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Eanes Independent School District
Facilities Master Plan

Final Report:

December, 2013

Final Draft-12/2/2013

For:
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Additionally, we wish to thank all who participated in the public forum, community open houses, and web interfaces; your engagement and comments throughout the process provided energy and insight.

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PREFACE

PREFACE

The following Eanes ISD District-wide Facilities Master Plan report represents the culmination of many meetings and conversations that took place over the course of 10 months involving all of the major stakeholder groups at Eanes ISD, including students, parents, staff, community members, business partners, and District leadership. The result is a plan that is tailored to meet your specific needs and aspirations as a District; one that is grounded in your mission of excellence and life-long success; one that supports 21st Century teaching and learning; and one that allows the District to be a thoughtful steward in making decisions about its capital investments in school facilities over the next three, six, and 10-year horizons – both physically and fiscally.

A Master Plan offers the opportunity to look at what might be with a longer lens, not constrained by short-term considerations. The goal is to move away from simply making do and move toward what we know is right.

We at Cuningham Group Architecture and Fields and Associates Architects wish to congratulate and thank the community of Eanes ISD for their commitment to doing what is right by all those who serve and are served by the District and its facilities. A list follows acknowledging all those who have contributed to this effort.

Thank you.

FMP LETTER

It is with great pleasure that I invite you to examine the Eanes ISD Facilities Master Plan Final Report. It not only represents months of hard work by the members of the Task Force, but it also reflects the best analytical thinking of many stakeholders of Eanes ISD, whether students, parents, staff, business owners or community members.

At Eanes ISD, our Board of Trustees and our employees are committed to creating an exceptional educational environment for all of our students. The Facilities Master Plan serves as a roadmap to transform our classrooms, schools and support buildings to ensure we are achieving that goal.

Thank you to all who have invested your time and talents into developing this plan. Your work has been inspiring, thoughtful and creative and scores of students will greatly benefit from your contributions. Thank you for being our partner in this work.

We look forward to an exciting future using the Facilities Master Plan as our guide.

Robert L. Hargett
Eanes ISD Board President

FMP LETTER

For nearly a year, Eanes ISD students, parents, staff and community members have worked tirelessly to develop a 10-year comprehensive Facilities Master Plan that encompasses the culture and excellence that embodies our award-winning district and phenomenal students. Throughout the process, members of the Facilities Master Plan taskforce have focused on keeping the district's mission alive inside and outside of the classroom, with an emphasis on the 4 C's: collaboration, creativity, communication and critical thinking.

The Facilities Master Plan Final Report incorporates the district's beliefs and strategies behind the 4 C's, and explores providing 21st Century Learning environments for all students. Classrooms infused with technology and flexible spaces that promote collaboration are seen as key factors to student success, and offer more profound learning. As the future of education evolves to meet students' needs, it is imperative that our teaching and learning philosophies and practices evolve as well.

This plan provides Eanes ISD leadership with a framework for orderly building and site improvements that will enable our ability to effectively serve our community and accomplish our mission. It is aligned with priorities contained in our strategic plan, and guided by a robust Vision and all-inclusive Parameters approved by the Board of Trustees.

Thank you to all who have contributed to this planning process, especially members of our Facilities Master Plan Task Force. Their involvement and suggestions for improvement have been essential to this comprehensive document.

Nola H. Wellman, Ph.D.
Superintendent of Schools

A. EXECUTIVE SUMMARY

A. EXECUTIVE SUMMARY

Background – Value of a Master Plan

Eanes ISD is renowned for its excellent academic programs, student achievements and extensive extra-curricular programs. This Master Plan demonstrates the intent of the Board, District leadership and the communities served by the District to maintain and build upon this excellence.

At its most basic level, a Master Plan will provide a road map for the future. It is grounded in the District's mission:

> *"The Eanes community is vitally committed to educational excellence that prepares and inspires all students for life-long success by engaging each student in rigorous academic experiences and enriching opportunities."*

It demonstrates both fiscal and physical responsibility. It is grounded in the District's learning objectives in order to provide the kinds of experiences that will best enable ALL Learners to succeed in the Global Knowledge Economy. Therefore, in addition to the foundational skill sets of reading, writing and arithmetic, it supports a whole new range of skills including collaboration, creativity, communication, critical problem solving, curiosity and citizenship. It is grounded in the commitment to prepare students for life, wherever their next path leads them. It reflects the understanding that a District's facilities are truly resources for the entire community in order to serve as Centers of Community. It is flexible and adaptable so that it can grow and change as the District continues to evolve. And very importantly, the process involves all of the Stakeholder groups within the District, as the Master Plan must be a unique reflection of the communities it serves.

The District-wide Facilities Master Plan, recommendations of which are summarized within this report, demonstrates that Eanes ISD is committed to the above attributes. The extensive community engagement process, the data-driven analysis, and a clear vision to develop 21st Century Learning environments have yielded a Master Plan that provides the Eanes ISD community a road map for development for years to come.

Scope of District-wide Facilities Master Plan

This final report evaluated all nine of the District's existing school campuses and additional facilities and properties, addressing needs for both buildings and sites. During the ten-month planning process, numerous multi-stakeholder teams contributed their experiences and insights of the facilities and current and future educational programs. Extensive qualitative and quantitative data were utilized in analysis of needs as well as evaluation of conceptual solutions. Outcomes of the Master Plan describe long-term, ten-year property development strategies for the District's sites within a holistic district-wide scenario. The final plans identify priority projects for the 3, 6, and 10-year horizons, including "order-of-magnitude" construction costs.

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(continued)

Strategic Planning Foundation

The 2011-2012 Community Dialogues, which engaged numerous community members in discussions about Eanes ISD academic priorities, resulted in Eight Themes that set the stage for the Master Plan process. The 2009 Strategic Planning process was invaluable in grounding the Master Plan in District goals. Additional information, such as the 2013 Demographic Study and the Facility Condition Assessment, provided foundational information that guided Master Plan recommendations. The Strategic Plan and Eight Themes follow.

Eanes ISD Strategic Plan

(Approved by the Eanes ISD School Board October 8, 2009, and posted on the District website.)

Mission

The Eanes community is vitally committed to educational excellence that prepares and inspires all students for life-long success by engaging each student in rigorous academic experiences and enriching opportunities.

Beliefs

We believe that...

- Individuals have equal intrinsic value.
- Each person is unique, possessing diverse abilities and talents.
- Each person has the potential to be successful.
- Each person is responsible for his or her choices, decisions, and actions.
- Individuals need a safe, secure and supportive environment to be productive, creative, and successful.
- The home is the primary influence in the development of the individual and an integral partner in public education.
- High expectations and hard work, guided by a positive vision, are essential to individual success.
- The pursuit of excellence requires substantial community effort, investment, and a willingness to improve.

Parameters

- Educational excellence is our first priority.
- We treat each other with honesty and respect.
- We require individual and organizational responsibility and accountability.
- We require excellence in all aspects of the district.
- We promote a culture of creativity and collaboration that leads to continuous improvement.

Objectives

- Each student will be prepared for advanced learning opportunities and careers by completing a personally challenging academic program.
- Each student will engage in integrative thinking and creative, collaborative problem solving.

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- Each student will process and evaluate information, and communicate effectively.
- Each student will be an involved contributing member of the school and global community, while respecting others and self.
- Each student will be prepared to accomplish goals, adapt to change and be resilient to challenges.

Strategies

1. We will ensure effective, engaging, and enriching instruction and experiences for each student in a safe, supportive environment.
2. We will encourage students to explore, identify and develop their strengths and passions.
3. We will prepare students for responsible citizenship in a global society.
4. We will promote and support a robust digital-age learning environment to inspire student learning and creativity.
5. We will provide time and support for relevant and innovative professional learning to ensure ongoing improvements in teaching and student learning.
6. We will actively engage the Eanes community to strengthen partnerships that support the evolving needs of students and the district.
7. We will prioritize our needs to accomplish the district's mission using resources effectively and efficiently.

Eight Themes From Eanes Community Dialogues

A. Relevance is key - make learning that takes place in the classrooms relevant to what students will be doing in real life and work and show them the connection between coursework and future work.

B. Foundational Skills for the Workplace - help students build character, a strong sense of ethics, and the social and teamwork skills that are so important in any career.

C. Community Connections - involve the entire community in educating and supporting the success of our youth.

D. Academic Rigor Balanced with Holistic Education - continue to emphasize high academic achievement while ensuring a well-rounded education and preventing student burn out.

E. Opportunities for All Students - meet the needs of individual students with diverse needs, levels of motivation, abilities, learning styles and interests.

F. Assessing and Measuring - identify and build on Eanes' current strengths, identify areas for improvement and ensure we're assessing and measuring the right things.

G. Support and Resources - support our teachers, provide skill-building opportunities and ensure our teachers and schools have the resources needed to help students succeed.

H. Integration and Innovation - enhance learning experiences that integrate academics and soft skills, making learning fun and fostering innovation.

Master Plan Vision

A pivotal first step in the process involved the articulation of a Vision for the Master Planning effort. Taking the time up front to craft a Shared Vision served to guide the entire Master Plan process, helped set priorities, aligned resources against the priorities and provided for an efficient and effective method of reaching decisions. The Master Plan Vision reads as follows:

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(continued)

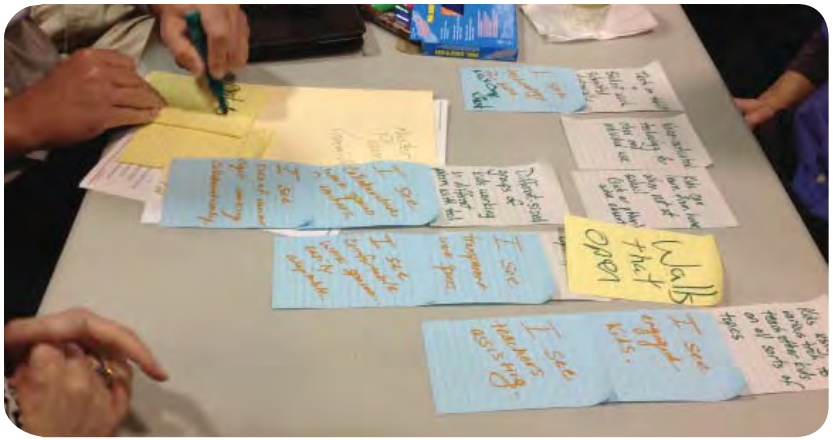
DRIVEN BY A SHARED VISION FOR LEARNING IN THE 21ST CENTURY

Eanes Independent School District will provide for its community of learners facilities and environments that foster collaboration and enhance engagement, exploration, and purposeful application for deep, life-long learning.

Eanes ISD will have technology-rich, energy efficient, fiscally responsible and financially sustainable facilities that provide opportunities for student choice in creative and enriching activities and promote the involvement of the greater Eanes community.

The facilities will provide furniture, tools, and work spaces that are forward thinking, flexible, and adaptable for relevant, meaningful and personalized learning. Facilities and environments will allow the intentional design of experiences and life skills necessary for each student's future in a global community.

Approved by the Eanes ISD Board of Trustees June 26, 2013



A. EXECUTIVE SUMMARY
(continued)

Needs Analysis

In addition to the District's Strategic Plan, Mission Statement, and the Master Plan Vision Statement, several reports and assessments contributed to the base information for the Master Plan. These analyses were both quantitative and qualitative, and they were largely completed during the first half of the Master Planning process. Reports included:

- Facility Principles and Standards
- Gap Analysis
- Demographic Analysis
- Facility Condition Assessment Report
- Site Analysis
- Academic Experiences Committee Report
- Enriching Opportunities Committee Report
- Non-Instructional and District Support Facilities Committee Report
- Master Plan Task Force & Community Feedback

Each evaluation and assessment provided another layer of information on which the Master Plan parameters and - ultimately - the recommendations were generated. Further detail about these reports may be found within the Needs Analysis chapter.

Facility Principles

A critical step in the process involved creating a set of Facility Principles. Facility Principles are the commitments the Master Plan Task Force articulated to address the issues that are currently limiting the District from achieving its Vision. They take the form of a set of overarching statements and provide the background for facility decisions and improvements. They read as follows:

FLEXIBLE/ADAPTABLE/RESPONSIVE
Eanes ISD is committed to providing responsive environments for diverse and varied learning experiences, for enriching activities and for work, to support achievement by all learners of all ages.

COLLABORATION AND CREATIVITY
Eanes ISD is committed to creating a culture that fosters purposeful collaboration and creativity in its facilities and environments.

QUALITY INFRASTRUCTURE
Eanes ISD is committed to providing environments that are safe, secure, healthy, accessible, inviting and learning compatible.

SUSTAINABILITY AND ENVIRONMENTAL STEWARDSHIP

Eanes ISD is committed to providing facilities, systems, equipment and service areas that are energy efficient, easy to maintain, mindful of current and future resources, and exemplify a focus on environmental stewardship and sustainability.

TECHNOLOGY ENRICHED

Eanes ISD is committed to providing secure, adaptable, compatible technology tools that support and interface with learning and are globally relevant.

COMMUNITY CONNECTIONS

Eanes ISD is committed to fostering community within schools and promoting involvement with and by the greater community.

A. EXECUTIVE SUMMARY
(continued)

A. EXECUTIVE SUMMARY
(continued)

Facility Standards and Gap Analysis

Another step in the needs analysis process involved generating a set of Facility Standards and conducting a Gap Analysis. Facility Standards are a set of criteria that describe the physical characteristics required of all facilities to support the Facility Principals and the Master Plan Vision; they are used to provide a consistent level of quality across District facilities. Once developed, the Facility Standards were utilized to systematically evaluate whether the existing Eanes ISD facilities meet the criteria. They also act as standards for future improvements.

Facility Standards are grouped into five "zones" of work as defined below:

Building: Organization and design of the individual buildings; their internal circulation and spaces
Site: The grounds area outside the building, including drives, parking, fields and landscaping
Interiors and Finishes: Finer-scale issues relating to the materials and textures of spaces within the building
Systems: Various infrastructure systems that operate within the building - mechanical, electrical, communication, technology
Community/Off-Site: Community based learning environments, or other environments not physically located at an Eanes ISD facility

The Standards generated can be found in section C.11, p.59.

Gap Analysis

The Facility Standards, once crafted, were used to assess all District facilities. Teams representing each of the schools identified the extent to which their campus met each standard. The result of this evaluation is referred to as the Gap Analysis.

Please refer to section D.3, p.144 for the actual Gap Analysis Matrices.

A. EXECUTIVE SUMMARY
(continued)

Demographics and Capacity Study:

The Demographics and Capacity Study projected the amount and location of student population growth within the Eanes ISD boundaries over a 10-year planning horizon to correspond with the Master Plan. The Study assessed population growth in 31 separate zones within the District and anticipated the timeframe in which current facilities may be at or over capacity given the population growth projections.

For Facility Master Planning purposes, the moderate population growth trajectory without District transfers was utilized. Although the moderate scenario shows growth within in the District maintaining a relatively slow pace at 1% annually over the next 10 years, the study indicates that several schools will be at capacity within the Master Plan horizon. Adjustments to school district lines will need to be coupled with facility construction in order to accommodate anticipated student populations within Eanes ISD.

Note: the full Demographic report presentation can be found on the District web site, or in the Appendix as part of the Symposium #3 Report.

Facilities Assessment Report:

Another key component that provides base information for Master Plan recommendations is the Facility Condition Assessment. The Assessment, which was completed by Alpha Solutions in the spring of 2013, evaluated 37 Eanes ISDs facilities (over 1.4 million square feet of space), including interiors, exteriors, finishes, and mechanical and electrical systems. A "Q-Rating" and a "Facility Condition Index" (FCI) score, which suggest whether a facility is in a poor or excellent condition, were assigned for each of the structures within the District's portfolio. (Note that roofing, parking lots and roadways, site utilities and sports facilities were not a part of this assessment.)

Overall, the Assessment found that Eanes ISD has an excellent overall FCI rating (average of 92% without the Rock House); however, if no preventative maintenance or replacements are completed within the next five years, the total rating will drop to 69%. Facilities needs will be $55 million in 5 years or $88 million in 10 years if no work is done, and these estimates do not include roofs, paving, furniture or technology.

For the Master Planning purposes, the Assessment confirms that most of Eanes ISD's facilities are in great condition, meaning few places where starting fresh is recommended. Additionally, the high-priority recommendations from the Assessment may be incorporated into Master Planning recommendations and cost estimates, especially where needs to refurbish a facility for learning goals overlap with the physical conditions requirements.

See Section C.5, p.43 for additional detail. The full Facilities Assessment Report may be found in the Appendix.

A. EXECUTIVE SUMMARY
(continued)

Non-Instructional and District Support Facilities

The Master Planning Committee representing Facilities, Risk Management, Transportation, Child Nutrition, IT, Maintenance and Custodial presented needs and concerns in four main areas: adequate space to support efficient operations; consolidation of scattered units; construction quality, particularly in portables; and condition of fields, given high intensity use. The district support functions provide essential services for the educational enterprise and need improved facilities to function efficiently and effectively.

Academic Experiences Committee Report

This committee included students, faculty, administration and specialists, and wrestled with broad questions related to how we learn in today's (and tomorrow's) context. Ultimately the committee's goal was to answer "What facilities, furniture and technology should we (and shouldn't we) invest in?" Answers affirmed the priorities identified within the Master Plan Vision.

Needs include variety in spaces and furniture; places for four different learning modes: places to focus, collaborate, learn and be social. Other needs are outdoor spaces to explore, be active and to observe living things. Additionally, facilities supporting creative thinking are important. Eanes ISD is already implementing practices and furniture for flexibility, variety, movement and collaboration in recent remodeling and pilots. The next step, and the intent of the Master Plan, is to incorporate these efforts throughout the District.

Enriching Opportunities Committee Report

In the context of the contribution of activities beyond traditional academic experiences to learning, facility needs for the wide variety of Enriching Opportunities programs at Eanes ISD are also important. Needs range from new programs and fine arts space to multi-purpose space and athletics. Not only are existing programs important and growing, but new programs at the high school such as color guard, lacrosse, robotics, and rugby are growing and do not have adequate space. Given the enrichment potential of these areas, these space needs should be addressed as much as possible in the Master Plan recommendations.

Site Analysis

The Urban Design Group presented background on each site to help ensure that scenarios developed were realistic and sound. The analysis of physical and regulatory constraints demonstrated that the options are limited in some cases. Typical constraints include flood plains, required setbacks and limitations on impervious cover.

A. EXECUTIVE SUMMARY
(continued)

Parameters

All of the previous information was synthesized into a set of Parameters, approved by the Board and used to guide the subsequent conceptual design efforts. They read as follows:

A. Provide for '21st Century Learning'.
B. Design schools to provide a safe and secure environment.
C. Provide for the range of student-driven program opportunities within Enriching Activities.
D. Plan for equity among schools in the same level, for example of travel time for students, program offerings and enrichment opportunities.
E. Maintain the same grade level organization: K-5 Elementary Schools, 6-8 Middle Schools, 9-12 High School.
F. Plan for Moderate Enrollment Growth: Use the 2022 moderate K-12 projections (without out-of-district transfers) as a target for the 10-year planning horizon.
G. House students, children and staff in permanent, quality construction. No portables.
H. Address school size: Elementary schools should trend toward 5- or 6-round size, with 4-section minimum to narrow the size range from what exists.
I. Reduce unrelated district functions located on the Westlake HS property, to regain land for high school functions.
J. Provide early childhood learning facilities to support early learners, residents and staff.
K. As resources that serve the entire community, develop facilities that support "learners of all ages".
L. Consider expansion of Public/Public and Public/Private Partnerships.

In addition to the above parameters, the Task Force was given additional items for consideration to further guide their development of the Scenarios. They are:

1. Leverage the River Hills property to address challenges
2. Consider a new elementary school
3. Consider a smaller setting for middle school students, possibly through academies or a third Middle School.
4. Consider the highest/best use for the shared Forest Trail/Valley View property
5. Consider opportunities for combining district support functions
6. Consider outdoor as well as indoor learning environments
7. Consider 'Academies' for the high school and the middle schools

A. EXECUTIVE SUMMARY
(continued)

Common Sense Recommendations

Guided by the Vision and the Parameters, the Master Plan Task Force synthesized needs, constraints and opportunities to create both a district-wide approach and individual facility recommendations. The district-wide approach is described below.

- **Upgrade learning spaces at every school throughout the district for 21st Century Learning** including space for collaboration, critical thinking and project-based learning, as well as flexible learning environments that are embedded with technology.
- **Create a new elementary school and Child Development Center (CDC) on the west side of the district**, possibly the River Hills site. This elementary would serve the current Valley View Elementary community, and would provide a west-side CDC.
- **Relocate Forest Trail Elementary students and staff to a significantly renovated and expanded school on the Valley View site.** The new Forest Trail school would be modernized to accommodate collaborative learning spaces and outdoor learning opportunities.
- **Build a considerable addition at Westlake High School to unify the campus and accommodate a variety of unmet academic and enriching activity needs.** Includes creation of flexible and collaborative learning environments, additional classrooms and increased space for programs such as Robotics, Dance, Band, Lacrosse, Wrestling and Choir.
- **Remove multiple District operations off of campuses and consolidate in a new facility on the Shriner site**. This move returns indoor/outdoor space for campus use, including warehouse on Eanes Elementary campus, and Maintenance, Transportation and Network Operations Center on Westlake campus.
- **Accommodate the need for a multi-purpose facility and pool on the Shriner Site adjacent to the high school.** Consider partnership with a third party to alleviate building and maintenance costs. The Multipurpose facility would provide practice space for the Westlake High School band, Hyline, and athletics programs and a pool for the Westlake High School swim program.
- **Re-purpose the existing Forest Trail Elementary facility as an Eanes Community Learning Cente**r, consolidating District operations such as the Eanes Education Foundation and Community Education department for efficiency. Facility would include an east-side CDC, a Professional Development Center for teacher training, day-use spaces for adult classes such as fitness opportunities, and meeting space for community groups.

