general education classroom with kids with special needs. The law requires that kids with special needs be served in general education therefore aides are critical in order to make this work. If this support is cut, it affects kids without special needs because of disruptions and teacher overload. If this support is cut, it detrimentally impacts students with special needs and may result in problems. I beg of you do not reduce special education funding.
- We currently live in the Zilker Elementary school area. We walk to school every day. The closure of Zilker Elementary would mean that we would no longer walk/bike. We would, without a doubt, end up driving to Becker or Dawson. This action will sever invaluable ties with our neighbors and school community and ultimately would weaken our commitment to living in the area. Along with increasing property taxes, without this inner city, drive-free experience, we are far more likely to relocate to the suburban fringe for more space at less cost. I also think this decision would irreparably harm our oldest daughter's (7) sense of trust. We have two younger daughters who will enter Zilker in 2012 and 2014 and are deeply saddened at the prospect that they might not have the same experience at an Exemplary school as their sister has had thus far. Your characterization of our schools declining facilities and neighborhood school-age population certainly does not fit with our direct experience and knowledge of our neighbors. There are two new babies on our short street this year. Please consider more creative learning models and allowing each school to help raise funds through the more creative use of space/schedules and other for profit opportunities such as leasing to outside entities for continuing ed, summer school, private/charter activities, etc. before taking such destructive irreversible steps. Zilker is an iconic area and school. It's the heart of what makes Austin unique. Closing Zilker School would be symbolic of a city that has lost all its heart.
- We feel strongly that the small schools that are thriving should not be closed. We also strongly support the Dual Language program to continue in elementary schools and continuing along the middle schools. We feel that it's especially important

- to support the four pilot Dual Language schools to receive more support and resources to be able to develop and succeed. Thank you.
- We have a son at Joslin who is on the Autistic Spectrum. Since he started school, he has been to three different schools, because AISD, does not have the ability to properly place him, and he is only in the second grade. Last year, I planned to put in a transfer to Barton Hill's, which is one of the schools you plan to close, but probably won't since the parents were pretty vocal. AISD's Autism specialist talked me into to having my son placed at his home school Joslin. She felt the program at Joslin was the best for him. So once again, we move a child on the spectrum to another school. Now you're telling me you are going to close our neighborhood school, that my son is doing well at and that I pay taxes for. This is the most unorganized, school district I have even seen. There are ways of managing your budget, and closing small neighborhood schools is not one. Maybe you can sell your property on 6th street. My property taxes have not gone down, they only go up. This is the only city I have ever lived in where property taxes go up every year, but the school district has a budget shortfall. Please explain that one.
- We have already seen what a horrible disaster bussing can be.
 Do we need to do that again? Distance our children from our neighborhood and their families, with little or no supervision?
 In an unsafe means of transportation?
 http://www.psparents.net/TransportationIssues.htm
- We have been living in a house that is 1/2 the size of the house we could afford if we lived outside of central Austin because we value education and want our children to attend top quality

- neighborhood schools. If we had known the schools we had been paying into might close we never would have invested the thousands of additional dollars in property tax to be in the district for an excellent elementary school.
- We have lived in Cherrywood for more than 20years. I have fought every year since our son started Maplewood for many things including keeping our 6th Grade, Art, PE and Music programs & teachers. Our son is graduating from 6th Grade this year. We also have a 4yr old will attend Maplewood next year. We love Maplewood and are am very disappointed that boundary lines are cutting through small sections of our neighborhood and dividing us. AISD, we are more than just numbers we are people that care about our neighborhood school and we will not stand for this.
- We have reviewed the materials provided by the task force and offer the following observations and recommendation: Observations: First, the proposed solution of moving Zilker and Barton Hills students to Becker and Dawson does not follow the original guidelines of moving students from "C" schools to "B" school, or examining the reasons for the C school and the B schools current situation. The under utilization of Becker and Dawson is an indication of the lack of demand for those two schools by the parents in their and surrounding neighborhoods. Given they are underutilized, although they are both Exemplary rated by TEA, there are probably other "non-tangibles" that detract from those campuses, or are the cause for the significant demand for services from Zilker and Barton Hills. Some of those intangibles include the following: There are numerous items that did not seem to be accounted for in the analysis. In particular, the

Becker site is severely limited in outdoor activity space. Both Barton Hills and Zilker Elementary schools have a wonderful set of playscapes and open areas for its students' use, and the students at Zilker have the advantage of the community "Lil Zilker" park as well. Given our ongoing concerns about our children's health and exercise habits, this huge asset and resource should not be overlooked. Zilker's cafeteria was recently expanded and renovated - that does not appear in any documentation. Its library is relatively new as well – 1990. There are no parking places at Becker Elementary. Increasing the teacher population, and the student population, and not having a place for teachers to park, or parents to park when volunteering, attending teacher conferences or school events, will make that neighborhood even more stressed regarding traffic and mobility. We see this is a serious issue on a daily basis, especially during the start of the school day when parents are dropping off their children, and teachers are trying to park. Other intangibles include the significant community involvement at Zilker. For example, the Outdoor Learning Center, built at Zilker entirely with PTA and community funds, is a regular host of outdoor concerts, which are attended by Zilker families. and the community at-large. Recommendation: Given the student population at Becker is approximately 200 students, and there is excess capacity of about 200 students at Dawson, a more simple solution would be to move the students from Becker to Dawson. This provides several advantages: Minimizes the impact on students at Zilker and Barton Hills and limits the number of students that must cross a major road to get to school. All Zilker and Barton Hills neighborhood students will need to be driven if diverted to Becker or Dawson given the distance and roads to get there from the Zilker and Barton Hills neighborhoods. Becker neighborhood students could walk to Dawson much more easily, and it allows Zilker and Barton Hills students to continue to walk or ride their bikes to school. It keeps two high demand, very well performing schools, with significant community support intact. Both Barton Hills and Zilker are known for their outstanding faculty, community involvement, and academic achievement. Killing the organizational units that perform so well and provide such good service to the community is not the correct way to keep AISD's performance goals on track. It keeps two urban core schools, located in a large central neighborhood, both of which have significant demand, and established records of achievement and performance, open and available to serve the continued needs of those neighborhoods. The City of Austin has a stated goal of wanting to further develop its urban neighborhoods. There are several multi-home developments planned in the Zilker neighborhood We are sure part of the attraction of these new developments, in addition to proximity to downtown, is the close and high performing elementary school in the neighborhood.

• We have two young children who we had intended on attending Zilker School when we purchased our house on Village Oak Court a couple of years ago. With the intended rezoning of our street to Dawson elementary this would make a 0.5 mile journey to school (for Zilker) to over 2 miles and including multiple busy roads (to Dawson). Please keep Zilker open and leave the boundaries unaffected, I would believe that Zilker could be completely filled with local children and we need a local option that has been performing so well. I would

understand consolidating Barton Hills into Zilker and then stop any transfers into Zilker going forward as the catchment area would be significant. Also homeowners in the current boundaries bought their houses on the basis of the schools assigned, including residents without children who understand the underlying value of good schools when buying/selling their houses. This could have a significant effect on their property prices and then ultimately the revenue you would obtain from the lower property taxes created. The point on transfers is close to people's hearts as we bought houses in neighborhoods with proven schools in consideration on our children's future. I pay a significant amount of property taxes so my children can attend these schools (Zilker in my case), so if you are ever going to allow transfers why not make the parents pay for the additional property tax differential and then let them make the decision to transfer 'at a cost' or keep their child at the locally zone option. This may make more people attend the schools they are zoned for.

- We need are small schools open. I think you should make Ortega bigger instead of closing it. I as well as my kids have been going to Ortega for years. Ortega has raised money for kids' trips. So why close a school that's not costing you so much money. This school is located in the center of the neighborhood & kids from 4 year to 10 years walk to school because all the neighbors watch them. You should go back to your round table & find another way to save money & think about what you will do to these kids if you close down there school.
- We need to take other cost cutting measures that don't affect the kids in these Exemplary schools. AISD administration

- buildings (I.e. 1111 5th street and others) need to be addressed before closing great urban community schools with such active PTA.
- We oppose the taskforce's recommendation to close Barton Hills Elementary. We are parents of a second grader at Barton Hills and a soon to be Barton Hills kindergartener. We chose to transfer our daughter to Barton Hills because we believe small schools are best for children. Barton Hills has turned out to be so much more than we hoped for. Our daughter has absolutely thrived there, academically and emotionally. She has transformed from a painfully shy new kindergartener to a confident, happy seven year old, who is eager to learn and loves going to school. We know this is because of the culture of the school. A culture in which everyone is treated with kindness and respect. A culture in which everyone is known. A culture in which learning is fun and excellence is just expected. We also know that this culture is the result of years of work by the principle, teachers and parents. We have so many concerns. We are concerned that closing Barton Hills will decimate the Barton Hill's community. Although we have been assured by Mr. Frazier that current transfers will track with their schoolmates if Barton Hills is closed we are concerned that the District will not actually follow through on that promise. Based on the numbers it appears that Becker will be too crowded to hold both the neighborhood kids and current transfer students. To send transfer students (who make of almost half of Barton Hills student body) packing midway through elementary school will be devastating for all the children involved. We believe the assumptions the task force was required to start with were wrong and those wrong

assumptions led you to the wrong conclusion. For example, you were required to assume that transfer students do not exist. Yet almost half the children attending Barton Hills are there on an approved transfer and they and their families are an integral part of the community. Based on that incorrect assumption, you concluded that Barton Hills is underutilized. But it is not. It's full. You were also required to assume that portables cannot be successfully used as classrooms. That assumption is incorrect. Our daughter is currently receiving a first class education in a portable. It's the principal, the teachers, the community; the culture that matter, not the thickness of the classroom walls. Based on that incorrect assumption, that portables don't count, you concluded that Barton Hills could only successfully house 251 students. But that's not true, 399 students are currently receiving and Exemplary education at Barton Hills. You were also required to assume that academics don't matter. They matter and we know you know that. We are also very concerned these inaccuracies are being put forward to the public as fact. We are also concerned about the cost calculations that you have put forward to justify closing Barton Hills and other community schools. Much of the cost savings you list are discretionary costs. That's deceptive. The district wasn't going to spend that money anyway. The cost savings also don't take into account: the cost of renovating Becker to accommodate tripling the student body, the cost of busing Barton Hills neighborhood students to Becker and the cost of maintaining mothballed schools. The cost savings also don't take into account the cost to our children's health. The playground at Becker is too small for the number of students there now. There is no room to run at all. All 3 other schools in area 4 have tracks. All students at Barton Hills run the track every day. Your recommendation makes it appear that the district's focus on health is all talk. This is Austin. We want a public school system that provides a first class education for all of our children. You don't get there by closing our best schools. This will most certainly result in some parents moving their children out of the district or placing them in private schools. This will further erode community and financial support for our schools. We ask you to reject the closure of small community schools, specifically Barton Hills. At the very least, we ask you to insist that you be allowed to base your decisions on true assumptions, insist that you know the final result of your decisions (will transfer students actually be able to move with their school or wont they) and insist that the community be involved from the beginning.

- We own our home in the Barton Hills Elementary School area and oppose the closure of the school. Children, with their parents when too young, walk to school each morning, and the children play on the school/park equipment on weekends. The school hosts a Halloween carnival that is well-attended by the neighborhood. Although we have no children attending the school, the school is an integral part of the neighborhood. Our neighbors, whose children do attend the school, tell us the school performs well. Cost-saving measures other than closing a school that is so dear to the neighborhood should be explored by the district.
- We strongly oppose the closing of any Exemplary schools as part of the Task Force recommendations. Strong neighborhood schools attract central city density and provide anchors around

which neighborhoods can build tight-knit communities. The desire to close schools and bus students is short-sighted and contrary to significant data about the effectiveness of small, local schools. If you would like to move Austin education in the right direction, please find other alternatives to school closings. Most notably, sell or lease the AISD administrative buildings on 6th Street and relocate staff to underutilized space at low-enrollment schools.