These recommendations are further illustrated in Section E (pp. 150-190) of this document, with diagrams of proposed site and utilization plans for each facility, as well as the scope of construction associated with each.

A. EXECUTIVE SUMMARY
(continued)

Phasing and Costs

Projected costs to implement the recommendations were developed from the scope plans, covering: a) needs identified in Master Planning to improve learning space; and b) Improvements arising from the Alpha Facility Condition Study and Report. These comprise two of the four categories of costs typically included in a bond initiative; the other two are specific facility needs and District-wide upgrades to technology.

Phasing was developed that would create swing space first, treat school communities as equitably as possible, and use a logical sequence of improvements. The resulting phasing and associated costs are:

Package 1A - $95.4 Million (including escalation)
- New Valley View elementary and Child Development Center located in the western portion of the District
- Central Support and Transportation Facilities relocated to the Shriner Site
- Hill Country and West Ridge Middle School additions, remodeling and site improvements
- Activities and Music Additions at Westlake High School, along with a connector to ease crowding in the halls and renewal of fields

Package 1B - $57 Million (including escalation)
- Remodeling and addition(s) for the new Forest Trail, Barton Creek, Bridge Point, Cedar Creek and Eanes Elementary
- Note that the building vacated by Forest Trail Elementary School could be used to provide swing space, particularly for Eanes Elementary

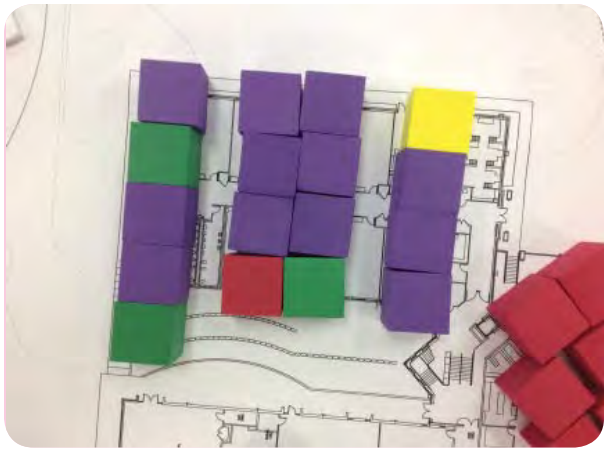
Package 2 (10 years) – $96.3 Million (including escalation)
- New 'STEM' wing at the High School, remodeling to create collaborative learning settings throughout the building, and site work related to the new construction. This scope is anticipated to involve multiple phases.
- Synthetic turf renewal at the middle schools
- Expanded gym at Eanes Elementary
- Redevelopment of the vacated elementary school for Eanes ISD Community Learning Center
- A Multipurpose Facility and Pool at the Shriner site
- Facility Assessment Study Priority items coming due 2019-2022

Conclusion

Excellent stewardship of school facilities is a critical element in the success of a school district. Eanes ISD has taken a comprehensive and strategic approach to facility care and development. The District-wide Facility Master Plan will serve the District well both today and in the future.

B. PROCESS

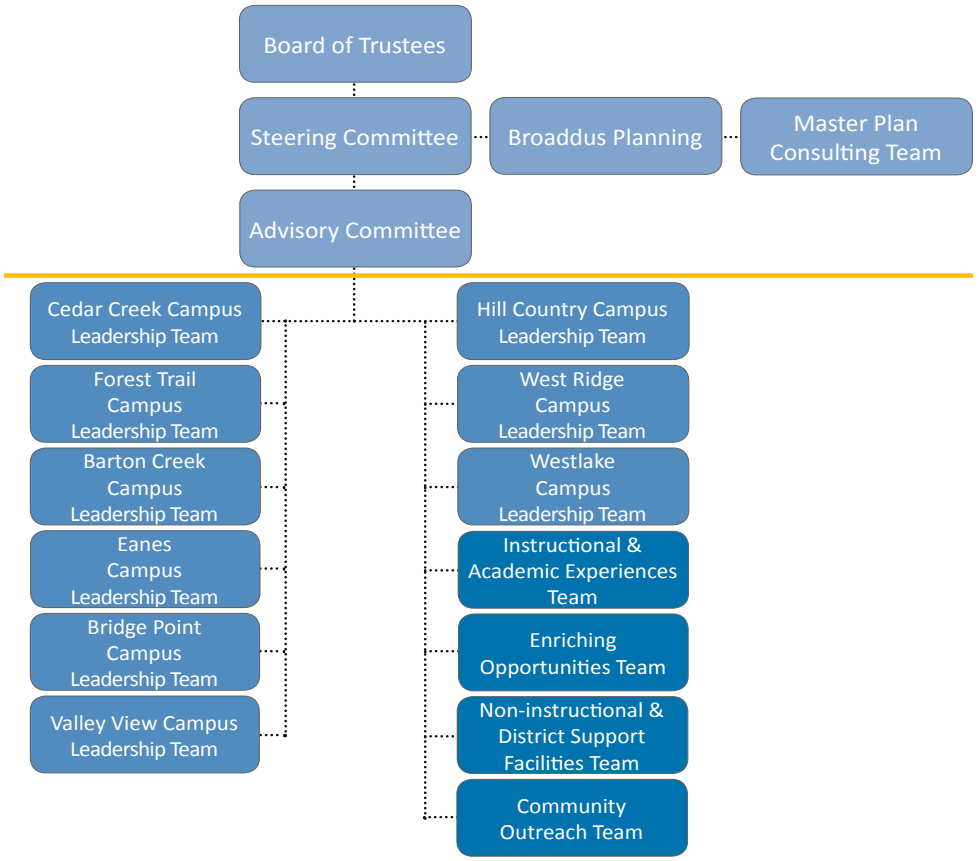
B. PROCESS
COMMUNITY ENGAGEMENT
PROCESS SUMMARY



Process

Eanes ISD undertook an extremely comprehensive and inclusive process that maximized both opportunities and methods of engagement by all members of the community. In order to be most effective and fiscally responsible, a successful Master Plan engages all of the different stakeholder groups in its conversations around learning and the integral role facilities play.

The following chart identifies the roles of the various committees and the extensive participation that contributed to this process and its outcomes. The engagement structure was grounded in Campus Leadership Teams from each of Eanes ISD's nine campuses and four District-wide Teams, focused on Instructional and Academic Experiences, Enriching Opportunities, Non-Instructional and District Support Facilities, and Community Outreach. Representatives from each of these sub-committees served on the Master Plan Task Force, which met at each Symposium. The Master Plan Task Force also invited participation from community members.



B. PROCESS
COMMUNITY ENGAGEMENT
PROCESS SUMMARY

Community presentations, Master Plan Task Force work sessions, and focus group meetings were woven into the six Symposia of the Master Planning process. The purpose and outcome of each symposium is described in the pages following:

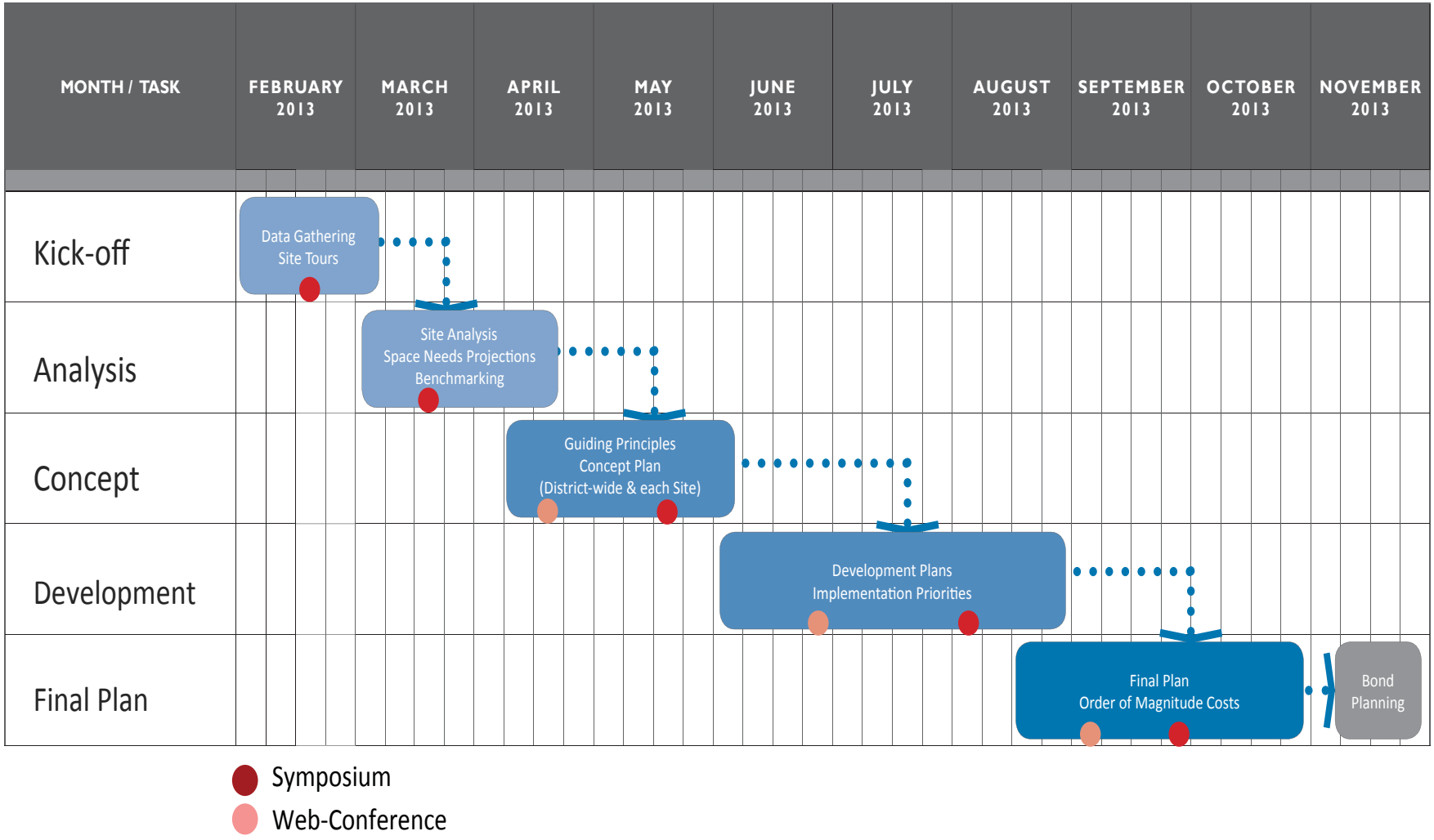
Symposium 1: Alignment with Mission and Shared Vision
Symposium 2: Facility Principles and Standards
Symposium 3: Gap Analysis and District-Wide Scenarios
Symposium 4: Site Specific Design Workshops
Symposium 5: Synthesis and Task Force Recommendations
Symposium 6: Cost Estimates and Phasing Recommendations
Final Presentation of the Eanes ISD District-wide Facilities Master Plan

Substantial effort was given to inviting community members to participate. Master Plan Symposia were advertised/published via the Eanes website, school newsletters, social media, and local media. In addition to the in-person Symposium sessions, Master Plan materials were available online through live internet-broadcasts and summary reports. Representatives from the Community Outreach Team met with numerous Parent-Teacher Organizations and Booster Clubs in order to generate interest in the Master Plan.

Prior to and following Symposium #5, the District commissioned focus groups and a survey from K-12 Public Insight. The in-person focus groups with parents, students, and community members and the online-survey indicated that most Eanes ISD community members affiliated with the schools had some level of awareness about the Master Plan, speaking to the success of community outreach efforts.

The schedule of the five phases and six Symposia follows.

B. PROCESS
COMMUNITY ENGAGEMENT
PROCESS SUMMARY



B. PROCESS
COMMUNITY ENGAGEMENT
PROCESS SUMMARY

SYMPOSIUM SUMMARIES

Symposium 1 – February 25-28, 2013: The purpose of Symposium 1 was to co-create a clear and compelling Shared Vision that would be used to guide the entire Master Planning effort. The value of creating a facility related vision is to help set priorities, align resources with those priorities, and facilitate an efficient decision making process.

The process used to kick off the Master Planning effort included a range of activities and background research to lay a solid foundation for Master Planning recommendations. Activities included two four-hour Visioning sessions, listening sessions with the various committees and subcommittees that make up the Community Engagement structure, walk-throughs of each district facility, a School Board meeting, and a Community Forum "Movie Night" to share the latest research surrounding 21st Century learning and to engage the community in conversation around the implications for Eanes ISD.

The consolidated Shared Vision statement was approved by the Board of Trustees on June 26, 2013 and reads as follows:

SHARED VISION FOR LEARNING IN THE 21ST CENTURY

Eanes Independent School District will provide for its community of learners facilities and environments that foster collaboration and enhance engagement, exploration, and purposeful application for deep, life-long learning.

Eanes ISD will have technology-rich, energy efficient, fiscally responsible and financially sustainable facilities that provide opportunities for student choice in creative and enriching activities and promote the involvement of the greater Eanes community.

The facilities will provide furniture, tools, and work spaces that are forward thinking, flexible, and adaptable for relevant, meaningful and personalized learning. Facilities and environments will allow the intentional design of experiences and life skills necessary for each student's future in a global community.

Approved by the Eanes ISD Board of Trustees June 26, 2013

Symposium 1 concluded with participants identifying the main/primary concerns that are currently limiting the District from achieving its Vision. These centered on the themes of: **Community Connections - Collaborative Spaces - Variety/Flexibility - Inspirational spaces - Nuts & Bolts – Technology – Implementation** and were used to generate a set of Facility Principles.

B. PROCESS
COMMUNITY ENGAGEMENT
PROCESS SUMMARY

Symposium 2 – April 10-12, 2013: The purpose of Symposium 2 was fourfold:

1. Review the Facility Principles generated from Symposium 1
2. Customize a set of Facility Standards
3. Identify the gaps between what exists in the District and what is desired, and
4. Identify the big facility challenges that need to be addressed within this Master Plan.

This Symposium took place over two days and included two workshops with the Master Plan Task Force. A Board Study Session was coupled with a Community Forum in order to bring all members of the community into a discussion about the information gathered to date.

More specifically, Symposium 2 translated the "main/primary concerns" from Symposium 1 into Principle Statements. The Principle Statements, which are the overarching commitments describing what is important for all Eanes ISD facilities, provided a foundation upon which more specific Facility Standards were developed. The Standards were grouped by "zones" of work and included: Building, Site, Interiors and Finishes, Systems and Community/Off-Site.

Once the Principles and Standards were in place, a Gap Analysis was performed on a site-by-site basis identifying each facility's present ability to support the Principles and Standards. Input for the Gap Analysis was received both at the Master Plan Task Force level as well as the Campus Leadership Team level. The Gap Analysis exercise helped the Master Plan Task Force to determine the "big priorities" and major needs at each of Eanes ISD's existing campuses.

After their initial assessment, the teams compared their results with those generated by the other teams in order to develop consistency within the evaluations. A color code was associated with the scale to assist in quickly identifying areas that need attention. Following Symposium 2, Campus Leadership Teams met and augmented their sites' Gap Analysis. Assessment of the Support Facilities was added as well.

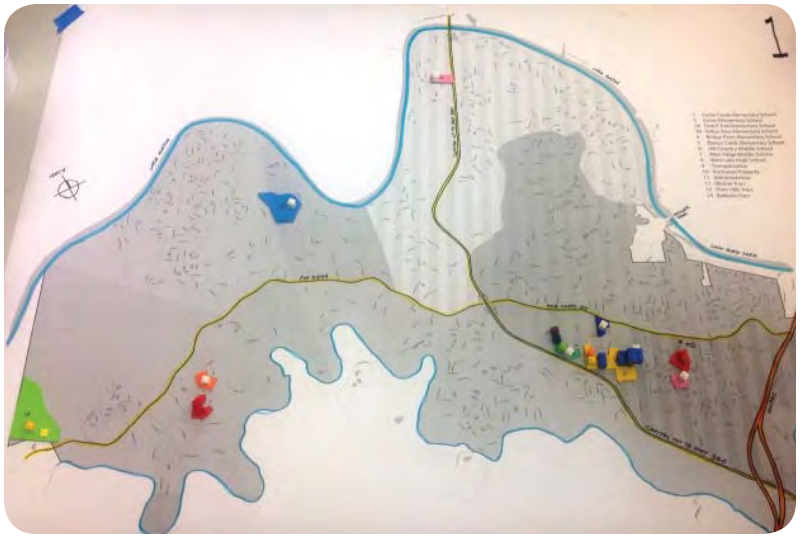
B. PROCESS
COMMUNITY ENGAGEMENT
PROCESS SUMMARY

Symposium 3 – May 14-16, 2013: The primary purpose of Symposium 3 was to explore a variety of district-wide approaches across the elementary, middle and high school levels that included the additional district properties. The District-wide scenarios were developed in response to the holistic integration of the Shared Vision, Facility Principles and Standards, and Gap Analyses from Symposia 1 and 2; new information from team/committee reports also helped inform the Scenarios.

Symposium 3 took place over the course of three days. The first day was dubbed "Presentation Day" and included a series of compelling presentations on a number of topics, including:

- Demographics & Capacity
- Facility Assessment
- Existing Site Plan Analysis
- Non-Instructional and District Support Facilities
- Academic Experiences & Campus Leadership Teams Summary
- Enriching Opportunities

The second day consisted of a day-long Scenario Building Workshop with the Master Plan Task Force, which was a co-creative, big-building work session. The second day was capped by a Community Open House that invited all members of the community to review works-in-progress solutions.



Symposium 4 – June 19-21, 2013: The primary purpose of Symposium 4 was to co-create conceptual design strategies for each school site in support of the Shared Vision and all of the groundwork laid to date. Secondly, the purpose was to review all outcomes and ideas with the Board of Trustees in order to obtain board input for and support of the Planning Parameters.

The fourth Symposium led off with a Steering Committee meeting, followed by a presentation of the Parameters to the School Board. A Parameter is a feature or measurable factor that can help in defining a system. In this instance, the purpose of the Parameters is to guide the recommendations of the Master Plan.

The next day, the Master Plan Task Force employed the refined Parameters during a Co-Creative Site Strategies Workshop. Participants warmed up their creative talents by designing Learning neighborhoods, which are an innovative way to organize differentiated learning settings. Following this activity, the Task Force developed a planning scheme for each existing campus. The day-long work session was followed by a Community Forum, which enabled members of the community and School Board to review the design concepts generated earlier in the day.

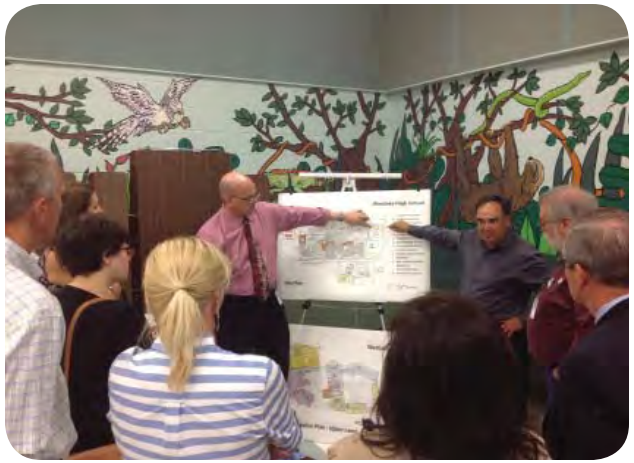
B. PROCESS
COMMUNITY ENGAGEMENT
PROCESS SUMMARY

Symposium 5 – September 9-11, 2013: The primary purpose of Symposium 5 was twofold: first, to share the Draft of Recommendations for each site which are a synthesis of all the information received to date and that form the foundation of the Master Plan; and second, to share the Preliminary Phasing and rough Order of Magnitude Costs.

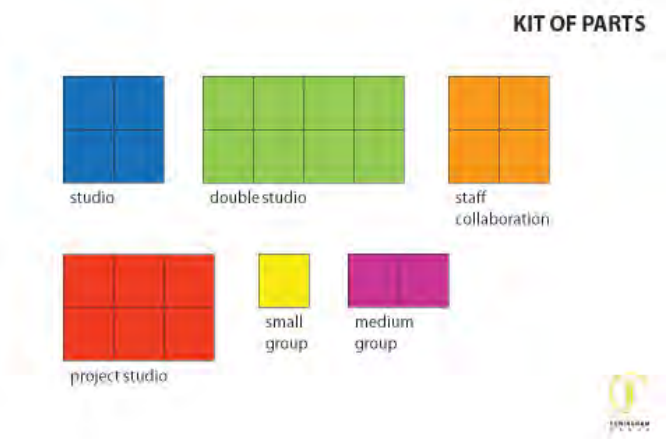
The fifth Symposium took place over two-and-a-half days and began with a Steering Committee Work Session followed by a Workshop with the Master Plan Task Force, and it culminated with a Board Study Session and Community Presentation. Within the Master Plan Task Force workshop, there were two rounds of activities. In Round 1, participants were organized by school and invited to summarize their feedback. In Round 2, all but the presenter and principal were invited to shift to another school for which they were also interested in providing input. This was followed by presentations of each team to the group at large.

For the Board meeting, the Trustees were invited to partake in a "Speed Sharing" event where each school gave a summary of their presentation from the previous day's Workshop. Both sessions concluded with a review of preliminary costing and phasing information.

B. PROCESS
COMMUNITY ENGAGEMENT
PROCESS SUMMARY



B. PROCESS
COMMUNITY ENGAGEMENT
PROCESS SUMMARY



Symposium 6 – October 9, 2013: The primary purpose of Symposium 6 was to share the Phasing and Costs of the Facilities Master Plan Recommendations and to gather any remaining feedback from the Board, the Master Plan Task Force, and the Steering Committee.