- We support Becker Elementary and its DL program. Our son is set to start there in the fall and is very excited. We love the multi-cultural vibe of Becker and feel it's a real asset to our city. Closing Becker would be very bad for our community.
- We think that Transportation to the Magnet schools is essential and important and should not be modified to a Hub format. The magnet students ARE AISD students and should have the same bus services. Currently, the magnet bus stops are farther from student homes than the home school bus stops. The morning bus times are extremely early and parents would have to leave siblings at home alone to take magnet students to the Hubs. For the money saved, the Hub plan punishes the parents and students of an honor of which we should be proud. The magnet students would be singled out and the parents would be punished. Please leave the transportation plan for magnet schools the way it is. How about thinking of more magnet schools throughout the District.
- We understand that consolidation is needed but there is no clear reasoning as to why specific ES chosen for closure.
- We, the parents of AISD students, must be open to all options. However, the job of figuring out the entire range of options

- belongs to those with professional expertise and a fiduciary duty to taxpayers, i.e. AISD staff. To date, AISD has offered only one way: school closures. That's not a "we're willing to work with you to find a way" attitude. This is a school finance problem: AISD schools cost more than our state school finance system makes available to AISD. State school finance is as complicated as rocket science. AISD staff knows school finance inside and out. They're the rocket scientists. Why, then, do they stand up at public hearings and say closures are the only way, and if parents and neighbors don't like it we must "offer solutions?" Knowledge of the solutions comes from knowledge of state school finance law. The AISD rocket scientists are basically saying "We only want to dismantle the rocket. If you want it to fly, y'all need to figure that out yourselves." The taxpayers deserve better than that from public servants.
- We're aware you were told *not* to consider transfers by the board. They did you a disservice and set you up for abuse you don't deserve. You need to be aware that not all of us transferred just because we thought Zilker was a great place for kids. Some of us were placed there at some point by the district because our children are on the autism spectrum and the Zilker faculty has a lot of experience and expertise in that area. As our children aged out of PPCD and kinder we sought general transfers to stay in the school where the teachers are so familiar and skilled at dealing with their needs. At least three of the randomly drawn speakers Thursday night are parents of Zilker special needs transfer students, and I was not one of those speakers. If our home schools could provide the services our children need, they'd be there now. We all know that whatever happens with school closures, cuts are coming,

in special ed as well as elsewhere. We also know you have an unfunded federal mandate to provide for children with special needs. It is more economical to have those children together where a few talented and experienced staff can serve them, and still in an inclusion environment, than spread them across the district with the possibility of having to provide an aide for each one and fight with parents at every ARD. It's about economies of scale just like your other decisions, but on a smaller level, and critical to these children's education. You already have that team in place at Zilker. Please imagine how it must feel to have found a school and faculty that are an absolute godsend to your child, then to be told the school should be closed and your child sent back to a school without the services he needs, and then to be told your child doesn't even count among the students impacted by the decision. And when you consider your options, to know that the only private school in town specializing in kids with autism. Moore-Weis went out of business last year and some of those kids are already Zilker transfers. We don't have another place to go. Zilker is it. One way or another, AISD will have to deal with our children and others like them. Federal law requires it. There are only a handful of us, but enough that keeping us together makes more sense that scattering us across the district. And there are sure to be more in the future. Our kids are not all in the same grade, so we need a vertical team that can handle our children as they grow. And we want/need inclusion. Having neurotypical role models is huge. Zilker provides all of that. Any proposal dealing with Zilker that doesn't recognize these realities isn't worth the paper it's printed on. In effect, you're asking us to simply trust that it will all work out, but you've given us precious little to base that trust on. Having already been told that we don't count, that the board expressly instructed we should not be considered in the analysis, we have no choice but to fight. I'm sure you'd do the same if it was your son.

- What a foolish plan. Barton Hills Elementary is the heart of our neighborhood, is a high performing school and its facilities are being well used. Although my children did not attend the school (we moved into the neighborhood when our kids started high school) their friends all did, and got an amazing, student centered education there. Having a neighborhood school fosters ties within the neighborhood and keeps property values stable. If you have to do anything, combine Barton Hills and Zilker into one neighborhood school but don't close them both. You wouldn't dream of closing Casis or Brykerwoods Elementary, both of the same vintage as Barton Hills. Do the right thing. It is not a facilities usage issue alone.
- What a shame that our children have to suffer for our budget problems. Please do not close Ortega.
- What about overhead? The presentation has no information about what is being done to reduce expenses downtown. AISD is top-heavy. Every dollar saved at the top is a dollar used to actually educate the students.
- What about the proposed sidewalk to get my kids on this end to Maplewood? A direct walkway to the school. It would be a waste if all the kids at my end of the neighborhood can't even use if they're sent to Campbell. And crossing Manor road is not an option for children. They wouldn't be able to walk to school at all.

- What about the resolution signed by AISD, the City and the County in which AISD pledged support for urban schools as part of the city's urban revitalization efforts? You can't have it both ways.
- What about the safety issues and transportation plan for shifting an entire neighborhood of elementary students (Barton Hills/Zilker) across S. Lamar everyday during morning rush hour? Do you really propose we all drive our cars every day to safely transfer our kids to/from school? Please do not say you will provide cross guards. Leave a school open on the west side of S.Lamar.
- What is being proposed for the overcrowding at Bowie High School? Could a school in the area with under-enrollment be re-purposed for a ninth grade center for the area?
- What makes Austin a great place to live? What brings money and people here? Part of the answer: great schools like Pease, Zilker, and Barton Hills. Proposing to close three of the greatest schools in Austin to meet a bottom line is a lazy and damaging option. Doing away with successful schools as a solution doesn't honor what it takes to make a school Exemplary. The proposed closing of Pease, a diverse, historic, Exemplary school, and Zilker and Barton Hills, cuts out the heart of AISD, and is not a solution worth considering.
- What non-facilities-related mechanisms to meet the general budget shortfall are being pursued? As it stands now, the district-wide shortfall seems to be addressed by making 9 point solutions: close 9 schools. What district-wide mechanisms are planned? I appreciate that facilities represents a large slice of the budget, but a general shortfall should be agreed upon by the general community. 2) The facilities plan feels reactionary

- to the current ~\$20 million budget crisis. What is the long-term AISD vision and how does the proposed facilities plan serve that vision?
- What would come to be of the schools? Is their value as real estate factored into the decision to close them?
- When I attended Community Dialogue #2 at Austin High, I felt that I was being directed toward school closures, and providing the district with acceptable excuses to do just that. I found this feeling to be absolutely correct at Community Meeting #3, at the Delco Center. This is unacceptable. Neighborhood schools are vital to a sustainable community. Transportation will be one of the largest costs of the future; not only rising gas prices, but alternative fuel vehicles and infrastructure will be required, not to mention upkeep on, and expansion of, existing roadways. At a time when the COA is trying to establish walking/biking infrastructure and encourage central Austin development for residential, as well as business use, AISD wants to get rid of neighborhood schools within the central and east Austin area. Your vision is old. You should be working with the city, not against it. Your demographics are outdated. I live in the Brentwood ES/Lamar MS/McCallum Hs attendance zones. For years now, AISD has said Brentwood ES will have a yearly population decrease. It has had the opposite. That will continue to be the case. Four years ago there were 3 families with children on my block, now there are 7. Yes, central schools are older and have a higher FCI, but in a few years the outliers will be in a similar condition. Will we dispose of them too? That's once again passing the costs on to the future. Ms. Delco spoke eloquently at the meeting held in her namesake facility. Listen to her, and all the other neighbors who came in

support of their schools. These neighborhoods are not dead. They are vibrant communities, essential to what Austin is, and why people choose to live here. We, Austinites, are not as uniquely weird as we think we are, but we strive to be so. Listen to your stakeholders. Listen to the COA. Find another way. I read a Statesman editorial suggesting selling Carruth, and buying into Highland Mall with ACC. That suggestion is worth your consideration. Highland Mall is on the light rail route, as well as having easy access from I-35. Become part of the solution to Austin's traffic and air pollution issues, instead of adding to the problem. Practice what you preach. History and culture count, yet you want to close schools with the richest history and create more uniform mega-schools. Walking or bicycling to nearby schools reduces childhood obesity, yet you want to bus. Character education promotes being a benefit to your community, yet you seek to destroy the heart of many neighborhood communities, by closing elementary schools that provide community to young parents, as well as their children. Good environmental stewardship means less waste. Disposable schools are waste, on a monumental scale.

• When I was a kid, in the 70s, I went to Highland Park with all the kids that lived in my neighborhood. There was quite a gang of us who played together and rode our bikes to school together. There was an excellent gifted and talented program that I was part of with a tight-knit group of kids. We all knew exactly what teachers we'd have in the years to come. Then came busing. Life changed for me in a shockingly negative way and the whole plan was shattered. Neighborhood unity was shattered. We were split down streets in some cases, being shipped off to different schools. It was heartbreaking. The split occurred as I was aging up into 5th grade. In 6th grade, I ended up being "home schooled" (which at the time basically just meant not going to school) for most of 6th grade. Eventually, sanity won out and this master plan was shelved and things went back to normal. Kids went to the high-performing schools that were right down the street. AISD went back to being a high-performing district. Austin attracted more and more people, businesses boomed, and we floated through the worst recession in 75 years virtually unscathed. To think that our city's good fortune is disconnected from the strength of our community schools is as short-sighted as arguing that it's disconnected from our community's love of trees and wildlife. People come here for what Austin IS, not what it could become in the future when all the fabulous master plans are put into play. People do not live in central Austin because they want to send their children to huge, suburban-style, brand-new schools. The central Austin neighborhoods you've got in your sights right now are the reason this city is great. They are the reason we're at the top of every Top 10 list ever conceived by American magazines. Let's not look back on The Great Recession with sorrowful hearts at this deliberate, contracted hit on central Austin's core. Let's not pretend that this plan was developed with significant public input. Let's not develop the future of our city in a panic, like the one you have caused for all Austin parents and families, especially Austin natives like me, and especially those who hold the central Austin community dear to our hearts.

 When my son began attending Pre-K at Becker this year, I was implored to become involved in his school, because "Both

experience and research tells us that a child's education succeeds best when there is good communication and a strong partnership between home and school." (Page 15 of Student Handbook) As a parent new to the elementary school experience I did just that. What I have discovered is that we are now a part of a community that is much bigger than Becker School, and encompasses our entire neighborhood and beyond. The collective of parents who have embraced this role of partner in our children's educations have created communities that center on each of our home schools. Closing of a school also closes down the school-based community that has been built around it. A price tag cannot be affixed to this sense of community that surrounds each school and so the "cost" of saving or closing a school cannot be calculated, if it is to include the saving or loss of current parental investments in each school. We, the parents, have created the school/parent partnership at your request. It will benefit the children. A large part of the reason my son likes his school is because I like his school. I want to keep his desire to be there and to do well alive throughout his education. Let's keep the established partnerships intact by retaining our beloved and wellperforming schools.