This Symposium took place over the course of one day, summarized the process, and shared the Common Sense Recommendations, which integrated:

- Facility Principles + Standards
- Gap Analysis
- Parameters
- Demographic Analysis
- Facility Assessment Report
- Site Analysis and Limitations
- Academic Experiences Committee Report
- Enriching Activities Report
- 'Think Outside the Blocks' Design Exercise
- Integrated and On-Going Community Feedback.

Common Sense Recommendations:

- **Upgrade learning spaces at every school throughout the District for 21st Century Learning**
- **Create a new elementary school and Child Development Center (CDC) on the west side of the District**
- **Relocate Forest Trail Elementary students and staff to a significantly renovated and expanded school on the Valley View Elementary site**
- **Build significant additional area at Westlake High School to unify the campus and accommodate a variety of unmet academic and enriching activity needs**
- **Remove multiple District operations off of campuses and consolidate in a new facility on the Shriner site**
- **Accommodate the need for a multi-purpose facility and pool on the Shriner Site**
- **Re-purpose existing Forest Trail Elementary facility as an Eanes Community Learning Center**

Finally, a Summary of the Projected Costs and Phasing Scenarios for each site was reviewed that reflect the:

A. Master Plan Building and Site Improvements and
B. Improvements arising from the Alpha Facility Condition Study and Report.

Both sessions allowed time for questions and clarification of any remaining issues. All of the information generated from the process outlined above is reflected in the Master Plan Final Report.

The **Final Presentation of the District-wide Facilities Master Plan** was given to the Board of Trustees on December 3, 2013; the Board accepted the District-wide Facilities Master Plan on December 18, 2013.

C. NEEDS ANALYSIS

C. NEEDS ANALYSIS
Demographics and Capacity

C.1 Introduction to Section

This section is a summary of the foundational information, or needs analysis, that formed both the context for change and the basis for evaluating Eanes ISD facilities. The needs, in turn, became woven into the recommendations for improvements to those facilities. During Symposium 3, several teams consisting of both Master Plan Task Force Committee members and consultants presented needs assessments on a range of topics. The presentations essentially summarized the work that each consultant team or Committee had been exploring over the past several weeks as a part of the "Analysis" Master Planning phase. Topics included:

- Demographics and Capacity
- Facility Distribution
- Facility Condition Assessment
- Non-Instructional and District Support Facilities
- Instructional and Academic Experiences
- Enriching Opportunities
- Best Practices

Individually, the analyses provided a detailed snapshot of a specific area of the Eanes ISD ecosystem; when holistically considered, however, the assessments created a strong framework upon which common sense recommendations were made. All the analysis work - the needs analysis, the site analysis, the Gap Analysis - was used to create a set of Planning Parameters, which then guided the development of Master Plan recommendations.

Summaries of the needs analysis presentations are found within the body of this chapter; full reports can be found within the Appendix.

C.2 Demographics and Capacity

The Demographics and Capacity Study, carried out by Impact Demographics, projected the amount and location of student population growth within the Eanes ISD boundaries over a 10-year planning horizon to correspond with the Master Plan. The Study assessed population growth in 31 separate zones within the District and anticipated the timeframe in which current facilities may be at or over capacity given the population growth projections.

For Facility Master Planning purposes, the moderate population growth trajectory without District transfers was utilized. Although the moderate scenario shows growth within the District maintaining a relatively slow pace at 1% annually over the next 10 years, the study indicates that several schools will be at capacity within the Master Plan horizon. Adjustments to school district lines will need to be coupled with facility construction in order to accommodate antipated student populations within Eanes ISD.

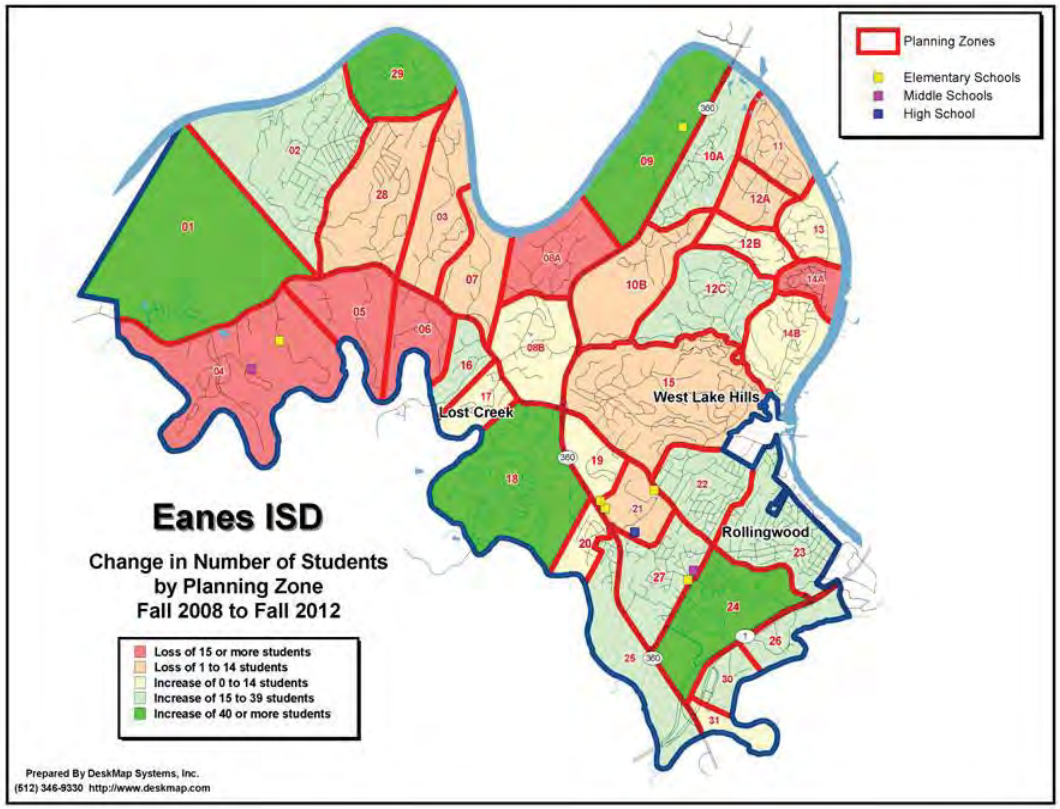
C. NEEDS ANALYSIS
Observations and Analysis

Observations and Analysis:

The demographic study showed that the general population within the Eanes ISD boundaries is increasing slowly, which is due to a couple of factors. The number of family households is increasing faster than number of households, which suggests more children. Eanes ISD area is not projected to see many new housing developments; therefore the increase in number of children comes primarily from the turnover of homes and small developments.

Planning zones are used to keep track of student population changes and manage individual school sizes over time. Each school enrollment area includes multiple zones. The last time that boundary changes were made in 2008, some students were shifted to better match enrollment with program capacity.

Growth in the number of students varies considerably across the district. The diagram below illustrates that green planning zone areas are seeing an increase in number of students, while red areas are experiencing a decrease. There are more green areas than red, reflecting growth.



C. NEEDS ANALYSIS *(continued)*

The demographic assessment included two projections for enrollment, a conservative and a moderate scenario, and for each, the demographer shared a set of numbers including the students who transfer from out-of-district and a set without. Conservative projections would most likely be used for budgeting, while moderate projections would be used for Master Planning.

Conservative Projections

Eanes ISD District-Wide Enrollment Projections
Conservative Scenario

Grade	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
K	555	532	541	547	551	551	552	552	553	553	554
1	522	609	583	593	600	604	604	605	605	606	606
2	557	543	634	606	617	612	616	617	617	618	618
3	604	579	564	659	630	629	624	628	629	629	630
4	608	620	594	580	677	639	638	633	637	637	638
5	635	622	635	608	593	685	646	645	640	644	645
6	577	635	626	636	609	590	682	645	644	639	643
7	584	598	658	648	659	620	601	694	656	656	651
8	627	584	597	656	648	659	619	601	694	656	656
9	632	652	601	629	689	681	693	649	632	729	690
10	623	632	652	602	627	689	681	692	648	632	729
11	666	625	633	654	603	628	689	682	693	650	632
12	638	667	625	634	654	603	629	690	683	694	650
Totals:	7828	7898	7943	8052	8157	8190	8274	8333	8331	8343	8342
Pct Chg:		0.9%	0.6%	1.4%	1.3%	0.4%	1%	0.7%	0%	0.1%	0%

IMPACT Demographics DeskMap Systems, Inc.

Moderate Projections

Eanes ISD District-Wide Enrollment Projections
Moderate Scenario

Grade	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
K	555	534	545	552	556	556	556	556	556	556	556
1	522	617	593	606	614	618	618	618	618	618	618
2	557	549	649	624	637	630	634	634	634	634	634
3	604	587	578	684	657	654	647	651	651	651	651
4	608	627	609	600	710	670	667	659	664	664	664
5	635	628	647	629	620	722	681	678	670	675	675
6	577	653	648	667	648	634	736	696	692	685	690
7	584	603	682	677	696	662	648	753	711	708	700
8	627	588	606	685	681	698	663	650	755	713	710
9	632	661	614	646	719	716	734	696	684	793	750
10	623	636	665	619	650	721	719	736	697	685	796
11	666	627	640	669	622	652	723	721	739	700	688
12	638	673	634	647	675	626	656	728	725	743	704
Totals:	7828	7983	8110	8305	8485	8559	8682	8776	8796	8825	8836
Pct Chg:		2%	1.6%	2.4%	2.2%	0.9%	1.4%	1.1%	0.2%	0.3%	0.1%

IMPACT Demographics DeskMap Systems, Inc.

Note: These projections include out-of-District transfers.

C. NEEDS ANALYSIS *(continued)*

Comparison with 2012 school capacities shows when and where the growth results in space pressures requiring a response. Note that the school capacities are based on how the schools are utilized and reflect some current inconsistencies among different schools.

Observations:

- Cedar Creek, Eanes and Valley View Elementary are already over their capacity
- Barton Creek is projected to be out of space in 2014
- By 2022, even the conservative projection indicates a shortage of space for 278 elementary students

Conservative Projections
Elementary Capacity by Campus

Barton Creek ES

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Totals:	494	491	514	516	532	546	559	574	584	587	589	589	591	591
Capacity:	540	540	540	540	540	540	540	540	540	540	540	540	540	540
Open Seats:	46	49	26	24	8	-6	-19	-34	-44	-47	-49	-49	-51	-51

Bridge Point ES

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Totals:	735	752	741	755	743	746	753	743	754	737	735	735	735	736
Capacity:	766	766	766	766	766	766	766	766	766	766	766	766	766	766
Open Seats:	31	14	25	11	23	20	13	23	12	29	31	31	31	30

Cedar Creek ES

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Totals:	426	447	481	492	504	515	528	567	569	562	562	563	563	564
Capacity:	449	449	449	449	449	449	449	449	449	449	449	449	449	449
Open Seats:	23	2	-32	-43	-55	-66	-79	-118	-120	-113	-113	-114	-114	-115

Eanes ES

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Totals:	511	564	596	605	619	622	622	625	627	631	628	628	629	630
Capacity:	537	537	537	537	537	537	537	537	537	537	537	537	537	537
Open Seats:	26	-27	-59	-68	-82	-85	-85	-88	-90	-94	-91	-91	-92	-93

IMPACT Demographics DeskMap Systems, Inc.

Conservative Projections
Elementary Capacity by Campus

Forest Trail ES

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Totals:	606	606	596	609	608	608	610	631	642	625	625	625	627	627
Capacity:	628	628	628	628	628	628	628	628	628	628	628	628	628	628
Open Seats:	22	22	32	19	20	20	18	-3	-14	3	3	3	1	1

Valley View ES

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Totals:	465	470	470	504	503	514	519	530	543	538	540	542	542	543
Capacity:	493	493	493	493	493	493	493	493	493	493	493	493	493	493
Open Seats:	28	23	23	-11	-10	-21	-26	-37	-50	-45	-47	-49	-49	-50

Totals

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Totals:	3237	3330	3398	3481	3509	3551	3591	3670	3719	3680	3679	3682	3687	3691
Capacity:	3413	3413	3413	3413	3413	3413	3413	3413	3413	3413	3413	3413	3413	3413
Open Seats:	176	83	15	-68	-96	-138	-178	-257	-306	-267	-266	-269	-274	-278

IMPACT Demographics DeskMap Systems, Inc.

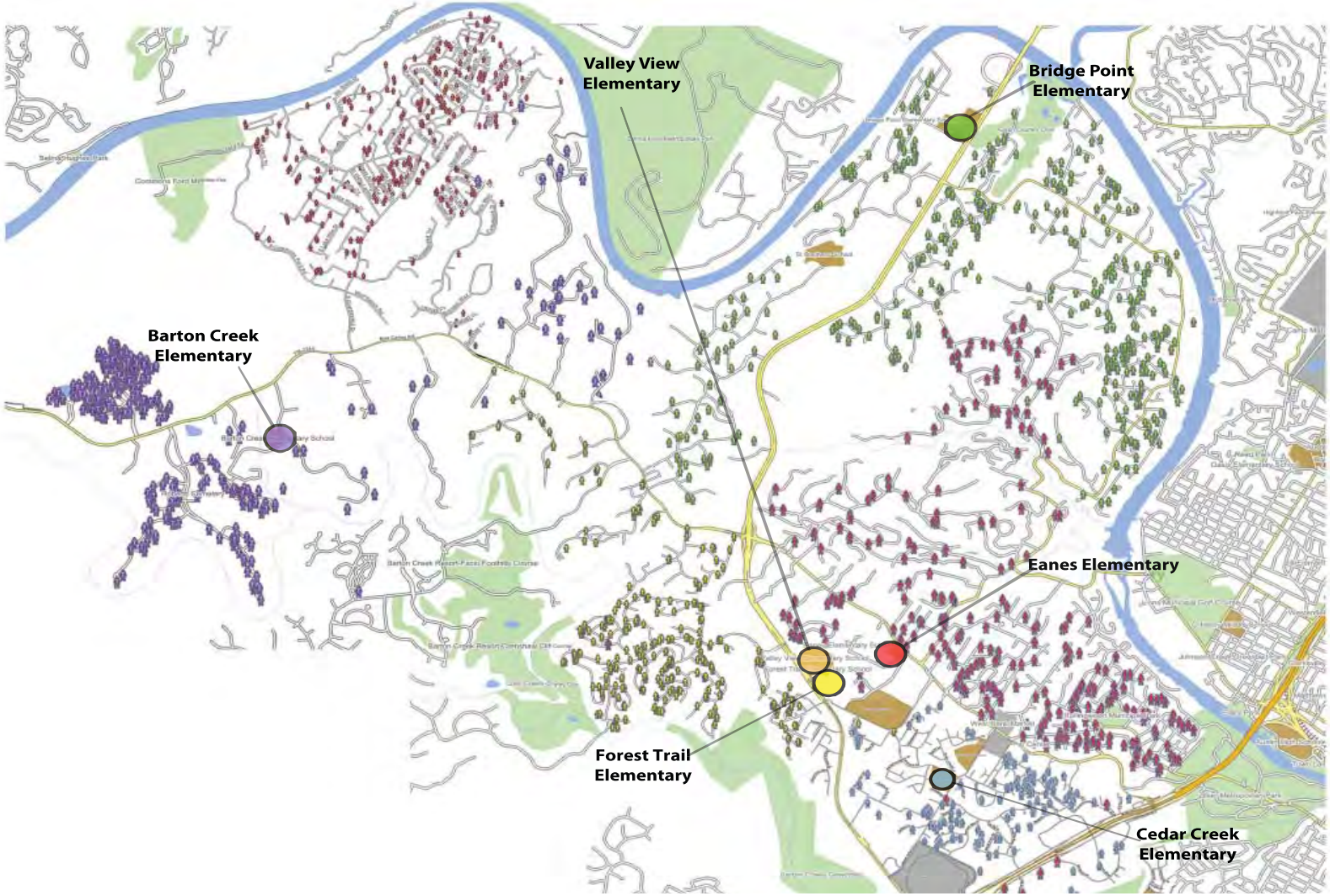
For the Master Plan, two key points from the Demographic and Capacity Study resonated. First, although growth anticipated is fairly slow, about 1% per year, the aggregate over 10 years is about the size of one of the smaller elementary schools, a sizeable impact. Second, the moderate scenario without out-of-district transfers was identified as the baseline for District-wide Facility Master Planning recommendations.

C. NEEDS ANALYSIS
Distribution of Schools

C.3 Distribution of Eanes ISD Elementary Schools:

One of the issues raised by parents and from past planning efforts was the question of distribution of schools relative to population and students. The legacy of development of the communities that make up Eanes ISD is that most of the schools are concentrated in the southeast third of the district, east of Capitol of Texas Highway. However, now that the land west of the highway is more fully developed, some students are crossing town to go to school.

The maps below show where the students live who attend each elementary school. Valley View Elementary serves a fairly tightly clustered group of students who live in the NW corner of the district, a substantial distance from their school. These students cannot walk to school, and have a 30-plus minute bus ride every day. Thus, development of a new elementary school building and site on the west side for these students is recommended.



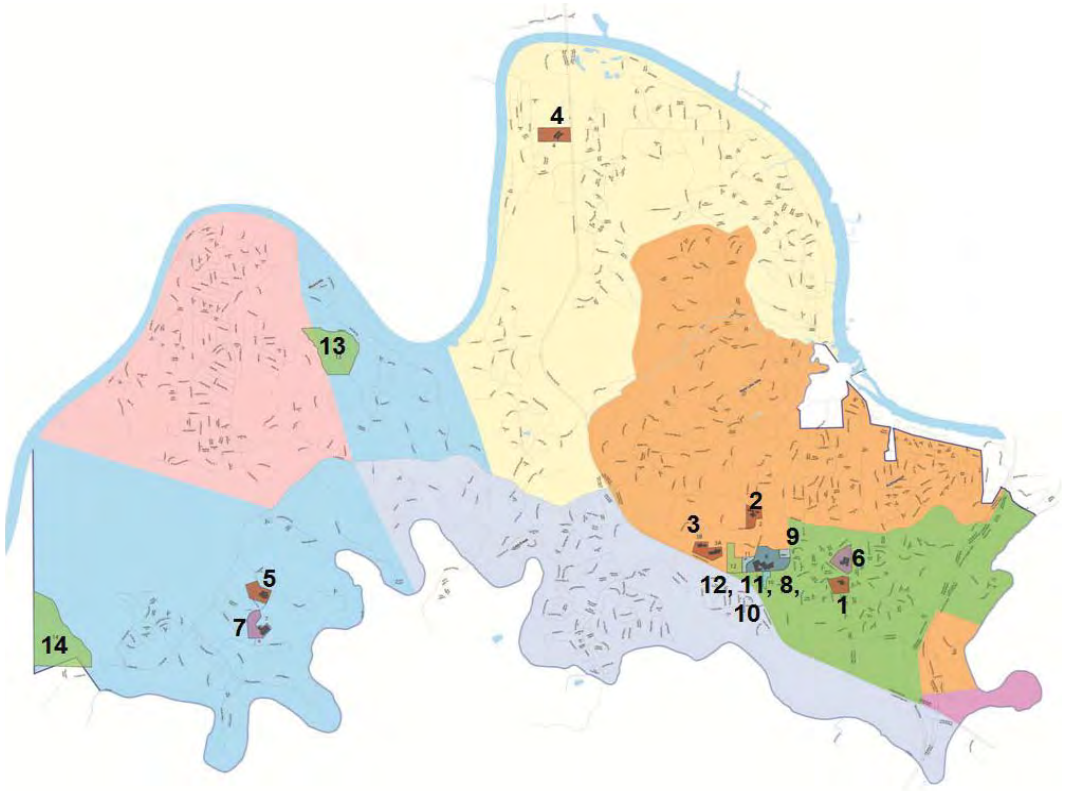
C. NEEDS ANALYSIS
Existing Facilities

1 Cedar Creek Elementary School
2 Eanes Elementary School
3A Forest Trail Elementary School
3B Valley View Elementary School
4 Bridge Point Elementary School
5 Barton Creek Elementary School
6 Hill Country Middle School
7 West Ridge Middle School
8 Westlake High School
9 Transportation
10 Buchanan Property
11 Administration
12 Shriner Tract
13 River Hills Tract
14 Baldwin Tract

The Demographics report showed that further development on the west side is likely to happen slowly, and the largest undeveloped property is not expected to bear housing within the 10-year horizon of this Master Plan. However, enrollments will continue to grow, both in the west and the east, where the schools are already over capacity. If some elementary students currently attending other elementary schools can be shifted to the west side, it will help relieve pressure at Eanes or Forest Trail Elementaries, and may further help to tighten the attendance areas for the schools.

C.4 Existing Facilities:

On the following pages, Fact Sheets summarize the facts, figures, and issues at each of the District's nine school campuses, three smaller educational venues, and non-instructional facilities. The information about each site was gathered during site-tours and in-person meetings with campus or facility representatives.



FACT SHEET: BARTON CREEK ELEMENTARY SCHOOL

The Numbers:

Grades	K-5
Current Enrollment	540 students*
Total Area	83,730 sf
Site Size	20.4 acres
Dates of construction/ remodeling	1991

** most current attendance numbers 03/13*

Highlights

- New energy efficient power plant
- 3 wings organized off a sloped main corridor
- Nice courtyards provide daylight to wings
- Teachers meet in classrooms to collaborate
- Jay's Nest is a wonderful meeting spot that's kid & adult friendly

Challenges

- Wings include only 2 types of space: classrooms and corridors
- Lacks a variety of different scaled group gathering spaces for collaboration
- Very limited transparency, or views into classrooms
- Space constraints: cafeteria is small, particularly for AM gathering time; Art is also tight
- School is loud; VCT flooring reflects the sound
- Playground is small and doesn't serve full age range
- Administration needs a bigger conference room
- Some challenges with site traffic

FACT SHEET: BRIDGE POINT ELEMENTARY SCHOOL

The Numbers:

Grades	K-5
Current Enrollment	747 students*
Total Area	94,230 sf
Site Size	20.9 acres
Dates of construction/ remodeling	1993/1997

** most current attendance numbers 03/13 (has been as high as 865)*

Highlights

- Newest facility
- Nice courtyards provide daylight to wings
- Outdoor classrooms (amphitheaters) are beautiful and work well
- Great technology in all learning spaces
- Adult restrooms are distributed at each knuckle
- Two-sided serving line in Kitchen works well
- Beautiful nature trail

Challenges

- Would welcome staff collaboration areas
- Wings include only 2 types of space: classrooms and corridors
- Lacks a variety of different scaled group gathering spaces for collaboration
- Academic wings have very limited transparency, or views into classrooms
- Loading dock lacks ramp

FACT SHEET: CEDAR CREEK ELEMENTARY SCHOOL

The Numbers:

Grades	K-5
Current Enrollment	503 students*
Total Area	75,982 sf
Site Size	14.4 acres
Dates of construction/ remodeling	1978/1986,1997

** most current attendance numbers 03/13*

Highlights

- Neighborhood school – lots of walkers and bikers
- Large Child Development Center (CDC)
- Shared Admin, Special Ed and Commons core offers some variety of space
- Three 7- classroom 'pods'
- Underutilized Commons is an opportunity – sound is a concern
- New Media Center
- Space to expand is out toward portables

Challenges

- 4-section school; uses 2 portables
- Portables contribute to a less 'polished' east edge
- Lacks a variety of different scaled group gathering spaces for collaboration

FACT SHEET: EANES ELEMENTARY SCHOOL

The Numbers:

Grades	K-5
Current Enrollment	606 students
Total Area	73,875 sf
Site Size	16.8 acres
Dates of construction/ remodeling	1905/1928, 1930, 1932, 1960, 1964, 1965, 1973, 1980, 1985, 1989, 1992

Highlights

- Beloved, longest continuously operating school site in Texas
- Scale: village-like
- Park-like, historical setting
- Inter-relationship between indoors and outdoors
- Porches provide outdoor learning opportunities

Challenges

- Handicap accessibility
- Campus security
- Circulation
- Growth from a four-section school to a five-section school
- Traffic and parking
- Lacks a variety of different scaled group gathering spaces for collaboration
- Lacking display space for student work

FACT SHEET: FOREST TRAIL ELEMENTARY SCHOOL

The Numbers:

Grades	K-5; originally constructed as a 3-5 facility
Current Enrollment	600 students*
Total Area	79,431 sf
Site Size:	24.84 acres, shared with Valley View
Dates of construction/ remodeling	1985, 2001, 2008

** most current attendance numbers 03/13*

Highlights

- New learning lab functions well
- Size of classrooms works well
- Library and computer lab are nicely sized

Challenges

- Needs to feel more inviting/welcoming
- Very spread out, difficult to navigate; somewhat disjointed; blind corners
- Wings include only 2 types of space: classrooms and corridors
- Lacks variety of different scaled learning spaces for collaboration
- Library and Computer Lab, although nice are remote and should be centrally located
- Noise transmission between gym and café
- Uneven natural lighting between both sides of corridors poses additional heating and cooling issues
- No place to gather
- Very limited transparency, or views into classrooms
- Access is difficult to supervise with buses in back and cars in front
- Lack of parking
- Parent drop-off poses queuing problem
- Portables lack restrooms
- Central kitchen could be used more effectively
- Life Skills area lacks windows
- Service is in the wrong location
- Non-sprinklered
- Stage only has florescent lighting

FACT SHEET: VALLEY VIEW ELEMENTARY SCHOOL

The Numbers:

Grades	K-5; originally constructed as a K-2 facility
Current Enrollment	501 students
Total Area	71,816 sf
Site Size	24.84 acres, shared with Forest Trail Elementary
Dates of construction/ remodeling	1982/1997

Highlights

- Great volume presents opportunities to provide a variety of different scaled spaces for learning
- Library acts as the "Hub" supporting collaboration
- Detached gym is easy to secure for community functions
- Great outdoor playground and field space

Challenges

- Lacks variety of different scaled learning spaces for collaboration
- Very limited transparency, or views into classrooms
- Acoustics in large volume spaces and especially in the cafeteria
- Space constraints: cafeteria is small; music and art need more space; library is also small
- Back entrance is adjacent the trash receptacles
- Hosts the largest Child Development Center in Eanes ISD but relegated to portables

FACT SHEET: HILL COUNTRY MIDDLE SCHOOL

The Numbers:

Grades	6-8
Current Enrollment	917 students*
Total Area	146,276 sf
Site Size	21 acres
Dates of construction/ remodeling	1975/1979, 2004

** projected enrollment of 944 for 2014*

Highlights

- Internal circulation at the beginning of the school day is congested with the student traffic from the cafeteria into the main corridor leading to the academic areas
- Student pick up in the afternoon is difficult with the limitation of queuing and access to major roadways
- Insufficient onsite parking and limited site circulation
- Science labs are separate and not distributed in the different grade levels.
- Campus security provides a secure vestibule with all doors locked during the class periods

Challenges

- Opportunities exist for outdoor learning spaces
- Library is adequate in size with an underutilized outdoor balcony
- Drama classrooms are detached from the cafeteria and stage area.
- No teaming or learning communities
- Every teacher owns their room, currently no floating or traveling teachers.
- The original academic classrooms have limited natural light and transparency

FACT SHEET: WEST RIDGE MIDDLE SCHOOL

The Numbers:

Grades	6-8
Current Enrollment	867 students
Total Area	169,562 sf
Site Size	41 acres
Dates of construction/ remodeling	1986/2004

Highlights

- Campus is a well-constructed facility with ample natural light furnished in most of the general classrooms
- Internal Circulation works well with the utilization of the outdoor circulation at the ends of the academic wings
- Opportunities exist for outdoor learning activities
- A unique opportunity for multipurpose or collaborative areas exists on the lower level at the corridor outside of Special Education
- Fine Arts Area functions well with the Drama classroom having direct access to the back of stage
- Adequate areas have been provided for outdoor athletics and outdoor activities

Challenges

- All of the science labs are arranged on one single corridor and not dispersed within the grade levels
- No teaming or learning communities
- Every teacher owns their room, currently no floating or traveling teachers.
- Staff lounge is undersized and toilets open directly onto the space

FACT SHEET: WESTLAKE HIGH SCHOOL

The Numbers:

Grades	9-12
Current Enrollment	2,485 students
Total Area	573,776 sf
Site Size	15.26 acres for South Campus
Dates of construction/ remodeling	1969/1972, 2001, 2004, (includes NGC 2001 160,267), (Stadium 1998, 2007), (AEP, 1973), (TLC, 2007)

Highlights

- Can manage population by reducing or expanding enrollment from other districts
- Commons spaces for students: Commons and Chap Court
- Courtyards have furniture and offer connections
- Remodeled library offers good 21st Century learning settings for individuals and groups
- Great specialized studio/lab spaces – exception is Robotics
- Good Performing Arts and Theater spaces

Challenges

- Sprawling, meandering building with four major entries on 3 levels
- Traffic is challenging at end of day; some confusion about where drop-off is
- Safety enhancements needed for crossings between HS site and tennis/parking area SW across Westbank Drive and to Shriner Tract (parking) to the NW
- 9th grade center – originally separate, now connection is desired: Needs better physical links at library and between classroom wings on middle and upper levels
- Organized mostly by department, with 9th grade classes separated; no interdisciplinary space
- Very limited shared work space for faculty; no collaboration space
- Robotics Lab is small and lacks many features
- Crowding in Band Hall
- Narrow hallways in original 1969 building

FACT SHEET: OTHER EDUCATIONAL BUILDINGS

Adult Transition Services (ATS)

- Location: Directly northeast of Hill Country Middle School
- Existing sf: 7,500
- Construction Date: 2012
- Features: Modular construction; favorite collaboration classroom
- Challenges: Overscheduled classroom

Adult Transition Services

Alternative Education Program (AEP)

- Location: High School South Campus
- Existing sf: 1,536
- Construction Date: 1973
- Features: Location separate from but near Westlake High School
- Challenges: Lightweight construction has shorter expected life-span

Alternative Education Program

The Learning Center (TLC)

- Location: High School South Campus
- Existing sf: 5,745
- Construction Date: 2007
- Features: Location separate from but near WHS; recent improvements to foundation
- Challenges: Lightweight construction has shorter expected life-span

The Learning Center

FACT SHEET: NON-INSTRUCTIONAL FACILITIES
Administration Site

Administration Building

- Use: Offices for District Administration and Board Room
- Existing sf: 16,633
- Construction Date: 1960, 1989
- Features: Recently updated HVAC and finishes
- Challenges: Limited meeting space, no secure vestibule

Administration

Rock House

- Use: Offices for Community Education administration and Foundation personnel
- Existing sf: 2,400
- Features: View of downtown Austin
- Challenges: Many infrastructure needs

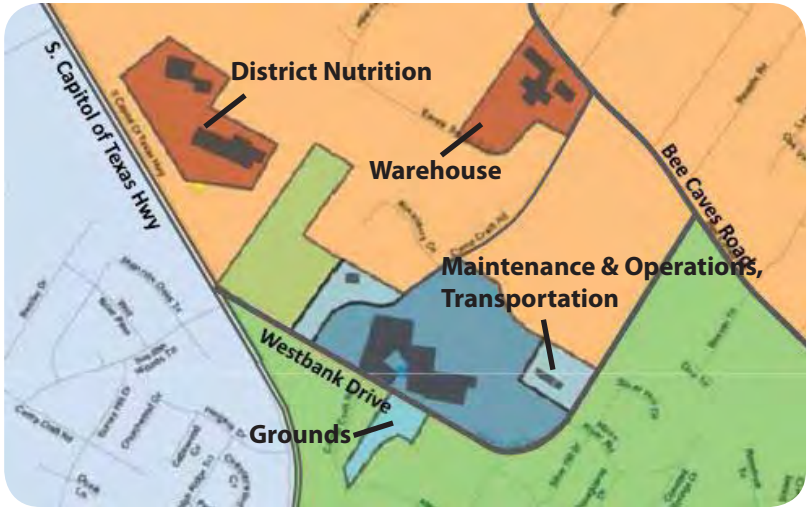
Rock House

Administration Portables

- Use: Houses bond program - some Administrative and some Maintenance and Operations staff
- Existing sf: Approximately 1,000
- Features: Convenient to most sites in District
- Challenges: Aesthetics, quality of construction

Administration Portables

FACT SHEET: NON-INSTRUCTIONAL FACILITIES
Maintenance and Operations/Transportation



Maintenance & Transportation Buildings

- Uses: Bus repair bays, Transportation offices and break room, Maintenance/ Operations offices, Maintenance bay and Storage
- Existing sf - Building 1: 2,760
- Existing sf - Building 2: 7,540
- Construction Date: 1970
- Features: Central location in District
- Challenges: Condition, size, lack of collaboration or training space, lacks space to house inter-related staff, limited number of bus stalls, no automatic bus wash, limited parking for drivers, aesthetics

Grounds Facility

- Uses: Indoor and outdoor storage for grounds maintenance vehicles and materials
- Existing sf: 1,500
- Features: Convenient location, not visible
- Challenges: Separate from managers

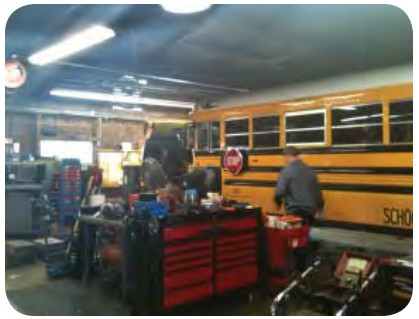
Warehouse

- Uses: Receiving and storage; staging location for annual sale
- Existing sf: 6,100
- Features: Central location in District
- Challenges: Separation from Operations; location on school site, conflict with school traffic, poor condition, lacks conditioned space

District Nutrition:

- Challanges: Central kitchen located at Forest Trail Elementary, need space for staff offices


Transportation


Transportation


Grounds Building and Yard


Warehouse and Yard

C. NEEDS ANALYSIS
Facility Assessment Report

C.5 Facility Assessment Report:

Facility condition is an important factor for Master Planning for at least two reasons. First, it can show which facilities have deficiencies that affect their use and value. Secondly, it provides a life-cycle assessment to plan for regular maintenance of the District's many facilities over time. Eanes ISD commissioned such a study from Alpha Facilities Solutions in the spring of 2013, and the results of the assessment were presented to the Master Plan Task Force.

Facilities condition is one of the four strands in bond planning for the District. The other strands are Master Planning, work with the principals or representatives at each campus, and technology.

- The study looked at the systems of 37 buildings with a total of 1.4 M sq. ft. The systems were grouped under: interior, exterior, finishes, mechanical, electrical, plumbing, equipment and special needs.
- The study does not include: Roofing, Parking lots and Roadways, Site utilities, Sport Facilities. These pieces are being assessed by others. Note that Roofing will be a large cost over time.
- The study uses local pricing.
- Quality, or Q-ratings range from a very good Q1 to a Q4, which suggests a structure be considered for teardown or gut and remodel.
- System evaluation is based on a typical expected lifespan for a system, known as the design lifetime. If one takes care of facilities and does regular preventative maintenance, it is possible to extend the design lifetime. But at some point, maintenance increases to the point that it costs more than replacement, and at that point it is important to be in a position to replace a failing system.

Assessment findings:

1. Findings show an excellent average Facility Condition Index (FCI) of 86% (or 92% without the Rock House), for mostly Q1 and Q2 ratings. Average nation-wide is an FCI of 70%.
2. However, in 5 years, if Eanes ISD makes no improvements, the average FCI will drop to 69%. It is recent repairs and upgrades that have kept the district in the high quality zone.
3. Forecasted facilities needs are $55 Million in 5 years; or $88 Million in 10 years (if nothing done). The tables below show distribution of the needs across the different categories. There are additional costs in the areas not covered by this study: to repair/ replace roofs, paving, furniture, technology.
4. Needs were given levels of priority: high, medium and low. High priority items are those that could 'stop' education if they failed, like a mechanical system shutdown or a major roof leak. Many of the high priority items were addressed in the summer of 2013 prior to completion of the Master Plan.
5. Recommendations include window system replacement for better energy performance, and replacement for those systems that are beyond useful life.

C. NEEDS ANALYSIS

This table, from the Alpha Facility Conditions Assessment Report, shows total costs and distribution of projected repair/replacement costs across the different building systems assessed. The time frames (2013, 2018,and 2023) represent the immediate, medium term and longer term categories of needs. The full report can be found in the Appendix.

Forecasted Needs Table

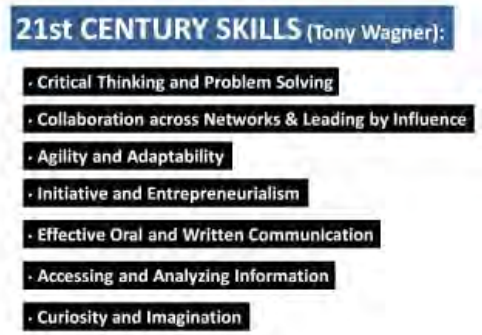
Uniformat	System	2013 ($)	2018 ($)	2023 ($)
	Facility Totals	**$16,736,236**	**$40,945,665**	**$30,343,451**
B20	**Building Exterior**	**$520,883**	**$5,710,467**	**$1,709,546**
B2010	Exterior Walls	$4,247	$64,182	$1,051,897
B2020	Exterior Windows	$451,911	$4,667,154	$632,278
B2030	Exterior Doors	$64,725	$979,131	$25,371
B30	**Roofing**	**$-**	**$-**	**$-**
B3010	Roof Coverings	$-	$-	$-
C10	**Interior Construction**	**$71,985**	**$6,598,727**	**$13,061,968**
C1020	Interior Doors	$43,424	$2,390,971	$1,455,694
C1030	Fittings	$28,561	$4,207,756	$11,606,274
C30	**Interior Finishes**	**$9,112,338**	**$7,617,737**	**$7,628,859**
C3010	Wall Finishes	$7,380,411	$967,076	$-
C3020	Floor Finishes	$365,481	$5,670,071	$4,982,939
C3030	Ceiling Finishes	$1,366,446	$980,590	$2,645,920
D10	**Conveying Systems**	**$-**	**$559,697**	**$1,442,389**
D1010	Elevators & Lifts	$-	$559,697	$1,442,389
D20	**Plumbing**	**$1,816,194**	**$6,954,667**	**$1,826,879**
D2010	Plumbing Fixtures	$14,000	$2,088,841	$638,418
D2020	Plumbing Rough-in	$1,802,194	$4,865,826	$1,188,461
D30	**HVAC**	**$1,822,492**	**$2,313,550**	**$425,618**
D3020	Heat Generating Systems	$-	$-	$-
D3030	Cooling Generating Systems	$1,080,940	$-	$134,288
D3040	Distribution System	$741,552	$2,289,878	$22,080
D3060	Controls & Instrumentation	$-	$23,672	$269,250
D40	**Fire Protection**	**$2,240,617**	**$710,837**	**$2,545,754**
D4010	Fire Alarm & Detection	$2,240,617	$545,430	$2,304,070
D4040	Fire Sprinklers	$-	$165,407	$241,684
D50	**Electrical**	**$435,426**	**$10,479,983**	**$1,702,438**
D5010	Electrical Equipment	$39,801	$4,905,931	$181,610
D5020(01)	Wiring	$381,149	$1,984,352	$89,050
D5090(02)	Lighting	$14,476	$3,589,700	$1,431,778
D5091	Emergency Lighting	$-	$-	$-
D5092	Exit Signage	$-	$-	$-
E10	**Built-in Equip/Specialties**	**$-**	**$-**	**$-**
E1020	Institutional Equipment	$-	$-	$-
	Special Needs	$716,300.81	$-	$-

C. NEEDS ANALYSIS
Non-Instructional and District Support Facilities Needs

C.6 Non-Instructional and District Support Facilities Needs:

One of the committees formed as a part of the Master Planning process is the Non-Instructional and District Support Facilities Team, which includes representatives from Risk Management, Facilities, Transportation, Child Nutrition, Technology Services, Maintenance and Custodial. This group provides support for the educational enterprise and should be able to function efficiently and effectively. Their presentation summarized needs and concerns in three main areas.

1. The need for space is a major theme among these groups; lack of adequate space hinders efficient operations:
   - Lack of adequate space in some school kitchen areas (e.g., for offices, freezer) makes school nutrition challenging.
   - Lack of parking (e.g., for support people and buses) wastes the time of drivers.
   - Lack of space for IT staff, storage and computer staging means that 2,800 square feet are leased at the Enclave, costing the district $5,000/month and causing uncertainty. The Network Operations Center (NOC) is at the high school, with 11 staff.
   - Meeting/Training room space is very limited; there are few spaces large enough for meetings over 2-3 people or even simple planning.
   - Lack of proximity/adjacency interferes with planning and good operation. Grounds and Maintenance, for example, are in two different locations.
2. Concerns about facility construction: Portables are not long-term solutions and many of the currently owned portables are reaching the end of their predicted 30-year life cycle
3. Concerns about intensity of field usage: Fields are used constantly; there isn't capacity for grass fields to rest and recover.



C. NEEDS ANALYSIS
Instructional and Academic Experiences

C.7 Instructional and Academic Experiences:

The Instructional and Academic Experiences Committee included the Curriculum, Instruction, and Assessment team and Campus Principals. Teachers and students supplemented the committee work. The committee wrestled with broad questions such as: How do we get students more engaged in learning? What are the roles of teachers and school leaders? Of technology? How and what should we be teaching 21st century students? Ultimately the committee's goal was to answer "What facilities, furniture and technology should we (and shouldn't we) invest in?"

First, the context for learners today is substantially different than it has been in the past.

1. Children who start next year will graduate in 2026. 65% are predicted to work in jobs that don't exist now.
2. A Graduate Profile has recently been adopted by Eanes ISD. It illustrates an authentic commitment to a 'Whole Education' – not just academic, but preparing the whole child.
3. Rapid change has led to a world that is increasingly complex, globalized, technologized, diverse. We expect skills for 21st Century – how should we change facilities that are from the 20th Century?
4. 21st Century skills and rapid change require enough flexibility to do several different things. Existing school buildings have the 'egg carton' model of classrooms along corridors, and hold one-size-fits-all desk/chair combinations. This model can prevent flexible approaches.
5. Many learners will become knowledge workers. The global design firm Gensler identified four work modes needed. Students and teachers want the same four kinds of spaces for the work of learning:
    - Focus (individual work, reflection, collect self)
    - Collaborate (group)
    - Learn (acquiring new knowledge and skills)
    - Social (build trust, form bonds, laugh, relax)

Learners have different learning styles, multiple intelligences – reflected in needs for different modes of work/learning.

There is need for social space at the secondary schools. There is also the need for learners to have a home base. High School students expressed this need; those spaces can be locker rooms, band hall, or even the Commons.

Outdoor space desire came through. Space is desired to garden, to explore, for fitness and to observe natural and/or living things.

STEM (Science, Technology, Engineering, Math): In Texas, the forecast is for a 22% increase in STEM jobs by 2018, and a high proportion will be in Austin area. Eanes ISD has added programs to the High School and the Middle Schools, but these have been forced into existing spaces that frequently are not adequate (for example, robotics at Westlake High School).

C. NEEDS ANALYSIS *(continued)*

STEAM – adding Art into the STEM mix is desired. An example is Google, which is hiring Music and Art majors to work side-by-side with engineers. STEAM reflects a need in the district for kids that aren't just standard critical thinkers, but also creative.

Furniture is a major problem and opportunity. Movement is helpful to keep the brain engaged. Fidgeting/movement is very natural. In a pilot classroom, Eanes ISD is trying out more flexible furniture chair options for different modes of sitting, learning and grouping.