- When Pease closes, those children will need to go somewhere, send them to Campbell. Don't get me wrong, I went to Pease 30 years ago and loved it, but right now, what's important to me is the preservation of my children's school. Maplewood is a neighborhood school. Please keep our boundaries intact.
- When the district abandoned busing, it stated the principle of neighborhood schools. If the school board changes this position; it should be utterly transparent to the citizens.

- Speaking of transparency, I wish each option had the loss of personnel explicitly tied to each choice. You are talking about laying off teachers and staff. I perceive lots of politics in your "logical" choices. Why are Becker and Ridgetop protected? Obviously because they are "Dual Language Schools" (one year program), pet projects of the superintendent.
- When we moved to Austin from New Orleans after Hurricane Katrina and the birth of our first child, our goal was to find a family-oriented neighborhood within a certain distance from downtown. We fell in love with the Zilker neighborhood because of its eclectic charm and diversity as well as its walkability to parks, restaurants, and particularly the Exemplary-rated Zilker Elementary school. We walk of bike to the school playground regularly and find the bike racks teeming with student and staff bicylcles. My daughter is counting the days to when she will be able to ride her bike to kindergarten next year with two siblings following in her footsteps in the next 5 years. If Zilker and Barton Hills Elementary schools are closed, the healthy environmentally friendly options of walking or biking to school for over 500 students will no longer be reasonable or safe possibilities. When we moved to our block in March 2007, there were 2 children under the age of 10. As of the summer of 2011, there will be 9 children under the age of 10. We have seen this trend all over the neighborhood and in other neighborhoods close to downtown as well. Please keep our neighborhoods intact and viable by keeping our children in them.
- When will these changes occur? Why is the option of moving kids from Cowan to Boone not being considered? According to

- the documents posted the committee gave it a favorable rating to do. Seems the easiest to do and does not include closing a school.
- When you're out of money, you're out of money. It looks like you've done the best you can in consolidating the underutilized schools. I also like the other proposals of the 4 day work week, thermostat adjustments, etc. We should also guit funding the D.O.E. and keep our tax money in Texas we know how to better educate our children than Washington. While we're on the subject of tax money - rather than send the "Robin Hood" funds all over the State, let's at least keep it local, and then perhaps we might not be facing some of these budget shortfalls in AISD. We could also quit funding the multiple "free" breakfast, lunch, and after-school food programs. I personally know several children who are in the programs who should not be. Our schools are there to educate, not to provide from cradle to grave. In our neighborhood our boundaries have been moved 4 times in 10 years, so I understand the upset of the parents involved in these schools slated for closures/realignment. Our school has been Exemplary since it opened. It is now bilingual and over capacity and still Exemplary. The U.S. Government keeps telling us we must save and live within our means.
- Where are our children going to go to school? We are already
 in an impoverished, underprivileged area and by robbing our
 future citizens their right to local education; this is shattering
 hopes and dreams. There must be another solution to allow
 these schools to remain open perhaps take some money from
 our proliferated transportation budget? This is our children's
 future we're dealing with. Keep Ortega open.
- Where in the master plan do you take in to account the costs of renovating Becker and Dawson to accommodate the incoming students, the studies and changes necessary to get children safely across Lamar Blvd and the RR tracks to Becker, and the loss of property tax income when our property values plummet? My educated guess is that these will guickly eat away at any potential cost savings you might imagine would come about by closing our schools. Finally, if you look at the condition of BHE, it is excellent. Thanks to multiple bonds that have provided money to do maintenance on our school. In the past 3 years, BHE has had a new addition that includes a fabulous music room and kiln, a new roof, and a new a/c system. We have the lowest estimated projected maintenance of any of the schools slated for closure, much of which we could do ourselves or do without. In the past few years the parents have taken over the majority of maintenance for our grounds, planting multiple gardens, arranging volunteers to care for them in the summer, and even growing vegetables that have been served in our cafeteria. You give us a budget of what we can spend, and we'll stick to it. We are a community school and as a community we know how to pull together. Harness this energy to make up the difference when you have to cut our budget. But do not break our hearts and destroy our community by closing our schools. We have built so much good around our schools. We have trusted you to help care for our children and their schools. Please don't destroy our schools and break our children's faith in their community.
- While budget considerations are a necessity the task force must not lose site of the impact on students especially those in low-income areas. Consolidating Oak Springs and Blackshear

- elementary schools creates a burden for Oak Springs families in terms of transportation, participation, child safety and community involvement.
- While I appreciate all of the hard work that has gone into this study, like all AISD task force groups in which I have participated, the options clearly lack an understanding of or appreciation for both the AISD long term goals and the goals of the city of Austin, it's people and it's communities. Your proposals, which focus firstly on the school size and capacity, unfairly targets most of our city's inner-city campuses that have history, loyalty and urban-strengthening capabilities. It does not appear that the task force even considered the strength of family engagement at these campuses, which maps directly to student success. The fact that "student success" was not even considered at all is unthinkable and completely discounts the Task Force work. I am fully aware of the budget constraints of the district, but am sorely disappointed in the lack of creativity of the solutions and the dearth of Superintendent input in the process so far. It my understanding that she was hired particularly in light of some innovative and strategic facility usage plans in her prior districts. The Task Force should change its strategy from making specific school closing "recommendations" to highlighting "potential options" for reaching a budget goal. The Superintendent should be expected and allowed to use her expertise and experience to come up with the actual plan, rather than leaving these decisions to an outside Consulting Group that does not understand our city and 72 volunteers who each bring personal agendas into the mix.
- While I do wish that an alternative would be found to the closures of the elementary schools that mean so much to their little neighborhoods, I am most concerned about the redrawing of the lines for Maplewood. Because Maplewood was forced to absorb so many students from the Mueller development, the logic behind proportionate numbers is obvious; however the actual lines drawn make no sense. Particularly the small triangular area in the heart of French Place and at the far end of the Campbell district. This segment is naturally part of the French Place neighborhood, as is obvious when looking at the redrawn map. Perhaps this was done because so many children live in that little triangle and that would go further toward equalizing the numbers. However, there does not seem an obvious reason why this area was chosen instead of the area beyond Airport, the Mueller neighborhood. Perhaps because there is what is considered a more politically active voice in Mueller and there is a fear that they will object to be moved to a new school now that they are finally quieting about the failure of the plan for their own school. This does a severe disservice to the children and families in the French Place neighborhood. A neighborhood becomes itself because the children live and play and go to school together, and the parents get to know each other through their children. You are taking a portion of a 'naturally' drawn neighborhood (it even has a name) and cutting it away. Just as this would not be right for the Mueller neighborhood it is not right for French Place, an older more established neighborhood. The children and the parents become strangers to each other and we lose a little bit of what

- we want to say makes Austin great. I do not live in French Place or Mueller.
- While I understand the need to reduce costs, I don't believe
 the closure of Barton Hills elementary is a good option, since it
 is a school that has a high standard of education. The transfer
 of students and teachers to other schools will not
 automatically yield the same educational results. Changes to
 the administration and moving the headquarters on 6th St.
 should be considered for savings.
- While it is reasonable to expect that school facilities are reviewed for their safety and efficiency, using this as criteria to close a school to help meet financial responsibilities is not an acceptable action. The schools identified in these options are meeting and often exceeding the educational expectations set forth by the state. These schools are anchors of the neighborhoods they serve. These schools are the model others schools should mirror. The state of the facility should not dictate whether these sites should be closed. If these closures were to be approved, it isn't reasonable to expect that any of these neighborhoods would recover, and it cannot be expected that any of the solutions for relocating students would benefit the children being moved or the children whose school suddenly is forced to support hundreds more.
- While it is understandable that a shortfall in funds requires drastic action, it seems that little consideration has been taken for quality of education in this plan. One must only look to the larger, conglomerated middle schools in the Austin area to see that making schools larger does not improve the quality of education. There has to be a way to preserve the smaller, diverse populations that these schools represent. While the

- school that my children attend is not on your list, I can see how it could have been. But a smaller, concentrated, excellent teaching staff makes the schools what they are. Keep Austin small; don't make elementary schools in to warehouses.
- While it is unfortunate that AISD must consider closing underutilized facilities, I appreciate the dire situation that the district is facing. I support closing the underutilized schools, Pease in particular. I would hope that the district would maximize revenue from this, possibly renting out this prime downtown location. I also hope that in this process AISD does not forget to look at those schools that are significantly over utilized, especially those northwest such as Murchison Middle School, Doss, and Hill elementary. Before looking at building a new elementary school to service Travis Heights, I think you should look at eliminating the issues in Northwest Austin, which are increasing every year.
- While we understand that the financial situation of Austin ISD is dire, there are other ways to obtain money than closing successful schools. Folks at the presentation offered suggestions, such as selling administrative buildings, etc. These need to be seriously considered. High performing schools that define communities should not be closed. When people move into a neighborhood and pay exorbitant property taxes for their children to attend a particular school, it is robbery to close that school. Austin ISD is going to devalue properties in the entire district under the megaschool proposal. People who care about the education of their children will need to move out of Austin to get a proper education, taking their tax dollars with them. Please consider the children attending these older but successful schools. They

- are the future leaders and business people of our community. It is proven that children learn better in classrooms with smaller ratios. How can our future leaders bring the best to our city when they have not been given the best education? Closing the proposed schools is a lose-lose situation. It will reduce the quality of our children's education today and the quality of our city's leadership tomorrow.
- Why are we building new schools when we are in a budget crisis? 1) Many of the plans result in schools being over capacity in a few years. Why would we want to do this to our students, teachers, and families? This makes no sense to me. 2) I am concerned about the calculation for "seats" in a school building. I am not sure how these numbers were reached. What I do know is that the smaller the class size, the better for the students. 3) Many of the students affected come from low income families. The needs of these students go beyond financial calculations regarding the cost of running the school. Many families walk to school, etc. How can anyone put a price tag on this kind of issue? 4) I can understand closing Pease, because of the transfer issue. However, most of the students who go there have parents who work near the school. Going to their home school may not work as well for them. Also -isn't Pease the oldest school in AISD? I'd prefer not to throw all of our history out the window. 5) Sell CAC, sell Baker (or move all of admin to Baker), leave the schools as they are.
- Why close neighborhood schools like Barton Hills that has some of the highest standards and academic high ratings... I thought that was our goal for all the schools? What about selling that over priced 6th street Administrative Building? And

- cut over paid administrative salaries, eliminate those bonus give a ways.
- Why close so many schools and end up with overcrowding in three years. Barton Hills Elementary is the heart and soul of our neighborhood. You cannot close such an outstanding school and take away from the community.
- Why don't we vote on a bond package to repair and improve schools? Beaumont ISD passed a 389 million dollar bond package and updated the schools in that area. I was just in Beaumont and saw the brand new elementary school my nephew is now attending. They completely leveled the old school. I also saw the new, state of the art, 30 million dollar stadium complex they built. It was quite amazing to see in a time of such need. If they can do this we can certainly raise money for our school system. I sure hope money from the general fund didn't go towards these improvements considering the future closing of schools in our district. I haven't finished researching this issue but will certainly continue.
- Why don't you limit transfers, then Maplewood will be able to accommodate the children you are proposing to move to Campbell?
- Why is AISD considering closing existing schools and yet they're still considering opening new schools?
- Why is the committee not moving kids from Mills, Cowan or Patton to Boone since they are overcrowded and Boone is not?
 I don't think the mayor has any say in this debate.
- Why not sell the AISD Admin. building on West 6th Street like the TX State Comptroller recommended 10 years ago as one of the best ways to save \$ for the district?

- Yea task force. It seems like they have put a lot of time and energy into this effort. Thank you. I hope the board supports their efforts and supports their recommendations.
- Yes, we all see that it is "hard times." I am on my 33rd year of teaching. Have given my entire life to this profession. We have been the ones "teaching the children well". These children only want to live, love and learn. Zilker Elementary is a "jewel of a school". I have taught at 6 Austin area schools and 1 in Oregon. Zilker should remain a thriving school, it is an icon. Simple fixes: Close Pease, schools with 200 or so enrollment, take away the 2nd conference periods for secondary teachers. Teachers can teach without it. Have a look at what elementary teachers endure. What about all the expense that is paid to football; coaches, equipment, and travel. Huge expense. Sorry, again, I know I live in Texas and I coached girls' athletics for 21 years. Let's look at everything and everyone in the district that gets a paycheck. Huge raises for some folks and high salaries for others when people like me have spent a lifetime of teaching: wear and tear on the body/mind and soul and haven't gotten a raise, "thanks" is few and far between, the children's needs are not always being met, property taxes keep going up and now there is talk about closing the most precious, Exemplary schools in town. Please.
- You have a lot of work to do. The kids need to be first. Keep music in schools, fast food out.
- You make two assumptions that are likely incorrect: that
 property values will continue to decline, and that the stimulus
 funds will end. All states are in crisis, and the federal govt will
 not allow a national collapse of the state financial systems.
 Obama is committed to focusing on education in 2011, and to

- make such drastic cuts before we see his plan shows that you are completely lacking foresight. Be strategic and prepare for what is coming. Do not close neighborhood schools. It hasn't worked elsewhere, and it won't work here. Small intimate settings have been proven time and time again to be the best environment for children. We have to choose our priorities and know our educational strategy. Your task force is entirely driven by economics, not educational philosophy. In some places (Prince George's County, Maryland) the combined elementary-middle school program was identified as the best system, producing the highest scores for middle schoolers and the lowest truancy and discipline problems. Do you even know that? Do you even know what works? Show us that you have a vision, a plan for our children and our future. Show us that you are not just counting dollars, but working toward a future where all children stay in school, all children love learning, and all children have opportunity to be the best they can be. Because I'll tell you right now, as the parent of two public school dropouts (one private school, one homeschooling), AISD is terrible. It's not working for my two bright, high-achievers at all. And closing all these schools is not the answer. It's an act of desperation, and Austin deserves better.
- You must consider each school's academic achievement. It's simply wrong to close eight Exemplary inner city schools. The Zilker Rationale FCI's (option 4.4B) are skewed. In our analysis, Zilker only has \$800,000 in high priority items, which is in the same range as neighboring schools. The 4.4 B Impact of only 513 students is wrong. This will impact the entire populations of Zilker 536, Barton Hills 329, Becker is projected to be at capacity, 524, next year because of its dual language program

and Dawson - 505; Total impact is really 1894 students.. The 4.4 B Advantages section is wrong. Transfer Projections for Becker show that it will be at capacity next year without the additional Barton Hills students. Where will you cram all these students? They simply will not fit. The Zilker Campus is not subject to the strict environmental regulations of the SOS ordinance, but rather subject to the Town Lake Watershed Ordinance which allows 40% impervious cover. Maintain Zilker's vertical alignment to O. Henry and Austin High. If you change it to Fulmore and Travis High our property values will decrease, meaning less tax money for the district. These school closings will have a negative economic impact on our City and drive families who want a good education out of the inner city. As a taxpayer, millions of our money has been used to renovate and improve the very schools you want to close. To close them will waste all those tax dollars. AISD Trustee, Mark Williams, stated, "It's either people, facilities or services that will suffer." It is not just one that suffers; it is all, if you close these schools. As reported by KXAN news, to close these nine schools will only add 11 million to the budget. That's not enough to justify the huge impact this will have on our city. Sell the CAC and get the 11 million there. Lease Johnston to the Eastside Prep Academy. Sell the Baker Center. Accept advertising on school buses for revenue. Have SXSW, ACL fest and Formula 1 contribute to AISD's budget. Those are all real options.

 You must not close Zilker Elementary. I understand the difficult decisions you face, but quite simply, closing Zilker would cause far more harm than good in every possible way. Financially, closing Zilker provides little more than a cheap stall, like using

- a cash advance on one credit card to pay the balance on another. Further, it does not seem to me that you have fully considered the demographics of our Zilker neighborhood and the impact on the many, many children here. The neighborhood is crawling with babies and toddlers who will very soon need their school. Families move here because of Zilker and its stellar reputation as an academic powerhouse and a open, tolerant, diverse school supported by a loving community. I moved here for that exact reason and both of my children go to Zilker. Zilker is a thriving, attractive neighborhood that draws high-property-tax-paying families because it gives them everything they could want: great central city location, fantastic school in walking distance, wonderful neighbors with children. Close the school and you'll kill the neighborhood and choke of one of the very sources of future revenue upon which AISD depends.
- You talked in the meeting about how much money in salary and benefits the district would be saving for closing schools. Trouble is those are teacher's jobs, administrator's jobs, cafeteria and custodial jobs you are cutting. Closing down schools not only affects students, it also affects the lives of the teachers in Austin. Recommendations: Push the energy reducing plan. The district should have done that years ago. Move central offices out of down town 6th street. Cut overhead at the district level. Stop giving the bonus to the Superintendent when teachers are losing their jobs. Change boundaries to schools. Turn one or two of the small schools into a 6th grade center(s), take 6th grade from overcrowded campuses and move them to a new 6th grade center.

- Your current options impact the most students (because you are not considering transfers). There are twice as many students and families at Barton Hill and Zilker than Becker and Dawson. Many questions indicate that we do not trust the data, it is not necessary that, it is really the transparency of the data. There are many items that are inaccurate & misleading and could be along the lines of Fraudulent. There are no measurements for educational enhancements, Community, Students, PTA, Parent Interactions, Teachers, Administrators, these items will not transfer to another school. Zilker has embraced diversity and flourish for 61 years, Barton Hills 50 years, and Becker more than 70 years. The additional transition cost (teachers moved or lost; family hardships; transportation cost and the crowding that will occur within 5 years. Becker cannot handle traffic; it would be a huge safety issue for our children. Dawson has limited play area. Zilker and Barton Hills has fantastic, updated and safe play grounds. The families that are impacted by the closures or the transfer revoked, will not take that support to another school. It will die and be gone forever. If you have to close a school: Close Dawson or Becker and move them into Zilker and Barton Hills. Close Dawson and Barton Hill with the following boundary changes - west of Congress to Lamar - Becker; West of Lamar -Zilker - allow a 2 year transition plan - priority transfers will be safe for the next 3 years with tracking and sibling transfer are grandfathered for the next 10 years.
- Your process is counter to the ideal process laid out in your supporting documents which stressed being upfront and transparent. I am a Barton Hills parent and it is evident that you are using bad data (i.e. 2000 census numbers, not counting

- transfer students) and you need to go back to the drawing board. The kids should come first. Sending them across Lamar during morning rush hour jeopardizes their safety. Closing their Exemplary school to send them to a school that was rated unacceptable by the state two years ago shows that you are prioritizing dollars more than their education. You guys need to admit that you made a mistake, restart the process, and bring in the entire community to participate this time.
- Your proposal needs some work. We all know what is proposed to the school board typically gets approved. Please don't try to say that these are only recommendations. I would like to know why you propose to close Sanchez elementary. It does not fit in your way of thinking for the other schools. You say you propose to close down schools that have a high FCI cost and/or low Permanent Capacity. Well, Sanchez Elementary does not meet these requirements. Sanchez Elementary has a FCI of 28% which is lower than Travis Heights (36.4%), Metz (29.5%), Zavala (31.2%), Mathews (31.8%) and Sanchez has the highest Permanent Capacity of 580. The only other one that ties that is Zavala. The lowest Permanent Capacity is Mathews, which also has the highest FCI. Why isn't that one proposed to close instead of Sanchez. There seems to be some hidden agendas in these proposals. Barton Hills, Zilker, Pease, Sanchez, are all prime pieces of property. Is there more to these school closures than high FCi and low permanent capacities? We think so. What is Austin ISD going to do with these schools if they are closed down? Isn't there a cost to maintain empty buildings? Are these properties going to be sold and if so where is the money going to? Why not close the 6th street location and find a more affordable place for the main offices. I'm sure that is

prime property too and Austin ISD would gain lots of money from that sell. If the ISD has to close schools then why not close Barton Hills since it does have a low permanent capacity and move those children to Zilker. To close both those schools is not good for that neighborhood. Actually closing all these schools is not good for any of the proposed neighborhoods. Will there be bus transportation for these students to their new proposed schools? If so, how much will that cost Austin ISD? Is the district really saving any money with these school closures? I'm not really sure. If these schools on the East side of 135, then some of the proposed new boundaries really don't make since. You'll need to re-look at these a little closer. Why aren't any of the schools on the West side of Mopac being touched? I'm sure you could save some money with these schools as well. Please, reconsider your proposals and make better choices for Austin as a whole. Please don't just look at the political sides of things. There are many families that will be impacted by your proposals. Let's think about all the factors before just making proposals on numbers. We all know that doesn't work very well. Thank you and we know you all can do better with these proposals. A very concerned Austin citizen.

Your request for solutions to the problems facing the district must be prefaced with recognition of problems the Task Force is ignoring. 1. All actions taken by the district must first and always be in line with the mission, core values, and strategies of the district. These are being violated by the plan offered by the task force. The mission statement recognizes a partnership among the district, parents, and community to provide a comprehensive, high quality, and inspiring educational experience for all students. There appears to be no partnership in arriving at this plan. All students are not being treated equally in its outcome. Core values focus first on children (not dollars or maintaining high salaries or impressive administrative offices) integrity, equity, respect, and health and safety. This process has been so opaque and rushed that its integrity must be called into question. All participants, not a select few at 9 out of 112 schools, must make sacrifices if they are necessary. And the community which comprises each school in the district must be treated with respect, honoring the specific role and contributions of each currently existing entity. Proposed reassignments neglected the safety needs of students who will be forced to cross busy streets, walk where no sidewalks exist, cross train tracks, and add to severe traffic problems already existing at many of the proposed transfer schools. Stated strategies include building strong relationships with students, parents, and the community to encourage trust and shared responsibility (the outcry at the recent public forums seems to be evidence that this strategy has been shattered) and to align resources to accomplish priorities, i.e., core values, within a balanced budget (the priorities seem to be to maintain the status quo for administration and most staff at the expense of the students). 2. Evidence-based practices established by research in education (not business management or some other discipline) need to be adopted for most effective and efficient operation of the school district. Children and families and school communities are not commodities. Significant evidence exists in the literature to document that students do best in their own neighborhoods and in smaller classes and smaller schools. This plan might save some dollars, but the outcome of the educational effort

will be diminished. Students who are doing well in one setting cannot be expected to do as well in another setting after being forcibly uprooted from their usual school. 3. Data used to arrive at the numbers presented in this plan are seriously flawed. Current transfer students have been omitted from attendance totals. Individual schools did not have the opportunity to review their own data for accuracy and make needed corrections. 4. At best, this plan deals with a current snapshot of the district and its needs, and does not hold up even for the next two years when some proposed reassignments will be resulting in gross overcrowding at the transfer campuses. Plans are being made to build new schools while closing current ones where students are. Do the students already active in the district not deserve at least as much consideration as potential ones who may or may not eventually live in the areas of the new schools? 5. The description of the district recognizes that it is an urban district. The long-term plan for the city seems to be moving in the direction of more centralization, in-building and increasing population density within the central city. This plan seems to be abandoning the central city and moving toward outlying development. 6. Closing existing schools will decrease home values in each of the neighborhoods affected, thus negatively affecting the tax base and increasing future deficit. 7. The predominance of proposed closures east of IH-35, the area historically home to the city's minorities, cannot go without the suspicion, real or perceived, that Blacks and Latinos are being asked to carry the major burden of the current economic problems. These areas are already more affected than more affluent ones by the negative impact and added stressors of hard times. 8. Closed campuses will still have their costs. Maintenance and upkeep will be needed to maintain the district's investment in the buildings. New tenants are not likely to be found immediately to lease and maintain them, and may never be found in the current glut of available properties. If the buildings are simply left vacant, they are likely to need extensive and costly repairs when the district recognizes a need in a few years to reopen them. These are only some of the problems of the current plan. As I am limited in recognizing all of the problems, I am also limited in offering solutions. But here are some: reduce administrative positions and salaries across the board (higher salaries take greater cuts); divest the district of the expensive real estate on 6th Street and move administrative offices into inexpensively leased space or underutilized space on campuses in the district; move portable classrooms from under-utilized campuses to over-crowded ones (as I originally understood the concept, that is what they were for.); reduce teacher salaries (AISD is a desirable teaching assignment and there will be no shortage of qualified, motivated teachers to take any positions vacated by teachers more motivated by dollars); seek funding from historical societies and/or corporations to help maintain the historical campuses that require more maintenance; identify what tasks on each campus that are currently funded can be accomplished by community volunteer effort and reassign to volunteerism; extend approved periods of textbook use for one more year; decrease energy use with thermostat resets and shorter periods that buildings are open each day and compartmentalize which areas of campuses will be open for longer periods; alter beginning and ending times for