Teachers need spaces, too. They need spaces for lesson planning and confidential paperwork; they need spaces to collaborate in small groups; they need larger spaces in which to train and learn; they need spaces in which to socialize, like lounges. Existing space for professional learning (the Board Room) is not adequate in size or flexibility; the learning/meeting room at the Adult Transition Services (ATS) building is booked all the time, which reflects a high demand for professional learning spaces within the District.

Community needs: Child Development Centers (CDCs) are an important service for families with young children and for the young learners. Enrollment pressures have reduced the number of CDCs; there are as many as 250 children on waiting lists. Space is also needed for after school enrichment programs; currently, they often use classrooms, which creates a conflict with the teacher who needs to continue working. There is no space for community members and senior citizens to learn, socialize or participate in activities.

In conclusion, the major needs are: More learning spaces that are flexible, connected for blended learning. Flexible Furniture. Space for the four modes (focus, collaboration, learning, social) for students and teachers. Spaces for STEM/STEAM, outdoor learning, community members. Places for children preparing for the future and becoming our future.

C. NEEDS ANALYSIS
Enriching Opportunities

C.8 Enriching Opportunities:

Both Academic Experiences and Enriching Opportunities teams emphasized the critical role that activities play in educating 'the whole child.' Some learners are motivated more strongly by these opportunities, and do their best learning through arts, music or physical activities. Facilities needs for the wide variety of Enriching Opportunities were presented a subcommittee representing many stakeholders: 35 programs/sports/clubs; the stadium, and competition, practice and performance facilities on nine campuses. Their needs fall into several areas: Maintenance needs, equipment needs for existing programs, and facility space needs. The former two are typically handled through annual capital outlay, so that the focus of the Master Plan is on the needs of Fine Arts, PE, Athletics and Career and Technical Education (CTE).

At the elementary schools, needs for Fine Arts and Physical Education (PE) include: improvements to art and music classrooms so they have adequate space for projects, movement and storage; updates to performance and/or stage areas and equipment; and attention to size and quality of indoor and outdoor PE facilities.

Middle School Fine Arts facilities need additional spaces and a performing arts facility to support band, choir, drama and technical theater. Middle School Athletics need additional storage and attention to competition fields. A need for additional field capacity, both for Middle School students and for community use could be addressed by converting an additional field to artificial turf.

Westlake High School (WHS) has many enriching opportunities needs ranging from new programs and fine arts space to multi-purpose space and athletics. Not only are existing programs growing, but new programs such as color guard, lacrosse, robotics, and rugby are growing and do not have adequate space.

Fine Arts needs include choir space, orchestra storage, dance space, and color guard space, and a larger band program area. The need for band is substantial, as the band, now 300 members, is twice as large as the facility was originally planned for (150 members).

The successful Robotics program represents the needs for more Career & Technical Education (CTE) space: Robotics, currently in a room smaller than a standard classroom needs a shop, classroom, area for testing and office area. Other WHS areas should be flexible to allow for future CTE programs.

WHS Athletics and sports needs include offices, a formal entrance, media room(s) and a consolidated weight room (there are now three). Additional gym space is needed for cheerleading, color guard and others; a full size gym is desirable to retain flexibility. Outdoor needs include fields, a sand court, and improvements to existing lacrosse/soccer, baseball, football, stadium and track areas.

C. NEEDS ANALYSIS
Enriching Opportunities

Other needs at Westlake High School recognize its role as a community events venue: it needs improved meeting space and additional indoor multipurpose spaces.

Given the enrichment potential of these areas, these space needs should be addressed as much as possible in the Master Plan recommendations.

In conclusion, the Enriching Opportunities are a critical part of education for the 'Whole Child.' Some learners are motivated more strongly through these opportunities than through Academic Experiences. The listed space needs should be added/accommodated as much as possible in the Master Plan recommendations.

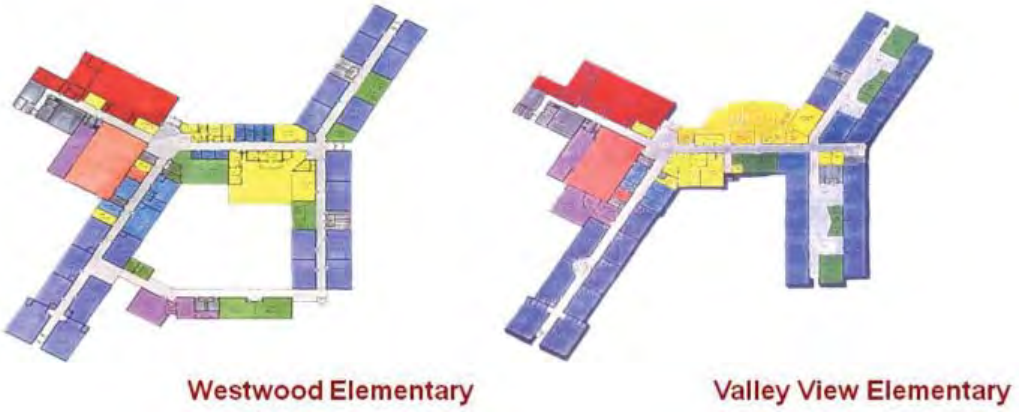
C. NEEDS ANALYSIS
Examples-Bloomington

C.9 Best Practices and Examples:

In order to provide the Master Plan Task Force with additional ideas, Cuningham Group and Fields and Associates Architects presented a series of Exemplars and Best Practices. The projects are from schools and Districts with aspirations and challenges similar to Eanes ISD; the creative solutions found within these examples provided information and inspiration.

Example #1: Bloomington Public Schools Master Plan and Implementation
Bloomington, a district south of Minneapolis, Minnesota, had a reputation for excellence, but had aging facilities and a static population. The Superintendent's message to staff, in particular, was "Change is inevitable, Growth is optional." Following a Master Planning process, the District invested $112M in renovations, which included $40M in facility repair.

Facility solutions at Bloomington were creative and tailored to the individual site. For example, two schools approached incorporating "learning neighborhood" elements into their facilities differently: one school widened a classroom wing to provide multipurpose group space outside classrooms; another added space to link two classroom wings and provided a classroom-sized space in two locations for additional collaboration opportunities.



Different Site-based Implementation of Collaborative Settings

Additionally, the Master Planning process at Bloomington uncovered that the community had a strong desire for community use space. As a result, each high school added an activity center with five courts, a walking track, a locker room and access to weight rooms for community members, seniors, and students. Reorganizing and consolidating staff office spaces created better collaboration amongst high school departments and grade-level teams at the middle schools.

C. NEEDS ANALYSIS
Examples-North Park Elementary School

Example #2: North Park Elementary's 21st Century Learning Spaces, located in Minneapolis, Minnesota, May, 2013 - Example of creation of a 2nd grade suite for 21st Century learning

- The suite provides variety of learning environments, and flexibility through different types of furniture, for 90 students, four teachers, two special education teachers. Now the school is doing a Master Plan to show how this approach might be implemented across the whole school.

North Park Elementary

C. NEEDS ANALYSIS
Examples-Washington Technology; Hudson Bend

Example #3: Washington Technology Magnet School Renovation while Occupied

- Located in St. Paul, Minnesota, completed in 2009
- New 'heart' providing for image, collaboration, specialized labs, and simplified internal circulation.
- Cost was 40% of a new building – worth it, to save and improve a much beloved building. High ceilings, big windows, sturdy construction made it worth remodeling.

Example #4: Hudson Bend Middle School Renovation for 21st Century Learning

- Located in Lake Travis, Texas
- Overlay of 21st Century learning practices onto an older school so that it was functionally equitable with a new middle school. Construction occurred during school year and two summers.
- Simple double-loaded corridor was converted into grade-level houses. Added transparency for better connections among the learning areas. Each house has multipurpose learning setting, teaming area for staff, and provides a home base for its group of students: 'caves, campfires and watering holes.'
- Outdoor learning setting at heart of the school. Additional Fine Arts, Athletics settings.
- New Middle School: also employs house model.

C. NEEDS ANALYSIS
Examples-Leander Middle School

Example #5: Leander Middle School #9 Creates Outdoor Learning Environments

- Located in Austin, Texas; under construction
- Single-story grade level houses for 400 each, with two multi-purpose spaces each, as well as smaller cyber-bars.
- High level of connection of Media Center to dining, for after-school use, events, 'book readings', etc.
- Outdoor learning environments. Learning Trail – connected the 3 houses, 3 shaded outdoor classrooms, science gardens outside the house science labs, and an arboretum area (between houses). Library garden and amphitheater – a series of boulders like Hill Country Galleria's. Finally, exhibit style outdoor area with xeriscape.

C. NEEDS ANALYSIS
Principles

C.10 Facility Principles

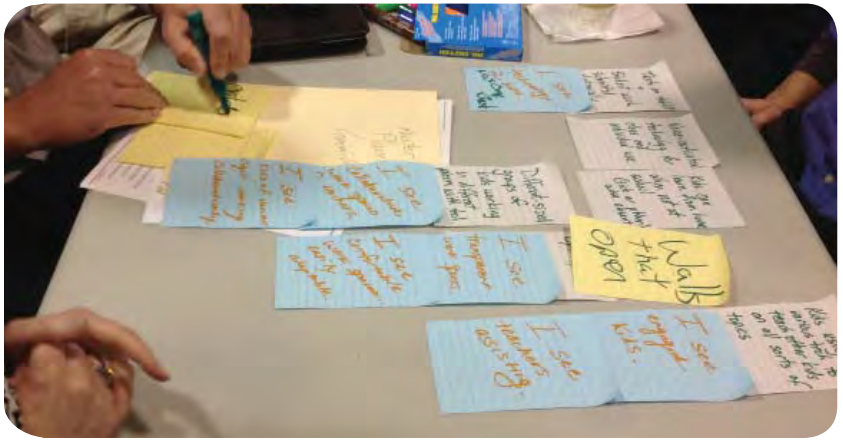
A critical step in the process involved creating a set of Facility Principles. Facility Principles are the commitments the Master Plan Task Force articulated to address the issues that are currently limiting the District from achieving their Vision. They take the form of a set of overarching statements and provide the background for facility decisions and improvements. They read as follows:

FLEXIBLE/ADAPTABLE/RESPONSIVE

Eanes ISD is committed to providing responsive environments for diverse and varied learning experiences, for enriching activities and for work, to support achievement by all learners of all ages.

This means:

- Learning environments that are multi-functional, flexible and easily reconfigured to meet learners' needs in individual or group settings
- Environments that include flexible spaces, furniture and tools that anticipate changes and advancements in:
  - Instruction
  - Technologies
  - Programming
  - Populations (needs and numbers)
- Flexibility to support collaboration and enriching activities for student and adult work
- A variety of settings, indoors and outdoors, to support a variety of learning activities, styles, modes and abilities
- Environments that actively promote movement, health and fitness
- Learner-driven environments where learning is tailored to each individual
- Facilities to promote/provide programs which are more inclusive of all learners (i.e. options for different post-secondary paths such as career, technology, vocational prep)



C. NEEDS ANALYSIS
Principles

COLLABORATION AND CREATIVITY

Eanes ISD is committed to creating a culture that fosters purposeful collaboration and creativity in its facilities and environments.

This means:

- Collaborative culture, spaces and furniture
  - For learning and work
  - For staff to practice and model collaboration
  - For group work
  - For students to collaborate both during and after school
  - For community
  - Learning areas for adults/teachers
  - Supporting cross-disciplinary learning
- Culture and comfortable facilities that support creativity and innovation
  - Displays and presentation space to celebrate talents and efforts
  - Project and 'making' areas to support creative exploration and hands-on learning
  - Outdoor play areas designed for unstructured play
  - Spaces that inspire wonder and instill joy
  - Greater openness and visual connectivity to foster important connections and curiosity
  - Culture of safety; culture that provides time to collaborate and be creative (take risks, make mistakes)
- Variety and flexibility of spaces
  - Messy and organized
  - Quiet and loud
  - Indoor and outdoor
  - Sitting, standing, playing, walking, lounging
  - Structured and unstructured

QUALITY INFRASTRUCTURE

Eanes ISD is committed to providing environments that are safe, secure, healthy, accessible, inviting and learning compatible.

This means:

- Design that incorporates color, light, sound and air quality for quality working and learning environments
- Aesthetically pleasing, dignified, appropriately sized, functional, flexible and efficient spaces
- Site circulation, traffic and parking that are organized to minimize conflicts among cars, buses and pedestrians
- Sites and buildings that promote security for users without sacrificing sense of openness and welcome (i.e. integration of both passive and active security measures)
- Incorporating active safety and security features (sprinklers cameras, PA systems)
- Following principles of universal design to provide respectful access to all
- Clear and welcoming building circulation

C. NEEDS ANALYSIS
Principles

C. NEEDS ANALYSIS
Principles

SUSTAINABILITY AND ENVIRONMENTAL STEWARDSHIP

Eanes ISD is committed to providing facilities, systems, equipment and service areas that are energy efficient, easy to maintain, mindful of current and future resources, and exemplify a focus on environmental stewardship and sustainability

This means:

- Energy and resource efficiencies, systems for reuse and recycling
- A model of sustainable building and operations for learners and the community, instilling an attitude of environmental stewardship
  - Bring energy monitoring to the forefront
  - Celebrate energy efficiency
  - Involve students directly with hands-on tools for impacting energy efficiency
- Design for appropriate facility life cycle
- Recognize the need for durability
- Design for fiscal sustainability
- Climate appropriate design that utilizes passive design strategies
  - Daylighting: windows, skylights
  - Energy efficient lighting: bulbs, smart switches/dimmers
  - Heating/cooling: smart thermostats, operable windows
  - Energy efficiency: solar panels
- Indigenous landscape that respects local drought conditions
- Appropriately sized and located storage and restroom areas
- Natural and adequate light improves learning and greatly enhances the comfort and utility of the learning environment
- Easy monitoring of energy efficiency by campus and by category
- Materials and finishes to respond to:
  - Heat gain
  - Water retention
  - Durability
  - Sustainable resourcing
- Evaluation for longevity, adaptability and agility

C. NEEDS ANALYSIS
Principles

TECHNOLOGY ENRICHED

Eanes ISD is committed to providing secure, adaptable, compatible technology tools that support and interface with learning and are globally relevant.

This means:

- Facilities support technology that is immediate and responsive for students, staff, and community
- Facilities, with power and data infrastructure, are designed to adapt to rapid technological change
- Facilities include furniture and IT work areas to support technology
- Adaptable technology that is globally relevant, agile and resonsive to change
- 24-7-365 access to resources
- Ability to handle massive data (scalable)
- Secure technology tools and resources
- Engage community in technology planning decisions
- Build stakeholder consensus for technology initiatives
- Include flexible space and furniture
- Communicate life cycle/replacement cycles of technology and funding impacts
- Technology plan that is comprehensive

COMMUNITY CONNECTIONS

Eanes ISD is committed to fostering community within schools and promoting involvement with and by the greater community.

This means:

- Providing a sense of welcome, belonging, identity and pride to the entire community of learners
- Schools organized to connect different ages and levels
- Spaces available for community use, including adult learning space and space to welcome and support parents, volunteers and community members
- Schools are community resources, recognizing that learning also extends into the community for mutual benefit
- Fostering reciprocal relationships with community facilities/assets

C. NEEDS ANALYSIS *(continued)*

C.11 Facility Standards

Another step in the needs analysis process involved generating a set of Facility Standards and conducting a Gap Analysis. Facility Standards are a set of criteria that describe the physical characteristics required of all facilities to support the Facility Principles and the Master Plan Vision; they are used to provide a consistent level of quality across District facilities. Once developed, the Facility Standards are utilized to systematically evaluate whether the existing Eanes ISD facilities meet the criteria. They also act as standards for future improvements.

See Section D for Gap Analysis in which the existing schools were assessed based on the Facility Standards.

C. NEEDS ANALYSIS *(continued)*

The standards apply to all existing facilities in the District and to future construction projects. As the term "standard" implies, they are meant to establish guidance for value and quality for Eanes Independent School District (Eanes ISD) facilities, though they will not be legally binding. They will be useful for District staff and consultants hired by the District to assure consistency, value and quality across all District facilities as they are built or improved.

They are grouped by "zones" of work, including **Building, Site, Interiors and Finishes, Systems** and **Community/Off-Site**. Definitions of Zones:

Building: Organization and design of the individual buildings; their internal circulation and spaces

Site: The grounds area outside the building, including drives, parking, fields and landscaping

Interiors and Finishes:
Finer-scale issues relating to the materials and fixtures of spaces within the building

Systems: Various infrastructure systems that operate within the building - mechanical, electrical, communication, technology

Community/Off-Site:
Community based learning environments, or other environments not physically located at a Eanes ISD facility

Understanding and Using the Standards

The following issues are important to consider:

1. The Standards do not cover every issue pertinent to overall facilities for Eanes ISD. Instead, the Standards published in this study emphasize issues that need attention in the immediate and near term to meet the intent of the Facility Principles.
2. While consistency in building systems, massing, exterior/interior finishes and architectural expression is desirable, the Standards do not establish a particular architectural style or character for District facilities.
3. Individual facilities may have programs unique to that site. The Standards are not intended to imply that all facilities should contain all programs, or locate programs.
4. When a site cannot implement a particular Standard due to site limitations, program location, costs or other restrictions, access to sites that meet the standard could serve as an alternative.
5. The Standards do not dictate or explicitly address the approach required to implement and meet them at each site. It will be left to the leadership team to recommend and clarify which of the following categories apply: retrofit/remodeling, renovation or new construction projects.
6. The Standards do not cover in depth Technology or Mechanical/Electrical systems; reference other documents for this.
7. We believe that many of the Standards will have a positive impact on maintenance and operations. However, the impact of the Standards on staffing and equipment should be considered, particularly with standards that imply additional space.

C. NEEDS ANALYSIS
Facility Standards

Facility Design Standards - Index

Building
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2. Varied Space for Program Delivery
3. Student Gathering Space
4. Whole-School Assembly Space
5. Interdisciplinary Learning
6. Specialized Lab Space for Program Delivery
7. Shared Space for Programs
8. Special Services Needs
9. Space for Young Children and Parents
10. Places for the Individual
11. Space for Enriching Activities
12. Staff Resource and Collaboration Space
13. Adult Learning Space
14. Daylighting and Views
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16. Community Services Centers
17. Safety
18. Clear Main Entry
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20. Health Services Space
21. Facilities for Media Centers
22. Food Service
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24. Technology Space
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Site
29. Safe and Accessible
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31. Parking and Service Access
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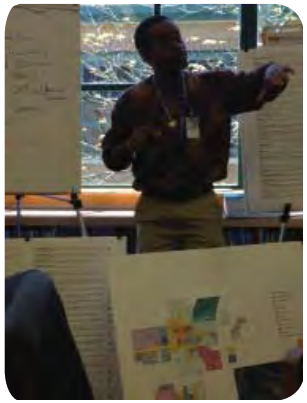
Community / Off-Site
46. Community/Off-Site Learning Settings
47. Joint-Use Facilities
48. Connections between School Sites
49. Transportation

C. NEEDS ANALYSIS
Facility Standards



BUILDING

1. Basic Learning Space
Design with finishes and fixtures that promote collaborative and creative project work and allow for the design of learning experiences. Basic Learning spaces, at all levels, will be generously sized for variable teaching layouts, technology and individual or group arrangements. Characteristics include:

1) furnishings that can be used flexibly
2) designed for flexible arrangements
3) hands-on project space; sinks, adequate cabinets
4) visual display media and properly located presentation technology
5) designed for multiple ages, learning/teaching styles, changing class sizes and special learning needs
6) visual connections to outdoors and to public areas

2. Varied Space for Program Delivery
Provide a variety of sizes and layouts of learning space for different teaching and learning styles. Each school should have a variety of spaces to serve different purposes and group sizes, and that can be laid out in a variety of ways. Provide:

1) break-out space for groups to use outside the regular classroom
2) efficient, flexible and adaptable space with consideration to sound issues and visibility
3) spaces for student groups/teams
4) spaces for independent and individual work
5) spaces for interdisciplinary work
6) space for extended projects and creative experiences
7) spaces permitting a "small school" learning experience

3. Student Gathering Space
A student's social development is part of their education and growth. The school facility will provide spaces for class groups and students to gather and to interact and study in safe, manageable forums. Example strategies include:

1) providing age appropriate multi-use spaces for gathering groups of varying sizes
2) develop outdoor gathering spaces

4. Whole-School Assembly Space
Each school will have a space which allows gathering of the entire student and staff population, thereby supporting and strengthening school community spirit. Design for multiple uses (e.g. a high school double gym used for speakers and events as well as games). Desirable characteristics include:

1) sound systems/presentation technology to support flexible use and to allow community learners to hear better
2) flexible seating and storage space/systems for folding chairs
3) accessible "stage" area

C. NEEDS ANALYSIS
Facility Standards

5. Interdisciplinary Learning

The school organization and its individual spaces will be designed to allow interdisciplinary teaching and teaming, and strengthen natural connections between subject areas. Learning Spaces grouped with other facilities allow teachers of different subjects to work together with an identified group of students. Provide:

1) staff collaboration spaces
2) spaces within the school to permit integrated approach to teaching — multiple subject areas brought together in lectures and hands-on activities
3) specialized space within the rooms; sinks/storage/tables with finishes for potential "wet" activities
4) physical and visual openings (doors, windows) to support connections among the spaces
5) easy access to technology
6) easy access to 'making' places where production and construction can occur

6. Specialized Lab Space for Program Delivery

Each school will have specialized lab/studio spaces for programs whose needs cannot be provided in a Basic Learning Space. All labs/studios will be designed with adaptability and flexibility in mind, so that site-based decisions about yearly program offerings are supported, and so that the spaces may be usable by students and community. Examples of programs requiring specific space include:

1) performing arts
2) art
3) science
4) applied technology
5) TV/video/communications
6) journalism
7) career emphasis areas
8) family and consumer science
9) academic/content labs

7. Shared Space for Programs

Shared use of learning spaces, labs, activity areas, and grounds is required for many programs in Eanes ISD, from electives to Community Education and after school youth care. Some programs share facilities during the day with "regular" K-12 programs. Design facilities to intentionally support this sharing while recognizing need for security. Some guidelines:

1) secure and adequate storage for different programs
2) provisions for special needs of users (e.g. childproofing, regulatory requirements)
3) basic facilities such as heat/ventilation, toilets or food prep areas available for off-hours uses
4) identity of each program should be reflected in some visible way, through signage, dedicated space, or zone within the building

C. NEEDS ANALYSIS
Facility Standards

8. Special Services Needs
Provide space in each facility to support all students with special needs. Space is needed both to facilitate inclusion within the classroom and for special services in specific settings. Design an atmosphere conducive to learning, near other learning spaces, to meet the student's special physical, sensory, and emotional needs.
Provide for:

1) learning support centers, located conveniently
2) space for related service providers
3) break-out spaces for individualized instruction
4) spaces within learning areas for one-on-one work, special needs, extra staff
5) assistive technology
6) ample storage space
7) adaptable facilities for short-term specific needs

9. Space for Young Children and Parents
The school system serves its learners well by reaching them at an early age through Child Development Centers. Provide facilities that address the specific needs of young learners with adequate support space. Address the following needs:

1) scale of environment (see #38, "Appropriately Scaled Space")
2) safe, child-proof spaces and fixtures
3) specialized space (e.g. large motor skills rooms, infant rooms)
4) space and features for early childhood special education
5) outdoor play and learning space

10. Places for the Individual
Design facilities that support efforts to personalize learning for all students. Recognize learner needs for places that allow them to take initiative and explore their interest, and for a place they can make their own. Consider a range of multifunctional and types - perhaps not all at every location:

1) project rooms
2) adaptable display space celebrating student work
3) youth lounge/commons
4) individual workspace
5) whether lockers/cubbies/storage for individuals: 'home base'
6) support services for individuals' development: Career Centers, portfolio storage, personalized learning plan system, etc.