- elementary, middle, and high schools to allow fewer buses to handle all the needs; entertain longer periods of public input to offer solutions that will least affect the students as the resources decline...we are a bright and talented community which can come up with excellent solutions if we are given the chance. With regard to decreasing teacher and administrator salaries...I'm sure this will be unpopular...my mother was a teacher...but it is doable. I have two master's degrees and a PhD and have never made more than \$30,000 a year. I have raised 4 children as a single parent (and they all have their bachelor's degrees now). When I have complained of my poor income, I have often been reminded that my field (education and social services) is not one where people get rich. That's not why we do what we do. And I have to agree I have a greater wealth in what I do. Maybe it's time to get back to basics; values, that is.
- Zilker and Barton Hills are excellent schools that attract parents and families to the inner core of the city and improve the tax base. If you want to attract families to live downtown and buy the houses that have such a heavy property tax burden, you shouldn't take away the neighborhood schools that make these areas so attractive. My husband and I were ready to make an offer on a house near Zilker because that is where we want our 3 year old son and our future children to go. Now we are waiting to see whether you would force him to be bused to an inferior school without that close neighborhood community we have been looking for. I understand that money is an issue, but this plan is short sighted and based on outdated census information. (2)

- Zilker Elementary is a community's community school and should not be closed. It is one of those rare places that you can enter the very first time and just feel the difference. There is an energy and excitement that is addictive. The Kids love the school, the Parents love the school, and it is obvious that the Teachers love the school as well. Whatever the budget struggles may be, closing a school like Zilker is defeating the very purpose that AISD exsits.
- Zilker Elementary is a magical place. Communities are wonderful, living, changing places. A high performing elementary school that has served as a community gathering place for decades is a primary driver in a neighborhoods' health. Zilker has figured out the secret sauce, and nourishes South Central Austin in key social and economic ways that can't easily be recreated. Closing Zilker could cause a tremendous capital expense for an unreliable economic payoff. I think the decision to close Zilker is short-sighted. Over the long-term, this school will be needed in Central Austin and has the space to grow. Not all schools are loved and cared for the way Zilker is. It is baffling to me why anybody would seriously consider closing something that leverages so many parent resources. The school serves a socio-economically diverse population, is high performing, and has proven to be stable for decades. There is a better way to save money. Sell some of AISDs administrative buildings. Close a school that has continuously struggled. Raise taxes. Expand Zilker to serve more kids. What a waste to close such a beautiful school. If you close Zilker you should factor in losing a lot of kids from the AISD system. Or families will flock to the schools that have the kind of history of success that Zilker has. I think the result of

- this closure could be devastating financially for AISD, and AISD would lose one of its greatest assets in the process.
- Zilker Elementary is Exemplary in every way; in academic performance, in diversity, in central location and in the sense that it is a real community for our families. There is a big draw to this truly unique school and in fact, 40 percent of our students are transfer students because of the teachers, vibe and community that cannot be found at other schools. That is why we transferred there. Please consider keeping the student body undivided and the school itself intact. You will be keeping the real Austin we all know and love alive for our children.
- Zilker Elementary School is an amazing and vibrant institution in a unique and wonderful part of Austin. Please do not destroy this jewel in our beautiful city.
- Zilker IS a great place for kids. Do not close it.
- Zilker is an at-capacity school when transfers are included and there is a wait list for transfers. This speaks to the economic efficiency of the facility as well as the fact that it is doing something right. There are ways to find money for the budget shortfall that don't effect children and their education and dismantle communities. Sell the administration building on W 6th street. Eliminating neighborhood schools that are working is contrary to the city plans for density of growth. Additional trips to take children to school that would have walked to a now-closed neighborhood school means more air pollution and traffic congestion, both of which have economic effects on a city.

AUSTIN INDEPENDENT SCHOOL DISTRICT

District-Wide Facility Master Plan

Appendix G

Summary of Facility Options Discussed by the FMPTF

			Cost	Future Bond
ption	Description	M&O Savings	Avoidance	Impact
0.1	Cut all bus service for magnet schools and signature programs	\$1,994,516		
0.2	Redraw boundaries for the entire district with the greatest weight on vertical alignment	Unknown	Unknown	
0.4	Move International HS from Eastside HS to ALC. Relocate ALC students to Blackshear ES. Move Blachsear ES students to Zavala ES	Unknown	\$0	
0.5	Repurpose Allan ES as a Pre-K thru 8 and move Allison ES attendance area middle school students from Martin MS to Allan Pre-K-8	Unknown	\$0	
0.6	Repurpose Blackshear ES to a Pre-K - 8 school, and Oak Springs ES as a Pre-K - 6th, move middle school students from these attendance zones from Kealing MS	Unknown	\$0	
0.7	Repurpose Campbell ES as a Pre-K-8th school and move middle school students from Kealing MS to Campbell Pre-K-8th	Unknown	\$0	
0.8	Repurpose Brentwood ES to a Pre-K-6th school, move sixth grade students in this attendance zone from Lamar MS to Brentwood PreK-6 School	Unknown	\$0	
0.9	Repurpose Zavala ES to a Pre-K-8th school and move middle school students from Martin MS to the new school	Unknown	\$0	
0.10	Add a sixth grade class to Metz ES, Govalle ES, Ortega ES, Norman ES, and Sims ES, move sixth grade students from Martin MS and Garcia MS.	Unknown	\$0	
0.11	Assuming all changes in options 0.5 through 0.10 are made, repurpose Martin MS as adminstrative center. Move remaining Martin students to Kealing MS. Remove magnet program from Kealing MS. Move 500 students to Lamar MS and 300 students to Covington MS. Move middle schol population of Cowan ES from Covington MS to Bailey MS.	Unknown	\$0	
0.13	Reassign portion of students from Small MS to Gorzycki MS	\$0	\$0	
	Purchase shopping center with adequate space for all district adminstrative functions and a movie theater			
0.14	for a Performing Arts Center, Sell CAC and discontinue all leases. Rent the PAC when not in use.	\$0	*-	
0.15	Charge a fee for general transfers, reducing fee for low-income families	Unknown	\$0	
0.16	Move the media center and professional library services together with PDC for better utilization of resources	Unknown	TBD	
0.17	Build three new elementary schools - Undesignated	\$0	\$0	\$79,700,
0.18	Build a new middle school - Southeast (land funded from previous bond)	\$0	\$0	\$55,700,
0.19	Build a new high school - South (land funded from previous bond)	\$0	\$0	\$106,600,
0.20	School for Young Men			
0.21	Global option to remove 6th grade from all elementary schools when room is available in middle schools			
1.1	Consolidate Reilly ES and Ridgetop ES at a new school built on the Reilly ES site	\$2,076,204	\$7,734,391	\$24,000,
1.1	Consolidate Reilly ES and Ridgetop ES at a new school built on the Reilly ES site Reassign students from Brown ES to Reilly ES	\$0	\$0	\$24,000,
1.1 1.2 2.1	Consolidate Reilly ES and Ridgetop ES at a new school built on the Reilly ES site Reassign students from Brown ES to Reilly ES Move a portion of student population from Cowan ES to Boone ES	\$0 (\$72,607)	\$0 \$0	\$24,000
1.1 1.2 2.1 2.2	Consolidate Reilly ES and Ridgetop ES at a new school built on the Reilly ES site Reassign students from Brown ES to Reilly ES Move a portion of student population from Cowan ES to Boone ES Close Joslin ES and move students to Sunset Valley ES and Boone ES Close Joslin ES and move students to Sunset Valley ES. Move a portion of Sunset Valley ES students to Boone	\$0 (\$72,607) \$1,259,273	\$0 \$0 \$8,466,116	\$24,000,
1.1 1.2 2.1 2.2 2.2A	Consolidate Reilly ES and Ridgetop ES at a new school built on the Reilly ES site Reassign students from Brown ES to Reilly ES Move a portion of student population from Cowan ES to Boone ES Close Joslin ES and move students to Sunset Valley ES and Boone ES Close Joslin ES and move students to Sunset Valley ES. Move a portion of Sunset Valley ES students to Boone ES Close Joslin ES and move students to Sunset Valley ES. Move a portion of Sunset Valley ES students to Boone ES	\$0 (\$72,607) \$1,259,273 \$1,259,273	\$0 \$0 \$8,466,116 \$8,466,116	\$24,000
1.1 1.2 2.1 2.2 2.2A 2.2A	Consolidate Reilly ES and Ridgetop ES at a new school built on the Reilly ES site Reassign students from Brown ES to Reilly ES Move a portion of student population from Cowan ES to Boone ES Close Joslin ES and move students to Sunset Valley ES and Boone ES Close Joslin ES and move students to Sunset Valley ES. Move a portion of Sunset Valley ES students to Boone ES Close Joslin ES and move students to Sunset Valley ES. Move a portion of Sunset Valley ES students to Boone ES and Cunningham ES. Adjust boundaries between Cowan ES and Boone ES. Close Joslin ES and move students to Sunset Valley ES. Move a portion of Sunset Valley ES students to Boone	\$0 (\$72,607) \$1,259,273 \$1,259,273 \$1,266,595	\$0 \$0 \$8,466,116 \$8,466,116 \$8,466,116	\$24,000,
1.1 1.2 2.1 2.2 2.2A 2.2A	Consolidate Reilly ES and Ridgetop ES at a new school built on the Reilly ES site Reassign students from Brown ES to Reilly ES Move a portion of student population from Cowan ES to Boone ES Close Joslin ES and move students to Sunset Valley ES and Boone ES Close Joslin ES and move students to Sunset Valley ES. Move a portion of Sunset Valley ES students to Boone ES Close Joslin ES and move students to Sunset Valley ES. Move a portion of Sunset Valley ES students to Boone ES and Cunningham ES. Adjust boundaries between Cowan ES and Boone ES. Close Joslin ES and move students to Sunset Valley ES. Move a portion of Sunset Valley ES students to Boone ES and Cunningham ES. Close Joslin ES and move students to Sunset Valley ES. Move a portion of Sunset Valley ES students to Boone ES and Cunningham ES.	\$0 (\$72,607) \$1,259,273 \$1,259,273	\$0 \$0 \$8,466,116 \$8,466,116 \$8,466,116	\$24,000
1.1 1.2 2.1 2.2 2.2A 2.2B 2.2 C	Consolidate Reilly ES and Ridgetop ES at a new school built on the Reilly ES site Reassign students from Brown ES to Reilly ES Move a portion of student population from Cowan ES to Boone ES Close Joslin ES and move students to Sunset Valley ES and Boone ES Close Joslin ES and move students to Sunset Valley ES. Move a portion of Sunset Valley ES students to Boone ES Close Joslin ES and move students to Sunset Valley ES. Move a portion of Sunset Valley ES students to Boone ES and Cunningham ES. Adjust boundaries between Cowan ES and Boone ES. Close Joslin ES and move students to Sunset Valley ES. Move a portion of Sunset Valley ES students to Boone ES and Cunningham ES. Close Joslin ES and move students to Sunset Valley ES. Move a portion of Sunset Valley ES students to Boone ES and Cunningham ES.	\$0 (\$72,607) \$1,259,273 \$1,259,273 \$1,266,595 \$1,266,595	\$0 \$0 \$8,466,116 \$8,466,116 \$8,466,116 \$8,466,116	\$24,000
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1.1 1.2 2.1 2.2 2.2A 2.2B 2.2 C 2.2 D 2.3 2.4 2.5	Consolidate Reilly ES and Ridgetop ES at a new school built on the Reilly ES site Reassign students from Brown ES to Reilly ES Move a portion of student population from Cowan ES to Boone ES Close Joslin ES and move students to Sunset Valley ES and Boone ES Close Joslin ES and move students to Sunset Valley ES. Move a portion of Sunset Valley ES students to Boone ES Close Joslin ES and move students to Sunset Valley ES. Move a portion of Sunset Valley ES students to Boone ES and Cunningham ES. Adjust boundaries between Cowan ES and Boone ES. Close Joslin ES and move students to Sunset Valley ES. Move a portion of Sunset Valley ES students to Boone ES and Cunningham ES. Close Joslin ES and move students to Sunset Valley ES. Move a portion of Sunset Valley ES students to Boone ES and Cunningham ES. Close Joslin ES and move students to Sunset Valley ES. Move a portion of Sunset Valley ES students to Boone ES and Cunningham ES. Adjust boundaries between Mills ES, Patton ES, and Boone ES Adjust boundaries between Williams ES and Cunningham ES Adjust boundaries between Odom ES and St Elmo ES	\$0 (\$72,607) \$1,259,273 \$1,259,273 \$1,266,595 \$1,266,595 \$1,276,967 (\$59,185) (\$2,241)	\$0 \$0 \$8,466,116 \$8,466,116 \$8,466,116 \$8,466,116 \$0 \$0 \$0	\$24,000
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1.1 1.2 2.1 2.2 2.2A 2.2 B 2.2 C 2.2 C 2.2 D 2.3 2.4 2.5 3.1 3.2	Consolidate Reilly ES and Ridgetop ES at a new school built on the Reilly ES site Reassign students from Brown ES to Reilly ES Move a portion of student population from Cowan ES to Boone ES Close Joslin ES and move students to Sunset Valley ES and Boone ES Close Joslin ES and move students to Sunset Valley ES. Move a portion of Sunset Valley ES students to Boone ES Close Joslin ES and move students to Sunset Valley ES. Move a portion of Sunset Valley ES students to Boone ES and Cunningham ES. Adjust boundaries between Cowan ES and Boone ES. Close Joslin ES and move students to Sunset Valley ES. Move a portion of Sunset Valley ES students to Boone ES and Cunningham ES. Close Joslin ES and move students to Sunset Valley ES. Move a portion of Sunset Valley ES students to Boone ES and Cunningham ES. Adjust boundaries between Mills ES, Patton ES, and Boone ES Adjust boundaries between Milliams ES and Cunningham ES Adjust boundaries between Odom ES and St Elmo ES Close Ock Springs ES and Zavala ES and consolidate into Blackshear ES and Govalle ES Close Allan ES and move students into Govalle ES and Norman ES Close Allan ES and repurpose as an administrative building. Move student population to Govalle ES and	\$0 (\$72,607) \$1,259,273 \$1,259,273 \$1,266,595 \$1,276,967 (\$59,185) (\$2,241) \$0 \$2,369,043 \$1,257,574	\$0 \$8,466,116 \$8,466,116 \$8,466,116 \$8,466,116 \$0 \$0 \$10,681,507 \$11,546,218	
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1.1 1.2 2.1 2.2 2.2A 2.2B 2.2 C 2.2 D 2.3 2.4 2.5 3.1 3.2 3.2B	Consolidate Reilly ES and Ridgetop ES at a new school built on the Reilly ES site Reassign students from Brown ES to Reilly ES Move a portion of student population from Cowan ES to Boone ES Close Joslin ES and move students to Sunset Valley ES and Boone ES Close Joslin ES and move students to Sunset Valley ES. Move a portion of Sunset Valley ES students to Boone ES Close Joslin ES and move students to Sunset Valley ES. Move a portion of Sunset Valley ES students to Boone ES and Cunningham ES. Adjust boundaries between Cowan ES and Boone ES. Close Joslin ES and move students to Sunset Valley ES. Move a portion of Sunset Valley ES students to Boone ES and Cunningham ES. Close Joslin ES and move students to Sunset Valley ES. Move a portion of Sunset Valley ES students to Boone ES and Cunningham ES. Adjust boundaries between Mills ES, Patton ES, and Boone ES Adjust boundaries between Mills ES, Patton ES, and Boone ES Adjust boundaries between Williams ES and Cunningham ES Close Ock Springs ES and Zavala ES and consolidate into Blackshear ES and Govalle ES Close Allan ES and repurpose as an administrative building. Move student population to Govalle ES and Norman ES, adjust boundaries of Oak Springs ES, Zavala ES, Brooke ES and Ortega ES Close Zavala ES and Brooke ES move students into a new elementary school. Close Allan ES and move students into Govalle ES, Norman ES, and Ortega ES	\$0 (\$72,607) \$1,259,273 \$1,259,273 \$1,266,595 \$1,266,595 \$1,276,967 (\$59,185) (\$2,241) \$0 \$2,369,043 \$1,257,574 \$1,257,574	\$0 \$8,466,116 \$8,466,116 \$8,466,116 \$8,466,116 \$0 \$0 \$10,681,507 \$11,546,218	
1.1 1.2 2.1 2.2 2.2A 2.2B 2.2 C 2.2 C 2.2 D 2.3 2.4 2.5 3.1 3.2 3.2B 3.3 3.4	Consolidate Reilly ES and Ridgetop ES at a new school built on the Reilly ES site Reassign students from Brown ES to Reilly ES Move a portion of student population from Cowan ES to Boone ES Close Joslin ES and move students to Sunset Valley ES and Boone ES Close Joslin ES and move students to Sunset Valley ES. Move a portion of Sunset Valley ES students to Boone ES Close Joslin ES and move students to Sunset Valley ES. Move a portion of Sunset Valley ES students to Boone ES and Cunningham ES. Adjust boundaries between Cowan ES and Boone ES. Close Joslin ES and move students to Sunset Valley ES. Move a portion of Sunset Valley ES students to Boone ES and Cunningham ES. Close Joslin ES and move students to Sunset Valley ES. Move a portion of Sunset Valley ES students to Boone ES and Cunningham ES. Adjust boundaries between Mills ES, Patton ES, and Boone ES Adjust boundaries between Mills ES, Patton ES, and Boone ES Adjust boundaries between Odom ES and St Elmo ES Close Oak Springs ES and Zavala ES and consolidate into Blackshear ES and Govalle ES Close Allan ES and move students into Govalle ES and Norman ES Close Allan ES and repurpose as an administrative building. Move student population to Govalle ES and Norman ES, adjust boundaries of Oak Springs ES, Zavala ES, Brooke ES and Ortega ES Close Zavala ES and Brooke ES move students into a new elementary school. Close Allan ES and move students into Govalle ES, Norman ES, and Ortega ES Adjust boundaries for Maplewood ES and Campbell ES	\$0 (\$72,607) \$1,259,273 \$1,259,273 \$1,266,595 \$1,266,595 \$1,276,967 (\$59,185) (\$2,241) \$0 \$2,369,043 \$1,257,574 \$3,843,266 \$0	\$0 \$0,466,116 \$8,466,116 \$8,466,116 \$8,466,116 \$0 \$0 \$10,681,507 \$11,546,218 \$0 \$23,479,180 \$0 \$10,308,022	
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Cope Allan Es and evaluacies as middle school for Young Ment in Space Martin Mis as middle school for Young Ment in Space Martin Mis as middle school for Young Ment in Space Martin Mis as middle school for Young Ment in Space Missing Mising Missing Missing Missing Missing Missing Missing Missing Missi	Ontion	Description	148 O Savinas	Cost	Future Bond
3.13 Close Convalle 15 and consign students for Oringo 18, 20th [Springs 15 and Alone 15 3,184,5398 3,179,107 9 9 9 9 9 9 9 9 9	Option 3 12	· ·	M&O Savings	Avoidance	Impact \$15,389,258
1.14 Clase Biochement & Grant Constituting 1.00 1.					
Close Gravatile Stand enestign students to Brooke St, Onlega St and Oak Springs RJ. Close Allan St and reasition students to Boxole St and Norman St. Adults Doundaries between Brooke St and zovolo St. 4.1 No. Close Brooker St and more students to Boxole St. 30. (2017) 57 (2017) 58.110.749 (30. 4). (2018) 6. (2018)					\$0
Align		Close Govalle ES and reassign students to Brooke ES, Ortega ES and Oak Springs ES. Close Allan ES and reassign students to Brooke ES and Norman ES. Adjust boundaries between Brooke ES and Zavala ES.			\$0
4.2 Close Bocker LS, Borton Hills SC, and Jister SC and consolidate in the new elementary school \$3.282,671 \$32.580,169 \$0.00 \$0.00	4.1A		\$1,422,157	\$6,110,749	\$0
4.3 Adjust boundaries between becker £5, Dowson ES, Trois to Bright £5, and side of \$1,000 (1997). 4.4 Clase Sortion His £5 and Excert £5 and move students to Secure £5 and Dowson ES. 4.2 Clase Sortion His £5 and Excert £5 and move students to Secure £5 and Dowson ES. 4.2 Clase Sortion His £5 and Excert £5 and move students to Secure £5 and Dowson ES. 4.2 Clase Sortion His £5 and Excert £5 and move students to Secure £5 and Dowson ES. 4.2 Clase Sortion His £5 and short £5 and move students to 12 feet £5 and Dowson ES. 4.2 Clase Sortion His £5 and move students from £5 and Dowson ES. 4.2 Clase Sortion His £5 and move students from £6 and Dowson ES. 4.3 2,367,541 \$13,300,266 \$10 and 12 feet £5 and move students from £6 and close social products for Dowson ES. 4.4 Clase Sortion His £5 and move students from £6 and close social products for Dowson ES. 4.5 Do not decease throaties in the Medical Excert £5 and close social products for Excert £5 and £6 and			-		\$0
				1	-
Close Brath Hills St and River St and move students in Richard St and Downon IS \$72,04,273 \$17,50,393 \$1,000		· -			
Clone Barton Hills Ear and Socker St and move huderth into 28ther St and Dewton St 32,027,031 \$11,803,044 3.9					
Close Beather Hills E5 and Joslin E5 and move students in 0 Zilver E5 and Dowson E5 12,367,541 13,360,266 50 50 50 50 50 50 50			-		
Close Barton Hills Es and reasign students to 28ker ES and close Becker ES and reasign students to Dawson \$2,207,301 \$11,930,384 \$9.			-		
A Recasign a portion of Linder Es to Travis Heights Es and recasign a portion of Travis Heights Es to Becker ES 90 90 90 90 90 90 90 9	4.0		ψ2,307,341	φ10,000,200	ΨΟ
5.1 Do not occept thanfers into Bryker Woods ES, Caylie ES, and light and Park ES 30 30 30 30 30 30 30 3	4.7	1	\$2,207,301	\$11,930,384	\$0
5.1 Do not occept thanfers into Bryker Woods ES, Caylie ES, and light and Park ES 30 30 30 30 30 30 30 3	4.8	Reassign a portion of Linder ES to Travis Heights ES and reassign a portion of Travis Heights ES to Becker ES	\$0	\$0	\$0
5.3 Adjust boundaines between Rister's Woods (S. Cullett ISs, and terentwood (S. S. Adjust boundaines between Rister's Woods (S. Cullett ISs, and terentwood (S. S. Adjust boundaines between Rister's Woods (S. Cullett ISs, and terentwood (S. S. Adjust boundaines between Mathews (S. and Coale (S. S. Oat)) 5.0 5					\$0
5.4 Bulld new school and adjust boundaries for Highford Park ES. Doss PS, and Hill ES 50 35 36 35 36 35 36 35 36 35 36 35 35 35 36 35	5.2			\$0	\$0
5.5 Adjust boundaries between Norman ES, Ovarfon ES, and Ortega ES 6.1 Adjust boundaries between Norman ES, Ovarfon ES, and Ortega ES 6.3 Add Pre-K center to Winn ES to provide restell for Andrews ES. Pecan Springs ES, Jordan ES and Overfon ES Move Kealing MS magnet pragram to Martin MS, Move student population of Martin MS into Kealing MS with remaining neighbothood students 7.1 Move Kealing MS magnet pragram to Martin MS, Move student population of Martin MS into Kealing MS with remaining neighbothood students 7.2 Reassign C Harmy MS/Valatin HS students to Martin MS, Established HS 7.3 Reassign Martin MS students to Delinaree MS 7.4 Create new K-8 school and Martin MS, Established HS 8.10 Springs MS magnet program to Martin MS, Established HS 8.11 Close Webb MS and reassign student in Delinaree MS. Debie MS, and Lamar MS 8.12 Close Peace MS and reassign student in Delinaree MS. Debie MS, and Lamar MS. 8.12 Close Peace MS and reassign students in Debie MS. Debie MS, and Lamar MS. Reassign a portion of Webb MS students to Dobie MS students to Dobie MS. Peace MS and Lamar MS. Reassign a portion of Webb MS students to Dobie MS. Reassign a portion of Webb MS, Rea		1		\$0	\$0
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Add Pre-K center to Winn ES to provide relief for Andrews ES. Pecan Springs ES. Jordan ES and Overton ES Move Realing MS magnet program to Martin MS. Move student population of Martin MS into Realing MS with remaining neighborhood students 1.1 Remaining neighborhood students 1.2 Realing MS with remaining neighborhood students 1.3 Realing MS with the Students Mortin MS. Move student population of Martin MS into Realing MS with remaining neighborhood students 1.3 Realing MS with MS students for MS with MS realing MS with remaining means of the MS with MS wi		·		· · · · · ·	\$0
Nove Keeling MS magnet program to Martin MS. Move student population of Martin MS into Kealing MS with 7.1 keessign Chenry MS/Austin HS students to Martin MS/Eastside HS 7.2 Reassign Chenry MS/Austin HS students to Martin MS/Eastside HS 7.3 Reassign Martin MS students to Fulinore MS 8.0 \$0 8.0 \$0 8.0 \$0 8.0 \$0 8.1 Close Webb MS and reassign student into Pacce MS. Doble MS, and Lamar MS. 8.1 Close Webb MS and reassign student into Pacce MS. Doble MS, and Lamar MS. Reassign a portion of Webb MS students to Doble MS 8.2 Doble MS students MS to Doble MS 8.3 Pacce MS 8.4 Close Webb MS students to Doble MS. Reassign a portion of Webb students to Doble MS. Reassign a portion of Webb students to Doble MS. Reassign a portion of Webb students to Doble MS. Reassign a portion of Webb students of MS to MS students to Doble MS. Reassign a portion of Webb students to Doble MS. Reassign a portion of Webb students to Doble MS. Reassign a portion of Webb students to Doble MS. Reassign a portion of Webb students to Doble MS. Reassign a portion of Webb students to Doble MS. Reassign a portion of MS to MS students to Doble MS. Reassign a portion of Webb students to MS to MS students to MS and repurpose school as a School for Young Men 8.4 Close Web MS and repurpose school as a School for Young Men 9.2 Adjust boundary between Bedchek MS and Corington MS 9.2 Adjust boundary between Bedchek MS and Corington MS 9.2 Adjust boundary between Reagent HS by providing cross-training and mentoring with McCallum HS with the proper programming at Reagan HS by providing cross-training and mentoring with McCallum HS with the proper programming at Reagan HS by providing cross-training and mentoring with McCallum HS with the proper prope	6.1	Adjust boundaries between Norman ES, Overton ES, and Ortega ES	(\$1,220)	\$0	\$0
7.1 fermolning neighborhood shudents 7.2 Reassign O. Henry MS/Austhan HS students to Martin MS/Eastbide HS 7.3 Reassign Martin MS students to Fulmore MS 7.4 Create new K-8 schools of Martin MS and Allan ES 7.5 Reassign Martin MS students to Fulmore MS 7.6 Create new K-8 schools of Martin MS and Allan ES 8.1 Close Webb MS and reassign student population into Garcia MS, webb MS and Lamar MS. Reassign a portion of Webb MS students to Doble more student population into Garcia MS, Webb MS and Lamar MS. Reassign a portion of Webb MS students to Doble MS. Audients to Doble MS 8.28 Students to Doble in Mgrove vertical colligariement for Webb Students 8.28 Students to Doble in Mgrove vertical colligariement for Webb Students 8.28 Students to Doble in Mgrove vertical colligariement for Webb Students 8.3 Close Reace MS and reassign student population into Garcia and Webb MS. Reassign a portion of Webb MS 18.881,140 8.3 Pearlore MS 8.4 Close Webb MS and repurpose school as a School for Young Men 9.1 Reassign a portion of Bedichek MS population to Covingtion MS 9.2 Adjust boundary between Bedichek MS and Covingtion MS 9.3 MS 18.877, Su 9.3 Su 9.1 Adjust boundary between Bedichek MS and Covingtion MS 19.2 Adjust boundary between Bedichek MS and Covingtion MS 19.3 Su 10.1 Adjust boundary between Bedichek MS and Covingtion MS 19.4 Support programming at Reagant HS by providing arcsis training and mentoring with McCallum HS with training environment to draw students back into Reagan HS. Give Reagan HS and CACk, repurpose Reagan HS as administrative center 10.5 Close Reagan HS and Coxingtion MS 10.6 Close Reagan HS and Coxingtion MS 10.7 Close Eastbied HS and consolidate into Reagan HS as administrative center 10.6 Close Reagan HS and Coxingtion MS and Covingtion MS 10.7 Close Reagan HS and Coxingtion Explose and Business a	6.3	· · · · · · · · · · · · · · · · · · ·	Unknown	\$0	\$0
7.2 Reassign OL Henry MS/Austin HS students to Machin MS/Eastside HS 7.3 Reassign Austin MS students to Future MS 7.4 Create new K-8 schools at Martin MS and Allian ES 8.1 Close Webb MS and reassign students into Peacre MS, Doble MS, and Lamar MS 8.2 Close Webb MS and reassign students into Peacre MS, Doble MS, and Lamar MS 8.2 Close Webb MS and reassign students into Peacre MS, Doble MS, webb MS and Lamar MS, Reassign a portion of Webb MS students to Doble MS, and Lamar MS, Reassign a portion of Webb MS students to Doble MS, and prospective MS, and prospectiv	7 1		(\$184.094)	\$0	\$0
7.3 Reassign Mortin MS students to Fulmare MS 7.4 Create new K-8 schools at Martin MS and Allan ES 8.1 Close Peace MS and reassign students into Peace MS. Doble MS, and Lamar MS 8.2 A print on of Webb MS and reassign students population into Garcia MS, Webb MS and Lamar MS. 8.2 A print on of Webb MS students to Doble MS. 8.2 A print on of Webb MS students to Doble MS 8.2 A print on of Webb MS students to Doble MS 8.2 B students to Doble. Improve vertical clairment for Webb students 8.2 B students to Doble. Improve vertical clairment for Webb students 8.3 B students to Doble. Improve vertical clairment for Webb students 8.3 B students to Doble. Improve vertical clairment for Webb students 8.3 B students to Doble. Improve vertical clairment for Webb students 8.3 Close Fearce MS and reassign student population into Garcia and Webb MS. Reassign a portion of Webb MS students to Doble MS, Lamar MS, and 8.3 Peace MS 8.3 Close Webb MS and repurpose school as a School for Young Men 9.1 Reassign a portion of Bedichek MS population to Covington MS 9.2 Adjust boundary between Readchek MS and Covington MS 9.2 Adjust boundary between Readchek MS and Covington MS 9.3 Sp. 9.3 Sp. 9.4 Digits boundary between Readchek MS and Covington MS 9.5 Sp. 9.5 Sp. 9.6 Sp. 9.6 Sp. 9.6 Sp. 9.7 Sp. Sp. 9.8 Sp. 9.9 Sp. 9.					\$0
7.4 Create new K8 schools at Martin MS and Allain BS 8.1 Close Webb MS and reassign student population into Garcia MS, Webb MS and Lamar MS, Reassign a portion of Webb MS students to Dobie MS. 8.2 Close Pearce MS and reassign student population into Garcia MS, Webb MS and Lamar MS, Reassign a portion of Webb MS students to Dobie MS. 8.2 Close Pearce MS and reassign student population into Garcia and Webb MS, Reassign a portion of Webb MS students to Dobie. Improve vertical alignment for Webb students by the students of the MS population into Garcia and Webb MS, Reassign a portion of Webb students to Dobie. Improve vertical alignment for Webb students by MS, Reassign a portion of Webb MS, Reassign approximation of Webb MS and repurpose school as a School for Young Men (1998,844) \$0.0 \$0.0 \$0.0 \$0.0 \$0.0 \$0.0 \$0.0 \$0.				· · · · · · · · · · · · · · · · · · ·	\$0
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Close Pearce MS and reasign student for Webb MS. Reasign a portion of Webb MS. Reasign a portion of Webb MS. Reasign a portion of Webb Students to Doble. Improve vertical alignment for Webb students of Doble MS. Land MS. Students to Doble MS. Reasign a portion of Webb Students to Doble. Improve vertical alignment for Webb students to Doble MS. Land MS. Students to Doble MS. Reasign a portion of Webb MS. Reasign Webb MS. Reasign Webb MS. Students to Doble MS. Land MS. Students MS. Adjust boundary between Readnesk MS. Adjust boundary between Readnesk MS. and Covingtion MS. Students MS.	8.1	Close Webb MS and reassign students into Pearce MS, Dobie MS, and Lamar MS	\$1,865,782	\$11,454,070	\$0
Students to Dobie, Improve vertical alignment for Webb students \$1.881,140 \$7.443,511 \$9.0	8.2A		\$1,881,140	\$7,443,511	\$0
8.3 Pearce MS 8.4 Close Webb MS and repurpose school as a School for Young Men 9.1 Reassign a portion of Bedichek MS population to Covington MS 9.2 Adjust boundary between Bedichek MS and Covington MS 9.3 Adjust boundary between Reagan HS and McCallum HS 10.1 Adjust boundary between Reagan HS ond McCallum HS 10.2 Improve programming at Reagan HS by providing cross-training and mentoring with McCallum staff. Provide 10.2 Inutruling environment to draw students back into Reagan HS. Give Reagan HS students the option to attend specialized signature programs at McCallum HS with 10.3 Itansportation provided. 10.4 Close Reagan HS and consolidate into Reagan HS. 10.5 Close Reagan HS and CAC. repurpose Reagan HS as administrative center 10.5 Close Reagan HS and CAC. repurpose Reagan HS as administrative center 10.6 Close Reagan HS and repurpose as Junior College / ACC Partner 10.1 Identify surplus portables and build new elementary school in the next bond 10.1 (Identify surplus portables and build new elementary school to provide relief for Hart ES, Graham ES, Walnut Creek ES 10.1 ES and Barnington ES. Reassign Doble MS students to Webb MS and Pearce MS 10.2 Eloscontinue 6th grade at Barnington ES and Walnut Creek ES 10.1 Adjust boundaries between Wooten ES and Brentwood ES 10.2 Biscontinue 6th grade at Barnington ES and Walnut Creek ES 10.3 Adjust boundaries between Wooten ES and Brentwood ES 10.4 Program ES) 10.5 Build a new elementary school in north central Austin (in addition to 2004 Bond Program ES) 10.5 Build a new elementary school in north central Austin (in addition to Webb MS. Adjust boundaries between Web MS and Pearce MS. Move a portion of students population from Graham ES and Horman ES and Horman ES and Brentwood ES 10.5 So 50 \$0 \$0.50 \$28,100,000 11.2 Repurpose Garcia MS as a 4 - 8 school and reassign a portion of the population (Sims ES and Norman ES and Horman ES and Walnut Creek ES and Between Hart ES and Barrington ES. 11.3 Adjust boundaries between Andrews ES and Compbell ES 12.7 Adjust bo	8.2B	students to Dobie. Improve vertical alignment for Webb students	\$1,881,140	\$7,443,511	\$0
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13.4 Build a Pre-K center to relieve Andrews ES, Winn ES, Blanton ES, Pecan Springs ES, and Blanton ES \$0 \$0 \$1,600,000	10.5 10.6 11.1 11.2 12.1 12.2 12.3 12.4 12.5	Close Reagan HS and CAC, repurpose Reagan HS as administrative center Close Reagan HS and repurpose as Junior College / ACC Partner Identify surplus portables and build new elementary school in the next bond Repurpose Langford ES as a Pre-K center and adjust boundaries with adjacent schools Close Dobie MS and repurpose as elementary school to provide relief for Hart ES, Graham ES, Walnut Creek ES and Barrington ES. Reassign Dobie MS students to Webb MS and Pearce MS Discontinue 6th grade at Barrington ES and Walnut Creek ES Adjust boundaries between Wooten ES and Brentwood ES Assign the remaining 2008 undesignated elementary school to north central Austin (in addition to 2004 Bond Program ES) Build a new elementary school in north central Austin (in addition to 2004 Bond Program ES) Close Dobie MS and repurpose as an elementary school, reassign students to Webb MS. Adjust boundaries between Webb MS and Pearce MS. Move a portion of student population from Graham ES and Hart ES to new Dobie Elementary. Adjust boundaries between Graham ES and Walnut Creek ES and between Hart ES and Barrington ES Repurpose Garcia MS as a 4 - 8 school and reassign a portion of the population (Sims ES and Norman ES attendance areas) to Pearce MS. Reassign Overton ES and Jordan ES 4 - 5 grade to new Garcia 4 - 8. Adjust boundaries between Maplewood ES and Campbell ES Build new elementary school in Mueller to relieve overcrowding at Andrews ES, Harris ES, and Blanton ES	\$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$	\$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$	\$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$1,056,778