C. NEEDS ANALYSIS
Facility Standards

11. Space for Enriching Activities

Because participation in co-curricular activities enhances the personal development of the participants, modern facilities with adequate space will be provided to support these activities. Activities include Athletics, Performing and Fine Arts, and Student Activities such as publications and clubs. Facilities for activities should include:

1) Athletics:
   a) adequate number of gymnasiums to support school and community activities
   b) bright, spacious strength training facilities for use by all sports and physical education classes
   c) proper indoor lighting and ventilation in athletic areas
   d) adequate storage space
   e) adequate showering facilities
   f) area for loading

2) Performing and Fine Arts:
   a) adequate storage and preparation space
   b) areas for changing and loading
   c) rehearsal space
   d) display space
   e) specialized acoustics, lighting, electrical and sound systems
   f) access to performing space

3) Student Activities:
   a) production space
   b) display space
   c) meeting space
   d) adequate storage space

4) Booster Clubs:
   a) meeting space
   b) storage space

12. Staff Resource and Collaboration Space

Provide staff space that will encourage collaboration, support interdisciplinary teaching and teaming and reduce staff isolation. Adequate and functional space for teachers to meet, plan and work are essential to successful educational service. Locate work/planning spaces to allow natural connections between students and staff. Characteristics include:

1) access to storage space for curriculum materials, student portfolios, records, etc.
2) provisions for staff phones and computers
3) visual connections to students

C. NEEDS ANALYSIS
Facility Standards

4) work surfaces, file cabinets and shelving systems
5) individual work space
6) planning/meeting space
7) casual interaction/eating space (Lounges)

13. Adult Learning Space

Provide space to allow for education of adults, both employees of the district and community members. Spaces should support Professional Learning Community (PLC) activities and learning. Schools should serve as a professional development "home" for staff. Characteristics include:

1) appropriately scaled furnishings
2) flexible, adaptable, technology-rich
3) connected for distance learning
4) maintains confidentiality

14. Daylighting and Views

Rooms that house people should have windows for connection to the outside and for natural light. Designs must consider security and control of light, glare and heat gain/loss. Incorporate windows to other spaces for distribution of light and visual connections. Benefits include:

1) natural, adequate daylight improves learning and greatly enhances the comfort and utility of learning environments
2) views for supervision/security - 'eyes on the site'
3) support curriculum e.g. seeing weather
4) reduced electricity through daylighting design and electrical lighting system controls
5) creates a warm/welcoming environment

15. Accessible Buildings

Each facility should apply the concepts of Universal Design as well as meeting ADA requirements, to make accessible features useful for all. Modify existing buildings to remove barriers to public spaces and provide convenient access to all levels as a first priority. Address:

1) school entries and public routes
2) stages
3) counters, cabinets, furniture
4) toilet facilities (fixtures, door openings)

16. Community Service Centers

Facilities will be designed to allow cooperation with local organizations and government agencies, along with the District, to provide important services for students and the community. Programs include community education, adult education, health services, English Language Learners (ELL), alternative programs, parenting classes, full-day kindergarten, extended day/ summer programs, school-age childcare and daycare options. Some guidelines:

C. NEEDS ANALYSIS
Facility Standards

1) space should consist of flexible/multiple use classrooms, conference rooms and offices
2) security and control systems are in place to monitor use
3) facilities should enhance opportunities for all community programs
4) location near entry and parking
5) secure and adequate storage for multiple users

17. Safety

Design schools to provide a safe and secure environment. Students, staff, visitors and the community should be able to regard the school as a safe haven in which to meet, learn and work. Include:

1) passive security through design – sight lines, open, well lit spaces
2) visible, monitored secured entry points to facility
3) uniform access system across District facilities
4) electronic monitoring, remote cameras
5) regulated entry point(s) after hours
6) site-specific design solutions sensitive to community aesthetics

18. Clear Main Entry

Create a clear, identifiable main entry with direct access to the main office. Consider the concept of a "welcome center" to orient visitors and control access. Contributing elements:

1) parking lot location/circulation to reinforce main building entry
2) signage, flag poles and landscaping
3) increased scale of entry elements
4) canopy for wind, rain and sun protection

19. Welcoming and Respectful Main Office

The administration and reception functions of each school will be housed in pleasant, comfortable spaces to welcome visitors and the public, as well as the school's students and staff. Design to accommodate:

1) adequate space to welcome and support guests, parents, volunteers and students
2) separate space for discipline sessions and student waiting
3) adequate space for front-end administration staff and leadership group representation
4) adjacency to health/nurse/guidance
5) adjacency to staff/work/lounge/mail
6) acoustical levels appropriate for office environment
7) locate computer screens for privacy
8) access to adequate storage

C. NEEDS ANALYSIS
Facility Standards

20. Health Services Space

Health Services within the schools address basic needs for physical health through direct and educational/preventative services. Space will be allocated and outfitted for modern, ample clinics. Include:

1) location convenient to main office, vehicle approach
2) space for on-site and itinerant staff
3) conference room (access) for educational efforts
4) privacy and security yet easy supervision
5) finishes to address sanitation issues

21. Facilities for Media Centers

The media center mission is to ensure that all students and staff are effective users of information. Design media space to support learning and instruction for students and staff in informational literacy skills. Provide:

1) adequate size/space to meet or exceed state guidelines
2) flexible, moveable furniture and space for media collections
3) space for display
4) flexible design to accommodate multiple uses
5) variety of spaces for collaborative learning and instruction as well as space for individuals
6) adequate storage for equipment and materials
7) adaptable infrastructure and space to support use and learning of current technologies
8) infrastructure (electric/electronic connections) to support portable learning and communications (information access, production, conferencing) anywhere
9) adequate ventilation and air quality for computer-heavy areas
10) acoustical treatments that support many activities while minimizing noise

22. Food Service

Food Service areas will include space for efficient production and serving of nutritious, healthy food. Accommodate the shift to greater preparation from fresh ingredients to support the focus on health and wellness. In addition, they should be designed to be appealing to students and others in the buildings. Design for:

1) pleasant, welcoming dining areas with variety of furniture, layout and finishes
2) adequate size/capacity of dining and servery to serve students within a respectful time
3) extended dining areas where appropriate, including outdoors
4) flexibility for other uses outside of dining hours
5) serving areas offering choices, such as salad bars
6) facilities to support preparation and serving for diverse dietary needs
7) opportunities for student involvement, e.g. catering, coffee shop, school store
8) ease of maintenance
9) reducing waste through composting, etc.
10) opportunities for expanded services: catering, coffee shop, school store, and private sector collaborations

C. NEEDS ANALYSIS
Facility Standards

23. District Administration
An accessible administrative center will provide environments for administration and central services which support their work and assist in serving the public and the individual schools. Guidelines:

1) proximity to schools and community
2) staff development and meeting space (as well as at campuses)
3) quality work environments for services
4) media services for cable coverage of School Board meetings
5) ample space for community in Board meeting area

24. Technology Space
Incorporate space for current and future technology infrastructure and equipment into the design of buildings, with space for student/staff/ community use. Specific examples:

1) dedicated space in classrooms to store student devices
2) labs integrating computers, such as Technology Education shops/labs
3) technology distributed throughout the building
4) distance learning/interactive video facilities
5) server/hub/wiring rooms (secured and with air conditioning)
6) appropriate and/or flexible network "drop" and/or wireless locations
7) pathways for expansion and change of systems
8) 'juice bars' (to charge batteries while using devices) and services at each campus

25. Storage Space
Provide dedicated interior storage space at each school, designed for large and small items. In addition, locate enclosed storage convenient to activity fields and/or paved areas for maintenance and play equipment. Provide:

1) dedicated space versus use of vacant classrooms
2) dedicated space for equipment and project materials
3) storage within classrooms/labs for student work and projects
4) outdoor and indoor maintenance equipment storage which recognizes sizes and specific needs of the equipment

26. Plumbing Core
Adequate restrooms, drinking water and custodial closets are critical to a well-run school facility. Restrooms must be in good condition and distributed in locations allowing convenient use. Restrooms meet ADA requirements. Some guidelines include:

1) provide staff/parent/volunteer restrooms
2) custodial closets should be sized properly for equipment and supplies
3) finished with durable/cleanable materials
4) durable construction in all restrooms to deter vandalism, maintain privacy

C. NEEDS ANALYSIS
Facility Standards

27. Building and Energy Codes

Construction projects will have to account for current building, fire, accessibility and energy codes. Issues to consider include:

1) access/egress requirements based on size and use of classrooms/labs
2) building meets or exceeds energy efficiency standards; evaluate renewable energy
3) sustainable design and operations wherever possible

28. Internal Circulation

Spaces for movement between and among learning settings are integral to the learning experience, in support of the learning "anytime, anywhere" philosophy. They must support flow in a respectful and safe manner, while maximizing the opportunities for even corridors to be places of learning and collaboration.

1) wide enough to support the volume of learners moving through
2) include places for informal interactions and learning along the way
3) consider impact of lockers and display

SITE

29. Safe and Accessible

The design of surfaces, walks, ramps, plantings and drainage systems for a site contributing to user well-being. Design a ground plane that supports rain water control, supports maintenance, and applies the concepts of Universal Design as well as meeting ADA requirements. Design guidelines include:

1) apply to school grounds, including play areas and outdoor learning spaces
2) provide drainage infrastructure throughout site that promotes infiltration and recapture of rainwater
3) create accessible topography and design suitable ramps
4) provide quality lighting
5) maintain walks and drives
6) consider security when planning landscaping

30. Traffic Control

Reduction of traffic conflicts between buses, cars, bicycles and pedestrians is a critical component of site safety. Operational management is critical: publish and enforce rules for safe student drop-off areas. Locate bus pick-up and drop zones separate from parent pick-up and drop zones, and size the bus area to handle the full number of buses at each school. Define and control pedestrian and bicycle walkways on the site. Design visitor parking areas to coordinate with parent pick-up zones:

1) analyze traffic patterns
2) recognize neighborhood traffic patterns in setting parent drop-off capacity
3) limit bus and parent drop-off to single lane, curb side configuration
4) provide dedicated fire lane, designed to prohibit parking
5) provide signage to communicate configurations

C. NEEDS ANALYSIS
Facility Standards

31. Parking and Service Access
Design adequate, safe and well-lit parking for visitors, staff and students. Provide adequate, safe and screened service and delivery areas as well as safe and secure bike parking. Design guidelines include:

1) design visitor parking to direct visitors to main entrances
2) develop relationships with neighboring properties for off-hours event parking
3) landscape parking lots to reduce heat island effect and control storm water
4) locate and/or screen service areas so that they are not directly visible from public areas
5) provide adequate bike parking, in an area that can be visually supervised

32. Landscape Character
Attractive, developed landscaping adds significantly to character, quality, sustainability and identity of any site and can improve student and community respect for the school. Maintain quality landscape and maintenance program at each facility:

1) promote sound environmental decisions
2) employ appropriate hard surfaces, using a variety of paving materials
3) utilize turf where appropriate, with irrigation systems if needed
4) consider native plant species where possible
5) relate landscaping to outdoor learning setting and curriculum
6) support maintenance program at each facility

33. Safe and Accessible Outdoor Play
Physical activity is a key part of a healthy school experience, therefore play grounds, play fields and athletic fields must be available for student use during and after school. Safety, security, accessibility will be considered. Components of safe outdoor play areas include:

1) artificial turf, grass, paving, and other surfaces in good/safe condition
2) safe and accessible equipment that is age appropriate
3) adequate size and number of fields, courts and play areas
4) properly maintained athletic fields and fencing
5) areas for unstructured play
6) defined boundaries and perimeter
7) in plain view of school staff and neighbors
8) provide shading
9) safe and secure lighting of fields and play areas

C. NEEDS ANALYSIS
Facility Standards

34. Outdoor Learning Settings
Outdoor environments can add valuable space for learning, and help students make connections between their studies and the physical environment. Each site will strive to have at least three types of outdoor learning settings: gardens, small and large gathering spaces and outdoor "classrooms."

1) nature areas and gardens as outdoor labs
2) gathering spaces, informal "stage"
3) identify and develop new outdoor learning settings
4) amenities to support outdoor learning (e.g. hose bib for watering gardens)

35. Planned Expansion
Plan each school site keeping open possibilities for future expansion and the flexibility to handle changes in the number and characteristic of learners without sacrificing quality of structure or experiences. Design in:

1) hallways/circulation systems that can be extended
2) core facilities arranged to grow as classrooms are added
3) site layouts to accommodate expansion without loss of critical site features (play areas, P.E./athletic facilities, parking, service areas)

36. Permanent Facilities
Protect community's investment in schools by designing buildings for long term use. Use materials, construction methods and details for durability, efficiency, sustainability and institutional quality:

1) consider maintenance/operations cost over time as well as initial construction costs, including monitoring systems for assessing performance efficiency
2) consider potential future conversion to other uses
3) limit use of portables to short-term needs (1-5 years)

C. NEEDS ANALYSIS
Facility Standards

INTERIORS AND FINISHES

37. Flexible/Adaptable Space
Design learning environments to address short and longer term modifications in response to educational program – hourly/daily and longer term/yearly changes in use. Chacteristics:

1) appropriate wall construction for function/ characteristics required
2) consider plumbing rough-ins
3) generous size
4) multiple marker boards/screens and power for different room layouts
5) use of movable or relocatable shelving and standard cabinets
6) provisions for openings/doors between rooms
7) pathway systems for power and technology cabling

38. Appropriately-Scaled Space
Building design must be appropriate to the student age. Schools will recognize and respect their learners' physical, intellectual and emotional characteristics. Chacteristics:

1) determine mounting heights for counters, boards, dispensers (soap, paper towel, etc.) and toilets
2) select equipment and furniture scaled for the age level
3) select equipment and furniture which allow height adjustment
4) create properly scaled spaces, considering ceiling height, acoustics and other factors
5) consider adult user needs

39. Signage and Display
Provide multiple opportunities for display of information and student work. Design directional signage for the school that clearly identifies school spaces and organization. Use opportunities offered by directional signage to add to facility identity; displays can "advertise" the school and events. Reflect diversity of community. Provide space and fixtures for:

1) school name and district identity visible from the street
2) clear way finding system – translations for non-English speaking citizens
3) map of facility, permanently mounted near main entry and other key areas in school
4) use of logos, symbols, color, quotations to inspire
5) two and three dimensional student work
6) advertising for community and school events

C. NEEDS ANALYSIS
Facility Standards

40. Experiential Interiors

Recognizing that learning facilities can be the "Third Teacher," use materials, light, color and forms to create lively interior spaces. Experiential learning can include use of the building as a resource and tool to be observed and studied. Experiential characteristics include:

1) views of the movement of sunlight and shadow
2) lighting to simulate daylight, where daylight is not possible
3) colorful – stimulating/calming, supportive of special needs students
4) textures
5) natural materials
6) form/shape

41. Furniture and Finishes for Learning

Select colors, interior finishes and furniture which contribute to the quality of the learning environment and are appropriate to the use of the space. Give attention to:

1) research on human response to colors in cleanable floor coverings in project spaces
2) acoustical properties of materials such as carpet or ceiling tile
3) up-to-date furniture that is ergonomically designed, age and use-appropriate, and capable of being moved/reconfigured
4) furniture is adaptable for multiple uses and locations

C. NEEDS ANALYSIS
Facility Standards

SYSTEMS

42. Quality HVAC/Plumbing
Heating, ventilating, air conditioning and plumbing systems must be designed to support student learning and for the health and comfort of school users. As needed, upgrade/create energy efficient, dependable HVAC systems that allow some control by the users of any given space:

1) mechanical systems and materials should be selected and designed for efficiency and good indoor air quality
2) plumbing systems should be designed/upgraded to be adequate, safe and effective
3) study and employ alternative and renewable energy systems as appropriate and fiscally responsible
4) reclaim, recycle/reuse water

43. Ample Electrical Service and Systems
Power capabilities of all schools will include sufficient, distributed electrical outlets and clean power to support anytime anywhere learning. Recommendations:

1) consider special events needs
2) utilize floor outlets, including data wiring, in selected areas for flexibility
3) establish cleaning schedule to windows/lights, to increase light and reduce energy loads
4) adequate individual access to power (for devices, e.g. Juice bars)
5) address special battery charging/electrical needs for custodial equipment
6) study and employ alternative energy systems as appropriate and fiscally responsible
7) explore potential to sell energy back to utilities (solar, summer)
8) alternative vehicle charging/fueling

44. Technology Infrastructure and Hardware
Technology systems are a key tool for learning and in communications among staff, administration, students and parents. Technology system/network access in the school will be distributed throughout the schools and allow for expansion and change. Consider:

1) access anywhere, anytime, by appropriate users
2) amplification systems in instructional areas
3) equitable distribution across District
4) flexible design to adapt to rapid technological change
5) distance learning options/software and connections
6) staff teamwork and networking
7) administrative and support software systems

8) security, e.g. video cameras for surveillance / confidentiality
9) compatible systems and practices (e.g. if a student is given an iPad, the iPad needs to have printing capabilities if the teacher requires printed output)

45. Technologically Enhanced Systems

Digital controls for ventilation and lighting systems allow for central control/monitoring and improved energy efficiency. Consider:

1) building automation and energy management plan implemented district-wide
2) utilize light sensors with central/timed switching
3) tied to security systems/plans

C. NEEDS ANALYSIS
Facility Standards

C. NEEDS ANALYSIS
Facility Standards

COMMUNITY / OFF-SITE

46. Community/Off-Site Learning Settings
Explore opportunities with the community for off-site learning settings to augment the curriculum and school facilities. Recognize that community connections are a resource for students, staff and the broader community. Design school for connections to significant local resources, such as government, businesses, arts institutions, higher education. Efforts may include:

1) expand business partnerships
2) create space for partners (businesses, community members, groups) on campuses, such as work/office/seminar space and kiosks/displays
3) link science labs to outdoor learning settings on-site or in neighborhood
4) create partnerships for off-site use of highly specialized space, such as bio-tech labs or TV studios
5) identify and/or develop new off-site learning settings
6) Create/expand partnerships with other educational institutions

47. Joint-Use Facilities
Explore the possibility at each site of creating facilities that will be jointly used, operated and funded by the School District and another organization (e.g. City, YMCA, areas of worship). Develop a management plan to establish mutually beneficial design and operation terms that include safety, security, access, parking and liability issues as well as concerns of partners. Benefits go beyond financial support for additional facilities to increased community participation in schools. Possible shared areas could include:

1) meeting/conference facilities
2) gymnasiums
3) performing arts space
4) fitness rooms
5) multi-purpose spaces
6) video and media facilities
7) swimming pools
8) playgrounds
9) athletic field/facilities
10) lunchroom/community kitchen
11) environmental/nature settings
12) child care
13) Branch banks, Minute Clinic, dental, Lifetime Fitness, etc.

C. NEEDS ANALYSIS
Facility Standards

48. Connections between School Sites
Establish connections which foster equitable programs and communications between sites. Consider:

1) electronic linkages, e.g. Skype/video conferencing
2) central storage/services with inventory systems
3) shared programs at different grade levels
4) transportation for adults and children between sites

49. Transportation
Provide vehicles and facilities to support energy efficient, low-emissions transportation of students to/from school and on trips, and for support functions

1) alternative fuel buses and service vehicles
2) electric vehicles
3) charging stations

C. NEEDS ANALYSIS
Parameters

C.12 Integration of Needs: Parameters

With the accumulation of background on needs and the vision for facilities that contribute to learning, the Master Plan Task Force recognized the need to focus efforts and get guidance from the School Board. To do this, a set of parameters was developed based on the results of the concurrent efforts, together with other District policies.

These parameters establish some basic qualitative and quantitative limits for potential solutions to District-wide issues. Discussion and refinement by the School Board led to approval of these parameters in June, 2013.