			Cost	Future Bond
Option	Description	M&O Savings	Avoidance	Impact
14.1	Build a new school west of Clayton ES	\$0	\$0	\$25,200,000
14.2	Adjust boundaries between Mills ES, Kiker ES, Cowan ES, and Boone ES	(\$6,120)	\$0	\$0
14.3	Add a K-8th grade school in southwest area	Unknown	\$0	
14.4	Adjust boundaries between Clayton ES and Baldwin ES	\$0	\$0	\$0
14.5	Repurpose Boone ES as a PK - 8 school	\$0	\$0	\$0
15.1	Repurpose Casey ES as a Pre-K Center and adjust boundaries between Williams ES, Menchaca ES, Casey ES, Odom ES, and Pleasant Hill ES	\$0	\$0	\$0
15.2	Build Pre-K center in the Williams ES attendance zone to relieve Williams ES, Casey ES, Menchaca ES, Odom ES, and Pleasant Hill ES	\$0	\$0	\$21,600,000
16.1	Create a career center and add a magnet program to Crockett HS to attract students	Unknown		
16.2	Adjust boundaries between Akins HS and Crockett HS	\$0	\$0	\$0
17.1	Adjust boundaries between Murchison MS, Burnet MS, Dobie MS, and Webb MS	(\$191,587)	\$0	\$0
17.2	Move middle school population of Lee ES, Campbell ES, and Maplewood ES attendance zones to Lamar MS. Create more room at Kealing MS to expand program and increase diversity	(\$73,218)	\$0	\$0
17.3	Add a fine arts focus to Lamar MS to attract students and increase enrollment	Unknown	\$0	\$0
17.4	Close either Pearce MS or Webb MS	Unknown	\$0	\$0
17.5	Create a sixth grade center with students from Webb MS, Pearce MS, Dobie MS, Garcia MS.	\$0	\$0	Unknown