They read as follows:

A. **Provide for '21st Century Learning'** - Requires attention to indoor, outdoor space, technology and furniture. Outdoor learning high priority.

   Basis: Best practices, facility principles and standards. Space for collaboration. Flexibility for current and future adoption of project based learning, integrated learning opportunities.

B. **Design schools to provide a safe, secure, and accessible environment**. Students, staff, visitors, and the community should be able to regard the school as a safe haven in which to meet, learn, work, and play. Consider both passive and active measures to address physical, psychological, and social safety.

   Basis: Facility Standard #16; Eanes ISD Belief Statement.

C. **Provide for the range of student-driven program opportunities within Enriching Activities.**

   Basis: Enriching Activities are shown to support student success. Programs have become deeper and more robust, and enrollments have expanded significantly since schools were built. However, space has not kept up evenly. Facility Standard #11.
   Examples include:
   - *Fine Arts space at middle schools*
   - *Robotics, Dance, Lacrosse, Choir, etc. at High School*
   - *Community use fields and spaces*

D. **Plan for equity among schools at the same level, including travel time for students, program offerings and enrichment opportunities**

   Basis: Equity for students within the district's neighborhoods; large distances reduce family involvement and volunteering. Consider new elementary school to serve the west side.

E. **Maintain the same grade level organization: K-5 Elementary Schools, 6-8 Middle Schools, 9-12 High School**

   Basis: No driving forces for change. Consider smaller settings for middle schools.

C. NEEDS ANALYSIS
Parameters

F. Plan for Moderate Enrollment Growth: We have identified the 2022 moderate K-12 projections (without out-of-district transfers) as a target for the 10-year planning horizon.

Basis: growth since 2004 has been fairly steady at 1-2%, and is more consistent with the moderate projections. Out of district transfers are accepted to fill seats that already have a teacher and a space.

G. House students, children and staff in permanent, quality construction. No portables.

Basis: Facility Standard #36; also a goal for the MP in 2010; supported further by facility standards for energy efficient buildings.

H. School Size: Elementary schools should trend toward 5- or 6-round size, with 4-section minimum to narrow the size range from what exists.

Basis: Improved efficiency, lower operating cost per student. These sizes can provide equitable resources and opportunities for students. Caveat: considerations such as program relocations and site capacity will impact ultimate size.

I. Reduce unrelated district functions located on the Westlake HS property, to regain land for high school functions.

Basis: relieve traffic congestion, reduce safety challenges, gain back contiguous land to bring related functions together. Targeted functions may include Transportation (buses), Maintenance and Grounds, Instructional Technology, and the Network Operations Center.

J. Provide early childhood learning facilities to support early learners, residents and staff.

Basis: Required for some students at present, and shown to improve learning outcomes in later years. Popular; supports recruitment and retention of staff; link to high school programs is desired. Reference Facility Standard #9.

K. As resources that engage the entire community, develop facilities that support "learners of all ages"

Basis: reflects current role of District in providing park and recreation facilities; builds broader support for school system; meets needs of citizens, particularly retirement age. Might include additional day-use spaces for adult classes, gathering, meetings, as well as sports fields, parks.

L. Consider expansion of Public/Public and Public/Private Partnerships

Basis: Fiscally responsible; provides additional opportunities for students and community; reflects current practices (e.g. library).

D. ANALYSIS AND ASSESSMENT
EXISTING FACILITIES

D. ANALYSIS AND ASSESSMENT
INTRODUCTION

D.1 Introduction to Section:

As the issues and needs identified in the previous section were shared and discussed, the Master Planning Team and the Master Plan Task Force worked together to understand and evaluate the existing buildings and sites.

During the Facilities Master Planning process, the Master Planning Team visited each of the Eanes ISD Facilities and reviewed the floor plans to conduct a series of evaluations. The results are contained in this section along with background information for each site. Sites and Facilities included are:

- Barton Creek Elementary School
- Bridge Point Elementary School
- Cedar Creek Elementary School
- Eanes Elementary School
- Forest Trail Elementary School
- Valley View Elementary School
- Hill Country Middle School
- West Ridge Middle School
- Westlake High School-North and South Campuses
- Maintenance and Operations /Transportation, Grounds Buildings
- Administration Buildings
- Shriner Tract
- River Hills Site
- Baldwin Tract Site

Several evaluations were completed. First, a Facility Condition Assessment was conducted separately by ALPHA Facility Solutions, LLC (Alpha) to help determine current and future capital renewal needs. Their report is summarized in the Needs Analysis chapter and is included in full in the Appendix; it describes findings both for projected system renewal (based on observations and life cycle) and for observed current needs. Highlights of the findings have been included in this section on the Fact Sheet for each facility.

Second, the Master Planning Team toured all the buildings to understand existing use, utilization and the educational environments currently offered. Initial observations were recorded in Existing Building Utilization Plans created for each school. (These can also be found in the Data Sheets in Section C.4.)

D. ANALYSIS AND ASSESSMENT
INTRODUCTION

Urban Design Group, a Civil Engineering firm, carried out a site constraints analysis as part of the Master Planning. The goal was to understand the impact of regulatory requirements at each site, in the context of physical parameters such as site boundary, topography, impervious cover (paving, buildings), and uses. Some of the key messages and clarifications regarding the possibilities for the various sites include the following points:

1. Constraints include both the Physical: steep slopes, flood plains, trees; and Regulatory, from Austin and City of Westlake Hills (for example, allowable impervious cover limits).
2. Portables don't count against impervious cover limits - taking them away doesn't help.
3. Going up (adding stories) is a way to add to buildings without increasing impervious cover.
4. Barton Creek example: there is buildable flat area north of the parking lot, at the playfield, however it is over 500' from the main building. Other areas are too steep to build easily.
5. Bridge Point example: setbacks, flood plain, new playground are all constraints.
6. Hill Country Middle School: this property is probably the most restricted site owned, with flood plain and impervious cover limits. Could go up - though existing building was not built for additional levels.
7. High School: Westlake Hills extra-terrirotial jurisdiction - has some flexibility, though the High School covers much of the land. A creek separates the transportation lots from the baseball area.

Finally, the facilities were evaluated against the Facility Standards created in the Master Planning process. Both the Master Planning Team and the Master Planning Task Force participated in this "Gap Analysis" evaluation.

As part of prioritizing needs from the Gap Analysis, Task Force members summarized "Big Priorities" for each campus.

All this information is summarized in three sections within this chapter as follows:

Section D.2: Observations and Assessment.
In order to record the observations and assessment of each facility, the following materials were generated:

a. Fact Sheet – a snapshot of the school summarizing history, current facts and figures, and issues identified
b. Site Constraints Analysis
c. Site Plan
d. Existing (Aerial) Site Plan – shows site amenities surrounding the buildings.
e. Existing Utilization Plan – Current (2012-13) plan showing program locations and space use.

Section D.3: Gap Analysis
Gap Analysis Summary records the result of the evaluation against Facility Standards.

SITE ANALYSIS
GENERAL NOTES

Notes:

1. Allowable Impervious Cover for District properties within the City of Austin's jurisdiction

Section 5.1 of the September 12, 1994, Land Development Agreement (LDA) between the Eanes ISD and the City of Austin specifies the allowable impervious cover for the District's properties within the City's jurisdiction. The restrictions vary dependent on the property's location within or outside the watersheds that contribute to Barton Springs (defined as the Barton Springs Zone). The allowable impervious cover is also restricted to the buildable area of the site. The buildable area, defined as the Uplands Zone, excludes the Critical and Water Transition Zones.

Uplands Zone Allowable Impervious Cover
The LDA states that the allowable impervious cover in the uplands zone for the District's properties located outside the Barton Springs Zone is 50 percent (50%) of the net site area, or sixty percent (60%) if transfer of impervious cover is available and utilized.

For sites owned by the District before May 18, 1986, and located outside the Barton Springs Zone, the impervious cover limits for the Uplands Zone are established by the applicable City of Austin watershed ordinance in effect on May 18, 1986, if less restrictive than this section.

For properties within the Barton Springs Zone, the allowable impervious cover in the Uplands Zone is twenty-five percent (25%). No transfers of impervious cover are permitted to increase the impervious cover above 25%.

Water Quality Transition Zone (WQTZ) Allowable Impervious Cover
The LDA states that the allowable impervious cover in the Water Quality Transition Zone for the District's properties located outside the Barton Springs Zone is eighteen percent (18%) of the net site area (excludes the floodplain area within the WQTZ).

For properties within the Barton Springs Zone, impervious cover is not allowed in the WQTZ with the exception of approved roadway crossings.

2. Edwards Aquifer Regulations

Development activities within the Edwards Aquifer Recharge Zone and Contribution Zone are subject to the Texas Commission of Environmental Quality's Edwards Aquifer Regulations. For projects with impervious cover greater than 20 percent, the regulations require water quality controls for the removal of 80 percent of the increase in stormwater pollutant loading resulting from the development activities.

3. Allowable Construction on Slopes for District properties within the City of Austin's jurisdiction

Section 5.9.a. of the LDA specifies the allowable construction on slopes for the District's properties within the City's jurisdiction. The restrictions limit the construction of buildings and parking areas on slopes of 15% to 25% to ten percent (10%) of the total area of the 15% to 25% slope.

Sections 5.9.b, c and d of the LDA describe exceptions to the above restriction for isolated slope areas; the construction of roadways or driveways; and for sites owned by the District on January 1, 1994.

PRIORITIES: BARTON CREEK ELEMENTARY SCHOOL

Big Priorities

- Flexible space
- More openness and daylighting
- Space for enrollment growth
- Storage
- Meeting space for adults
- Furniture
- Improved Special Education spaces
- Larger Art and Music spaces

SITE ANALYSIS
BARTON CREEK ELEMENTARY

BARTON CREEK ELEMENTARY SCHOOL

Basic Data:

- Acreage: 20.64 Acres
- Year acquired by the District: 1984
- Municipal Jurisdiction: City of Austin (ETJ)

Description of Existing Facilities: Elementary School, two playfields, turf playground, parking

Site Development Constraints:

Physical Constraints:

- Flood Prone Areas: Yes, within intermittent stream.
- Topography (steep slopes): Yes, slopes exceed 15% within the site and along stream banks.
- Vehicular Access: Patterson Lane (public) and private driveway connecting the school to West Ridge Middle School.
- Utility Easements: None known.

Regulatory Constraints:

1. Creek and Stream Restriction: Yes, per Land Development Agreement (LDA) between the Eanes ISD and the City of Austin, and Federal 404 requirements.
2. Jurisdictional Waters of the U.S.: Yes, within intermittent stream.
   - Floodplain Determination: Not studied but present along intermittent stream.
   - Creek Setbacks (per Land Development Agreement (LDA) between the Eanes ISD and the City of Austin).
     - Watershed: Barton Creek (Barton Springs Zone)
     - Waterway Classification: Minor (64 to 320 acres)
     - Critical Water Quality Zone: (Width from CWQZ = 100 feet; Area = 1.49 acres)
3. Topography - Slope Restrictions
   - Uplands Area with slopes of 15% to 25%
     Restriction: Allowable impervious cover is 10% (See Note 1)
   - Uplands Area with slopes of 25% to 35%
     Restriction: (See Note 1)
   - Uplands Area with slopes greater than 35%
     Restriction: (See Note 1)
4. Impervious Cover Restrictions
   - Allowable Impervious Cover
     Restriction: Allowable impervious cover is 25% of the Net Site Area (See Note 1)
     - Allowable IC = 0.25 x 17.74 acres
     - Allowable IC = 4.44 acres
5. Stormwater Runoff Regulations
   - Detention Requirements
   - Water Quality Requirements
     - City of Austin - SOS Non-degradation water quality controls required for re-development of the property.
     - Texas Commission on Environmental Quality (TCEQ) Edwards Aquifer Regulations - Water quality controls required to remove 80% of the increase in pollutant loadings above existing conditions.
6. Zoning and Use Restrictions (per City of Austin LDA)
   - Zoning District: NA
   - Building Setbacks: 25 feet from residential uses
   - Activity Facility Setbacks: 50 feet from residential uses
   - Building Coverage: None
   - Building Height: None (outside the City's Zoning Jurisdiction)

GRAPHIC SCALE
60 0 30 60 120
(IN FEET)

ABBREVIATIONS

CWQZ = CRITICAL WATER QUALITY ZONE
WQTZ = WATER QUALITY TRANSITION ZONE
B.L. = BUILDING LINE
A.F. = ACTIVITY FACILITY SETBACK
WQ = WATER QUALITY (POND)
DET = DETENTION (POND)
D.E. = DRAINAGE EASEMENT

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SUITE E101
AUSTIN, TEXAS 78746
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TX FIRM REGISTRATION
NO. F-1843

E.I.S.D. 2013 FACILITIES MASTER PLAN
Barton Creek Elementary School
1314 Patterson Lane, Austin, TX 78746

REVISIONS

NO.	REVISION	DATE

PROJECT NO. | DATE

Barton Creek Elementary School

Barton Creek Elementary

Existing Site

Building to be Removed

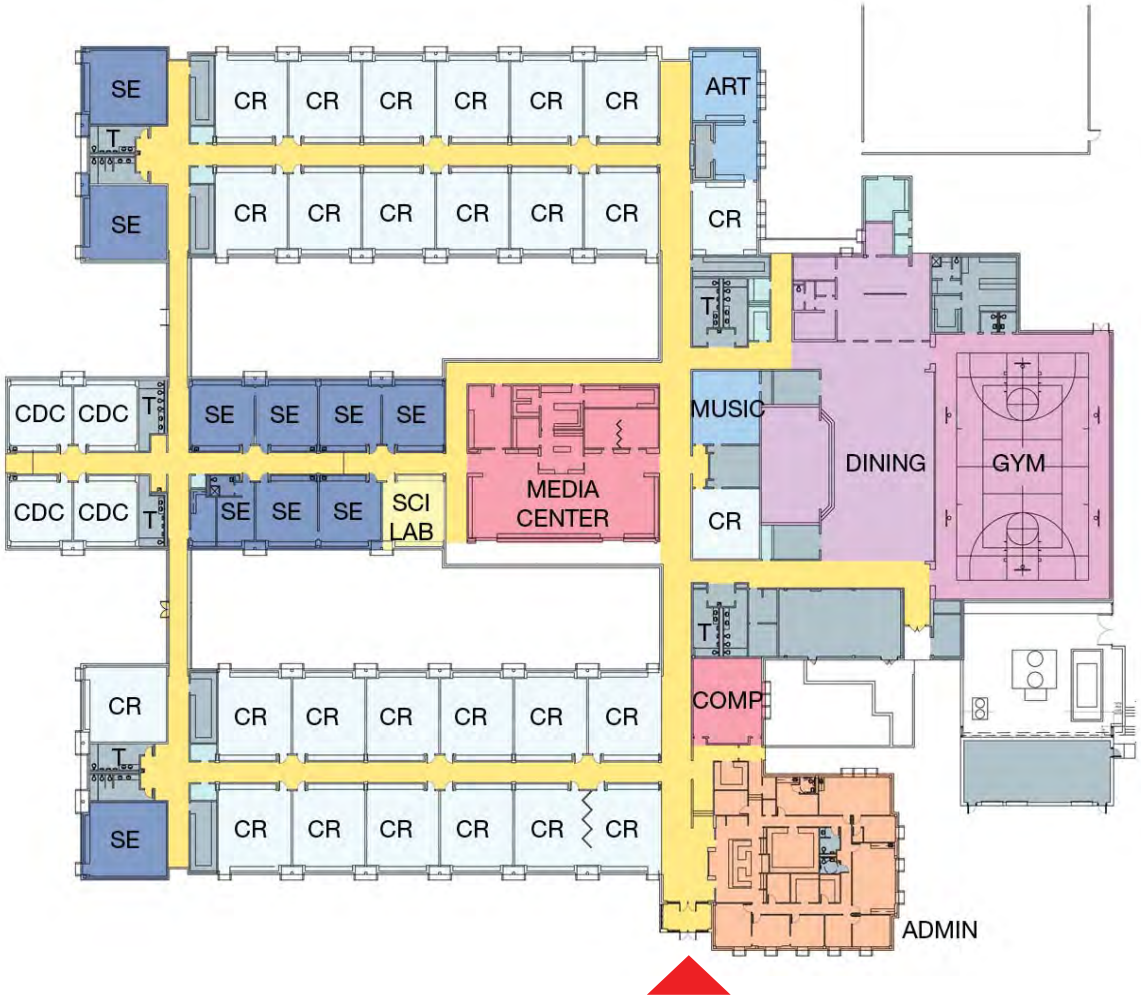
Main Entry

Secondary Entry

Service Entry

Barton Creek Elementary

Existing Utilization Plan



- Admininstration Staff
- Art/Music/Tech/FACS
- Assembly/Dining
- Circulation
- Classrooms
- Media Center/Computer
- Other
- Physical Education
- Science Labs
- Special Education
- Support
- District Wide Program Spaces

PRIORITIES: BRIDGE POINT ELEMENTARY SCHOOL

Big Priorities:

Flexibility / Agility in the areas of:

- Furniture
- Surfaces
- Different scales of learning space

Transparency

- Space to support different types of activities: Campfire, Watering Hole

SITE ANALYSIS
BRIDGE POINT ELEMENTARY

BRIDGE POINT ELEMENTARY SCHOOL

Basic Data:

- Acreage: 20.94 Acres
- Year acquired by the District: 1995
- Municipal Jurisdiction: City of Austin (Full Purpose Annexed Area)

Description of Existing Facilities: Elementary School, playfield, playgrounds, parking

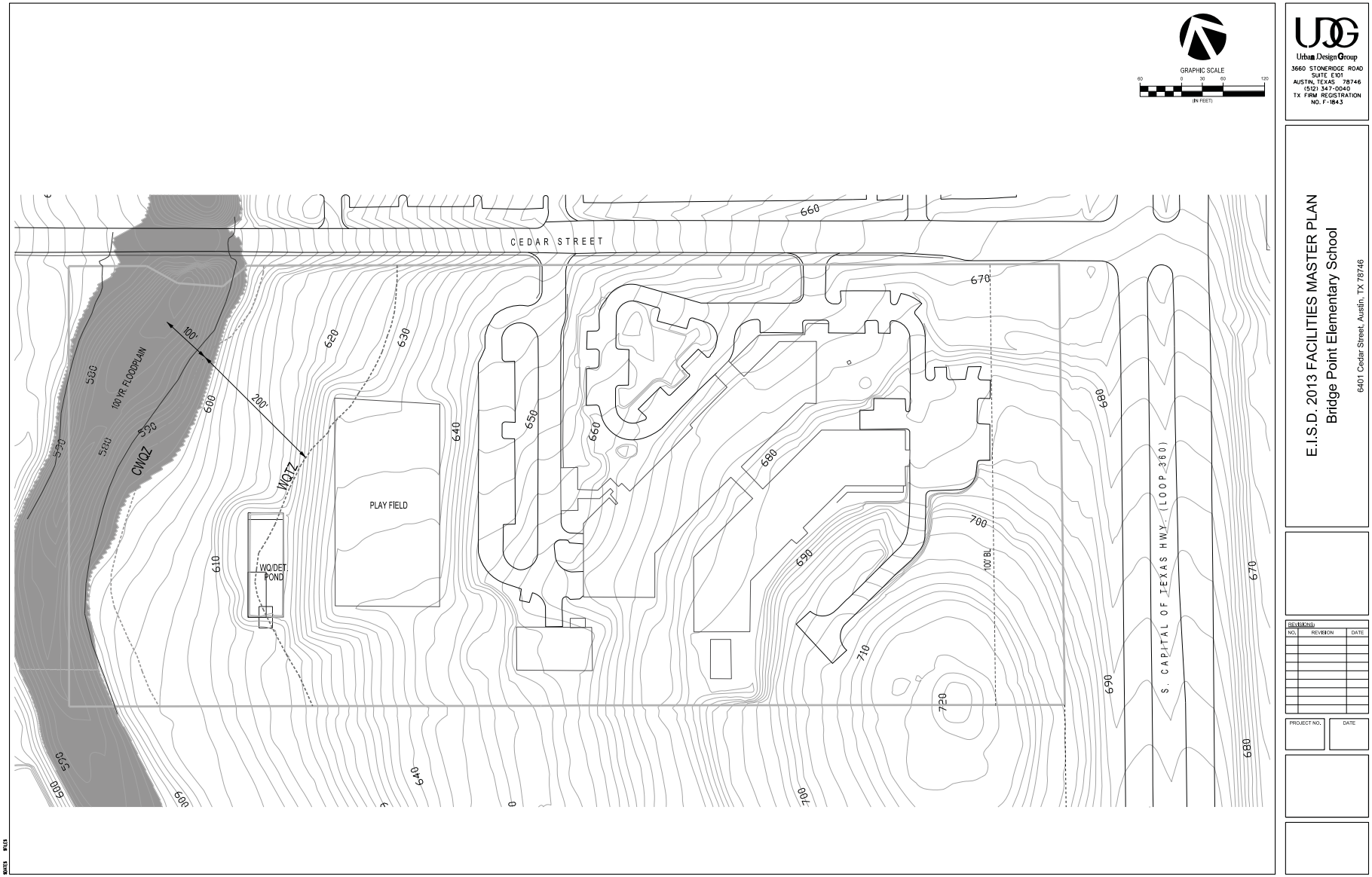
Site Development Constraints:

Physical Constraints:

- Flood Prone Areas: Yes, within intermittent stream.
- Topography (steep slopes): Yes, slopes exceed 15% within the site and along stream banks.
- Vehicular Access: Two driveways onto Cedar Street
- Utility Easements: None known.