Glossary

The following is a list of definitions of known abbreviations and terms used throughout the District-wide Facility Master Plan Report.

ADA - Americans with Disabilities Act; addresses modifications of facilities to ensure access for persons with disabilities.

Attendance Zone – The geographical area from which students are assigned a school to attend.

Bond Program – The capital improvement efforts associated with funding generated from a local voterapproved tax levy for capital spending.

Building - A structure that houses children or equipment on a school site or campus.

CAC - Carruth Administration Center; AISD's administrative headquarters complex.

CAC – Campus Advisory Council; a campus level advisory council, required by state law, that addresses the concerns of school communities.

Campus - A campus is a site where one or more schools/buildings is/are located. For example, an elementary school can share a site with a middle school; therefore, it is considered a campus.

Capital Cost Avoidance – Buying less, or buying nothing at all, to improve a permanent structure or aspect of a property.

Capital Improvement - The addition or restoration of a permanent structure or some aspect of a property that will either enhance the property's overall value or increase its useful life.

Closure - A school that is no longer open to students.

Cohort - A specific group of students established for monitoring purposes, particularly over time.

Consolidation - When a school is closed, its student enrollment and a component of its faculty will be combined with another school at another facility.

Core Spaces - Large areas within a building that are utilized by most students throughout the school day, i.e., cafeteria, gymnasium, library.

Deficiency - A construction deficiency is an item or condition that is considered sub-standard or does not meet current standards or building codes.

Educational Adequacy - An assessment of a facility to evaluate how well the campus is equipped to deliver the instructional program. For example, does the facility have the standard types of technology within the classroom that a teacher requires for the current curriculum? Is there the proper amount of white board

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space in the classroom? Is there the correct number of lab stations in a science room and do they have the proper equipment?

Educational Specifications - Document that describes the current standards for program areas, equipment needs, technology needs, square footage, and special considerations for a new school.

Enrollment - The number of students attending a school.

Facility Condition Assessment - An evaluation of a school facility that identifies current building and building system deficiencies.

FCI - Facility Condition Index; an indicator of a facilities condition obtained by dividing the repair costs by the replacement cost of the same building.

FF&E - Furniture, Fixtures, and Equipment; the moveable equipment that is used by the occupants inside a facility. Generally includes furniture and computers.

Functional Equity - Comparison of identified core areas and other specialized classroom space and the level at which they meet the AISD educational specification standards.

GIS - Geographic Information System; an automated system for referencing geocoded data, e.g., a database of addresses for students enrolled in a school system.

HVAC - Heating, Ventilation, and Air Conditioning.

Impervious Cover - Any type of surface that will not allow rainfall or runoff to soak into the ground (e.g. pavement or buildings). Local ordinance may limit impervious cover in developments for environmental protection or runoff control purposes.

In Migration – Students attending a school that live outside of that school's attendance zone.

M&O – Maintenance and Operations; school funding that pays for day-to-day administrative and operational costs.

Open Enrollment – A policy or practice that allows students to attend other AISD outside their assigned attendance area zone.

Operating Cost - Costs associated with operating a school facility including administration, custodial and maintenance supplies and staffing, and food service.

Out Migration - Students leaving their attendance zones to attend another school in the district.

Over-enrolled - A school enrollment that is greater than 105% of permanent capacity.

Over-utilized - A school enrollment that is greater than 105% of permanent capacity.

Permanent Capacity - The number of students a school can accommodate within its permanent building(s). See pages 182-183 for additional information.

Portable/Temporary Building - A building designed and built to be movable rather than as a permanent structure. A typical portable building in AISD contains two classrooms.

Priority - A categorization of building deficiencies, defined as follows.

Priority 1: currently critical (immediate need, i.e., fire safety systems)

Priority 2: potentially critical (to be corrected within one year, i.e., major HVAC equipment, security systems)

Priority 3: necessary/not yet critical (1-2 years, i.e., site lighting, sanitation sewer, educational adequacy)

Priority 4: recommended (3-5 years, i.e., finishes, educational adequacy)

Priority 5: does not meet current code/standards /grandfathered (i.e., functional equity, 3rd tier ADA)

School Choice - Refers to a policy or practice that allows parents and students to attend schools outside their assigned attendance zones for specific program offerings or for reasons permitted in the District's transfer policy.

School Zone Population - The number of AISD students living within the attendance zone of a school.

Signature Program – A specialized curriculum implemented in a vertical team to enhance the vertical team's instructional program.

Soft Costs - Generally refers to a collection of costs added to the construction costs and may include items like professional fees, construction testing and permitting, contingencies, or administrative costs.

Site - Geographical location of a school's building[s].

SQL - Structured Query Language; a form of database that allows the analysis of data by sorting it into categories.

TAS – Texas Accessibility Standards; standards set by the TDLR (Texas Department of Licensing and Regulation) for accessibility to public buildings and facilities, places of public accommodation, and commercial facilities, by individuals with disabilities.

Teaching Space - A room or designated area where classes or instruction are held.

TBD - To be determined.

Title 1 - Funding provided by the federal government for schools with high percentages of students who qualify for free and reduced lunch. The funding must supplement existing funding provided by the school district for curriculum, instruction, and related services.

District-wide Facility Master Plan

Glossary of Terms – Update 02/15/2011

Under-enrolled - A school enrollment that is less than 85% of permanent capacity.

Under-utilized - A school enrollment that is less than 85% of permanent capacity.

Utilization Factor - The enrollment of a school divided by its permanent capacity, also known as percent of permanent capacity.

Vertical Team - A group of campuses consisting of a high school and its feeder middle and elementary schools.