Regulatory Constraints:

1. Creek and Stream Restriction: Yes, per Land Development Agreement (LDA) between the Eanes ISD and the City of Austin, and Federal 404 requirements.
2. Jurisdictional Waters of the U.S.: Yes, within intermittent stream.
   - Floodplain Determination: Not studied but present along intermittent stream.
   - Creek Setbacks (per Land Development Agreement (LDA) between the Eanes ISD and the City of Austin).
     - Watershed: Lake Austin
     - Waterway Classification: Intermediate (320 acres)
     - Critical Water Quality Zone: (Width from creek centerline = 100 feet; Area = 1.95 acres)
     - Water Quality Transition Zone: (Width from CWQZ = 200 feet; Area = 3.26 acres)
3. Topography - Slope Restrictions
   - Uplands Area with slopes of 15% to 25%
     Restriction: Allowable impervious cover is 10% (See Note 1)
   - Uplands Area with slopes of 25% to 35%
     Restriction: (See Note 1)
   - Uplands Area with slopes greater than 35%
     Restriction: (See Note 1)
4. Impervious Cover Restrictions
   - Allowable Impervious Cover
     Restriction: Allowable impervious cover is 50% of the Net Site Area (See Note 1)
     - Allowable IC = 0.50 x 14.12 acres
     - Allowable IC = 7.06 acres
   - Existing Impervious Cover
     - Ex IC = 4.68 acres
   - Unused Allowable Impervious Cover
     - 7.06 - 4.68 = 2.38 acres
5. Stormwater Runoff Regulations
   - Detention Requirements: Yes, COA
   - Water Quality Requirements
     - City of Austin - Sedimentation / filtration ponds required.
6. Zoning and Use Restrictions (per City of Austin LDA)
   - Zoning District:
   - Building Setbacks: 25 feet from residential uses
   - Activity Facility Setbacks: 50 feet from residential uses
   - Building Coverage: None
   - Building Height: None



Bridge Point Elementary School

Bridge Point Elementary

Existing Site

Building to be Removed

Main Entry

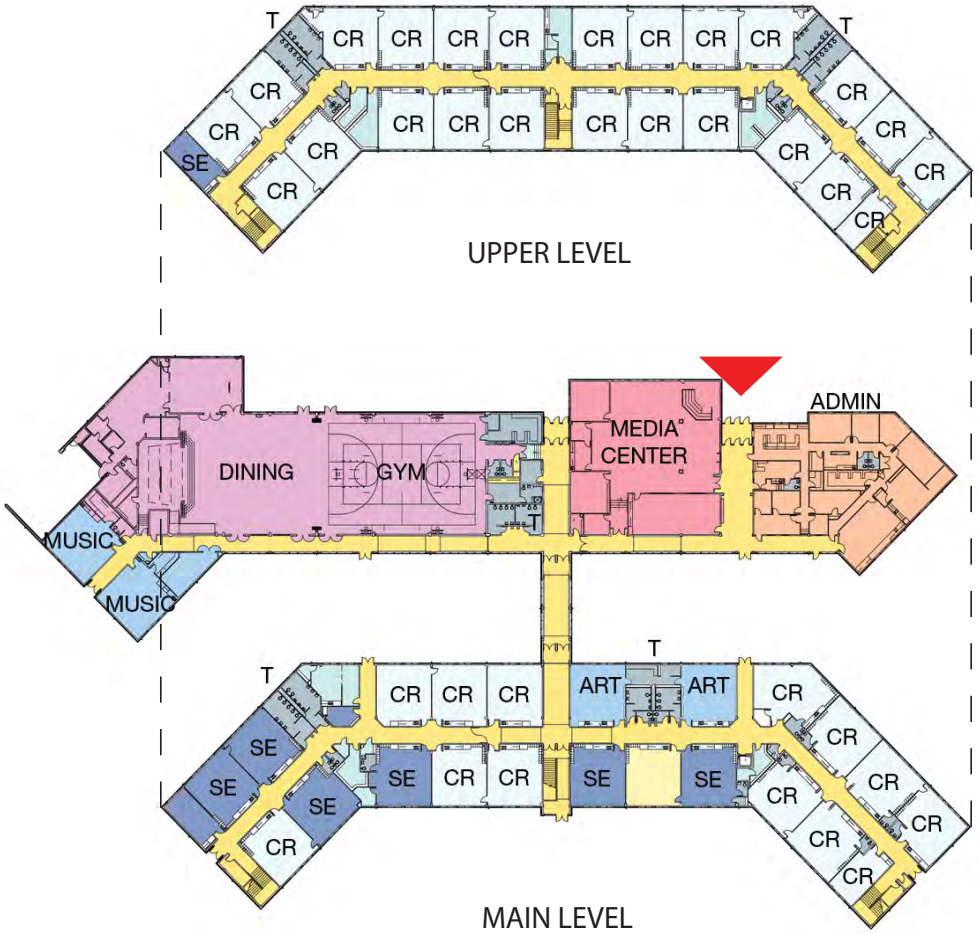
Secondary Entry

Service Entry

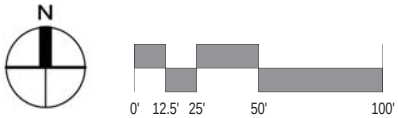
N

Bridge Point Elementary

Existing Utilization Plan



- Admininstration Staff
- Art/Music/Tech/FACS
- Assembly/Dining
- Circulation
- Classrooms
- Media Center/Computer
- Other
- Physical Education
- Science Labs
- Special Education
- Support
- District Wide Program Spaces



PRIORITIES: CEDAR CREEK ELEMENTARY SCHOOL

Big Priorities:

"Planned Expansion"

- Space for enrollment growth
- Space for larger groups
- Flexibility
- More Special Education space
- Larger office to allow for Nurse, Counselor
- Storage

SITE ANALYSIS
CEDAR CREEK ELEMENTARY

CEDAR CREEK ELEMENTARY SCHOOL

Basic Data:

- Acreage: 12.84 Acres
- Year acquired by the District: 1978
- Municipal Jurisdiction: City of Austin (Full Purpose Annexed Area)

Description of Existing Facilities: Elementary School, two playfields, playground, parking

Site Development Constraints:

Physical Constraints:

- Flood Prone Areas: Yes, within intermittent stream.
- Topography (steep slopes): No.
- Vehicular Access: Two driveways onto Pinnacle Street and one driveway onto Walsh Tarlton
- Utility Easements: Drainage easement for floodplain.

Regulatory Constraints:

1. Creek and Stream Restriction: Yes, per Land Development Agreement (LDA) between the Eanes ISD and the City of Austin, and Federal 404 requirements.
2. Jurisdictional Waters of the U.S.: Yes, within intermittent stream.
   - Floodplain Determination: Not studied but present along intermittent stream.
   - Creek Setbacks (per Land Development Agreement (LDA) between the Eanes ISD and the City of Austin).
     - Watershed: Eanes Creek (Water Supply Suburban)
     - Waterway Classification: Intermediate (320 acres)
     - Critical Water Quality Zone: Minor Waterway (Width from creek centerline = 50 feet)
     - Water Quality Transition Zone: (Width from CWQZ = 100 feet)
3. Topography - Slope Restrictions
   - Uplands Area with slopes of 15% to 25%
     Restriction: Allowable impervious cover is 10% (See Note 1)
   - Uplands Area with slopes of 25% to 35%
     Restriction: (See Note 1)
   - Uplands Area with slopes greater than 35%
     Restriction: (See Note 1)
4. Impervious Cover Restrictions
   - Allowable Impervious Cover
     Restriction: Allowable impervious cover is 50% of the Net Site Area or 60% with transfers (See Note 1)
     - Allowable IC = 0.50 x 3.86 acres
     - Allowable IC = 1.93 acres

     Restriction: Allowable impervious cover is 18% if the Water Quality Transition Zone
     - Allowable IC = 0.18 x 8.33 acres
     - Allowable IC = 1.50 acres
   - Existing Impervious Cover
     - Uplands Zone = 0.53 acres
     - WQTZ = 2.91 acres
     - Critical Zone = 0.03 acres
   - Unused Allowable Impervious Cover
     - Uplands Zone: 1.93 - 0.53 = 1.40 acres
     - WQTZ" 1.50 - 2.91 = (1.41) acres (NONE)
     - Critical Zone = 0.00 - 0.03 = (0.03) acres (NONE)
5. Stormwater Runoff Regulations
   - Detention Requirements: Yes, COA
   - Water Quality Requirements
     - City of Austin - Sedimentation / filtration ponds required.
6. Zoning and Use Restrictions (per City of Austin LDA)
   - Zoning District:
   - Building Setbacks: 25 feet from residential uses
   - Activity Facility Setbacks: 50 feet from residential uses
   - Building Coverage: None
   - Building Height: None

Cedar Creek Elementary School

Cedar Creek Elementary

Existing Site

Building to be Removed

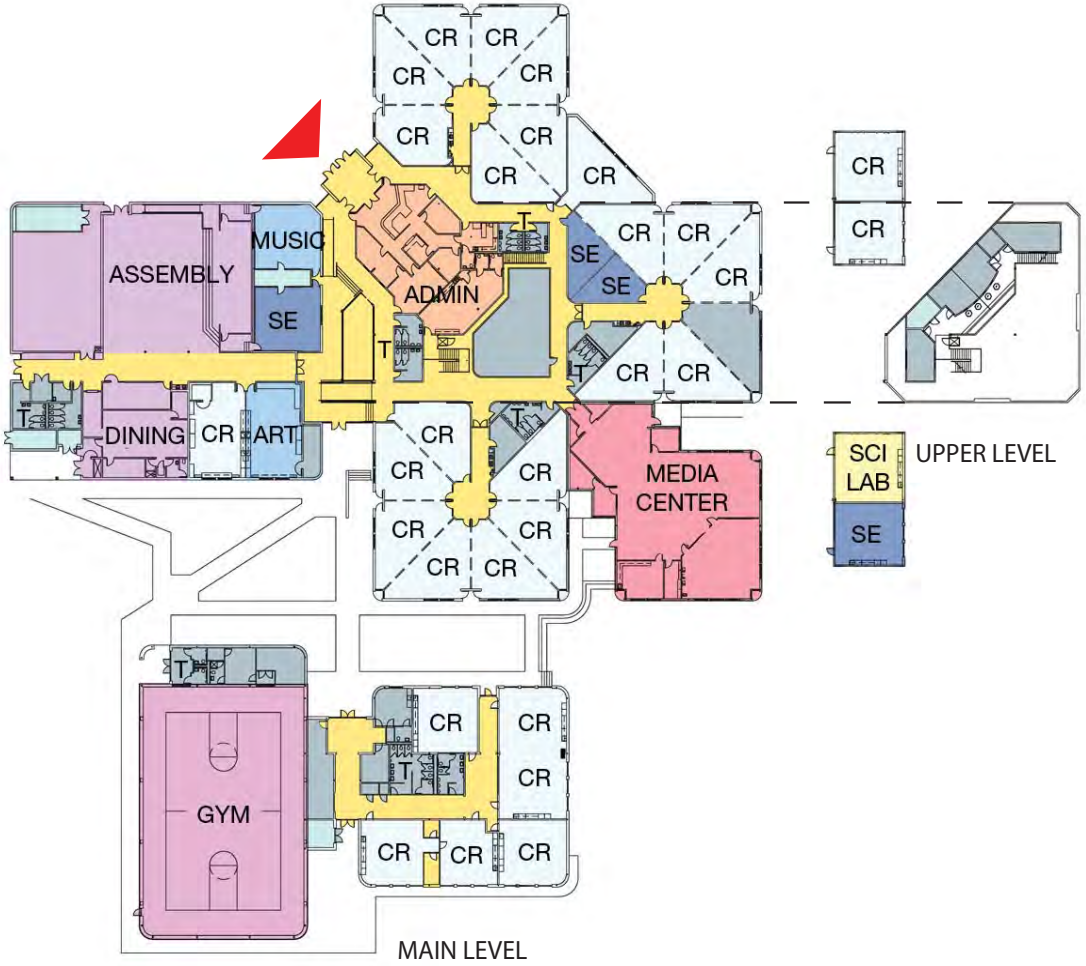
Main Entry

Secondary Entry

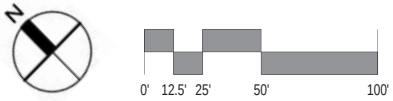
Service Entry

Cedar Creek Elementary

Existing Utilization Plan



- Admininstration Staff
- Art/Music/Tech/FACS
- Assembly/Dining
- Circulation
- Classrooms
- Media Center/Computer
- Other
- Physical Education
- Science Labs
- Special Education
- Support
- District Wide Program Spaces



PRIORITIES: EANES ELEMENTARY SCHOOL

Big Priorities:

"Site and Community"

- Sunlight
- Permanent vs. Portables
- Collaborative spaces
- Growth!
- Focus on specific needs
- Constant display of Texas' natural beauty
- Outdoors / nature
- Palette for change…and opportunity
- Vertical integration and collaboration
- Campus allows constant movement of its stakeholders

SITE ANALYSIS
EANES ELEMENTARY

EANES ELEMENTARY SCHOOL

Basic Data:

- Acreage: 16.83 Acres
- Municipal Jurisdiction: City of Westlake Hills

Description of Existing Facilities: Elementary School, two playfields, turf playgrounds, parking

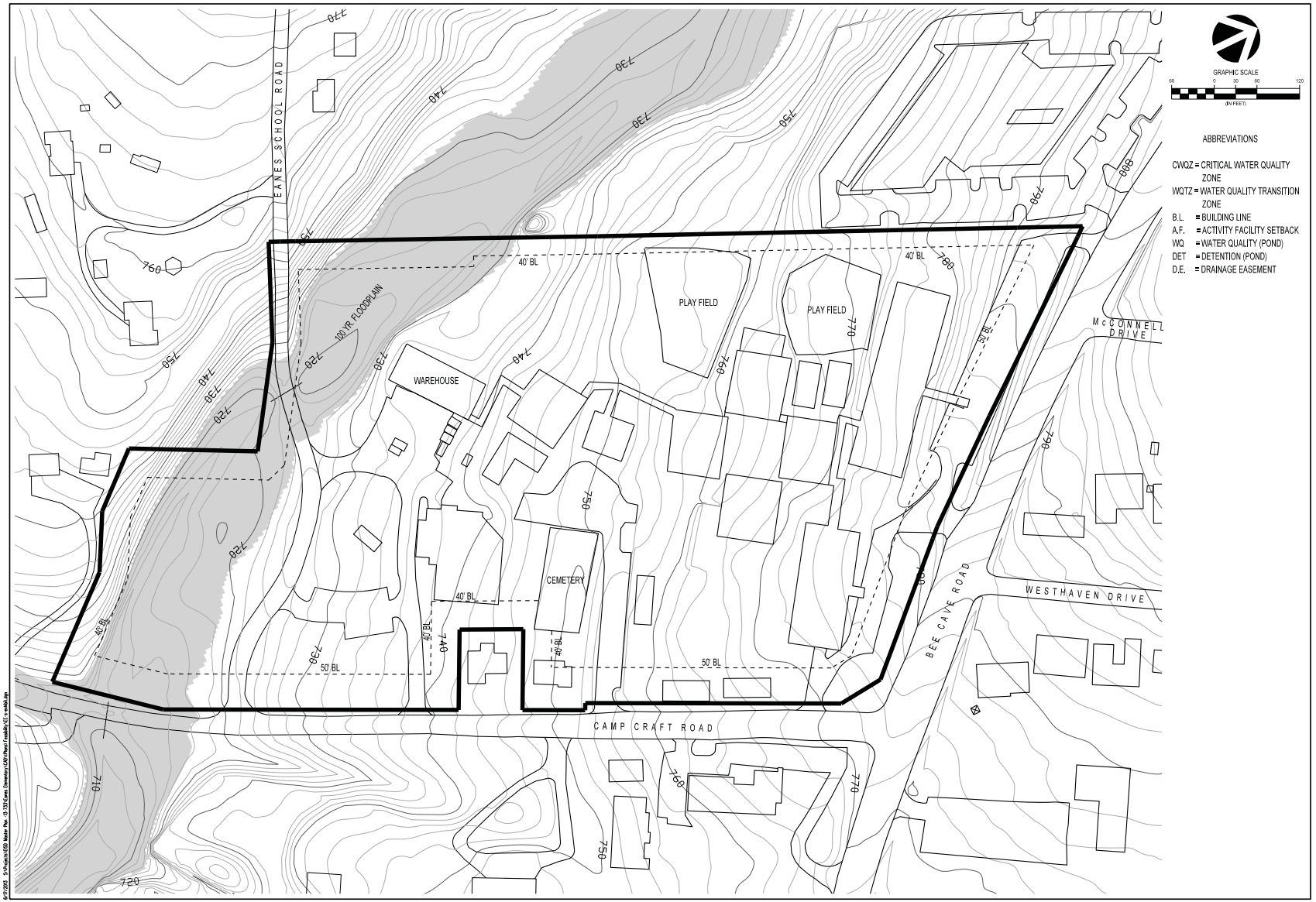
Site Development Constraints:

Physical Constraints:

- Flood Prone Areas: Yes, within intermittent stream.
- Topography (steep slopes): Yes, slopes exceed 15% along stream banks.
- Vehicular Access: Driveways onto Bee Cave Road and Camp Craft Road.
- Utility Easements: Water line easement through the site.
- Other Constraints: Cemetery within the property.

Regulatory Constraints:

1. Creek and Stream Restriction: Yes, per Federal 404 requirements.
2. Jurisdictional Waters of the U.S.: Yes, within intermittent stream.
   - Floodplain Determination: Not studied but present along intermittent stream.
   - Creek Setbacks - none.
3. Topography - Slope Restrictions - none.
4. Impervious Cover Restrictions
   - Allowable Impervious Cover
     Restriction: Allowable impervious cover is 35 to 47% of the Site Area (subject to meeting specified standards)
     - Allowable IC = 0.35 x 16.83 acres
     - Allowable IC = 5.89 to 7.91 acres
   - Existing Impervious Cover
     - Ex. IC = 4.1 acres; = 24.4%
   - Unused Allowable Impervious Cover
     - 5.89 - 4.10 = 1.79 acres (based on 35% allowable)
     - 7.91 - 4.10 = 3.81 acres (based on 47% allowable)
5. Stormwater Runoff Regulations
   - Detention Requirements: Yes
   - Water Quality Requirements
     - Texas Commission on Environmental Quality (TCEQ) Edwards Aquifer Regulations - Water quality controls required to remove 80% of the increase in pollutant loadings above existing conditions.
6. Zoning and Use Restrictions (per City of Austin LDA)
   - Zoning District: GUI
   - Building Setbacks: 40 feet from residential uses
   - Activity Facility Setbacks: None
   - Building Coverage:
   - Building Height: 30 feet



Eanes Elementary School

Eanes Elementary

Existing Site

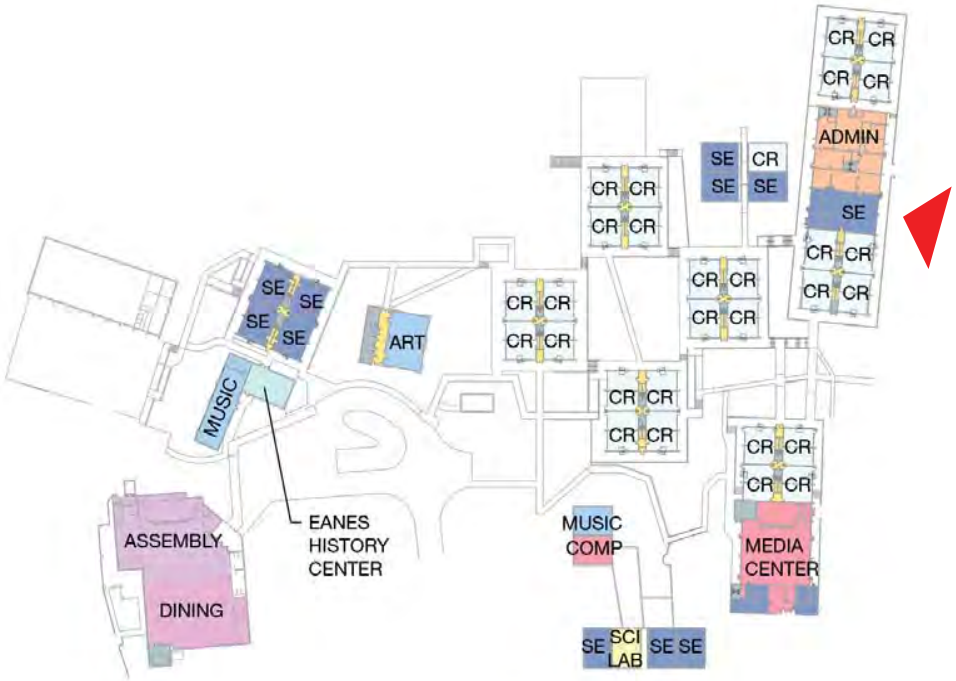
Building to be Removed

Main Entry

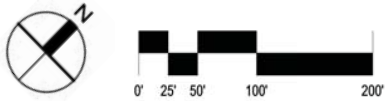
Secondary Entry

Service Entry

Eanes Elementary
Existing Utilization Plan



- Admininstration Staff
- Art/Music/Tech/FACS
- Assembly/Dining
- Circulation
- Classrooms
- Media Center/Computer
- Other
- Physical Education
- Science Labs
- Special Education
- Support
- District Wide Program Spaces



PRIORITIES: FOREST TRAIL ELEMENTARY SCHOOL

Big Priorities:

- "Room to Grow"
- Flexibility
  - Furniture /Fixtures
  - Spaces
- Storage
- Accessibility
- Parking and traffic flow
- Plumbing
- Less remote main spaces such as library, cafeteria
- Aesthetics

SITE ANALYSIS
VALLEY VIEW AND FOREST TRAIL ELEMENTARY

VALLEY VIEW AND FOREST TRAIL SCHOOLS

Basic Data:

- Acreage: 24.84 Acres
- Municipal Jurisdiction: City of Westlake Hills

Description of Existing Facilities: Elementary School, playfields, parking

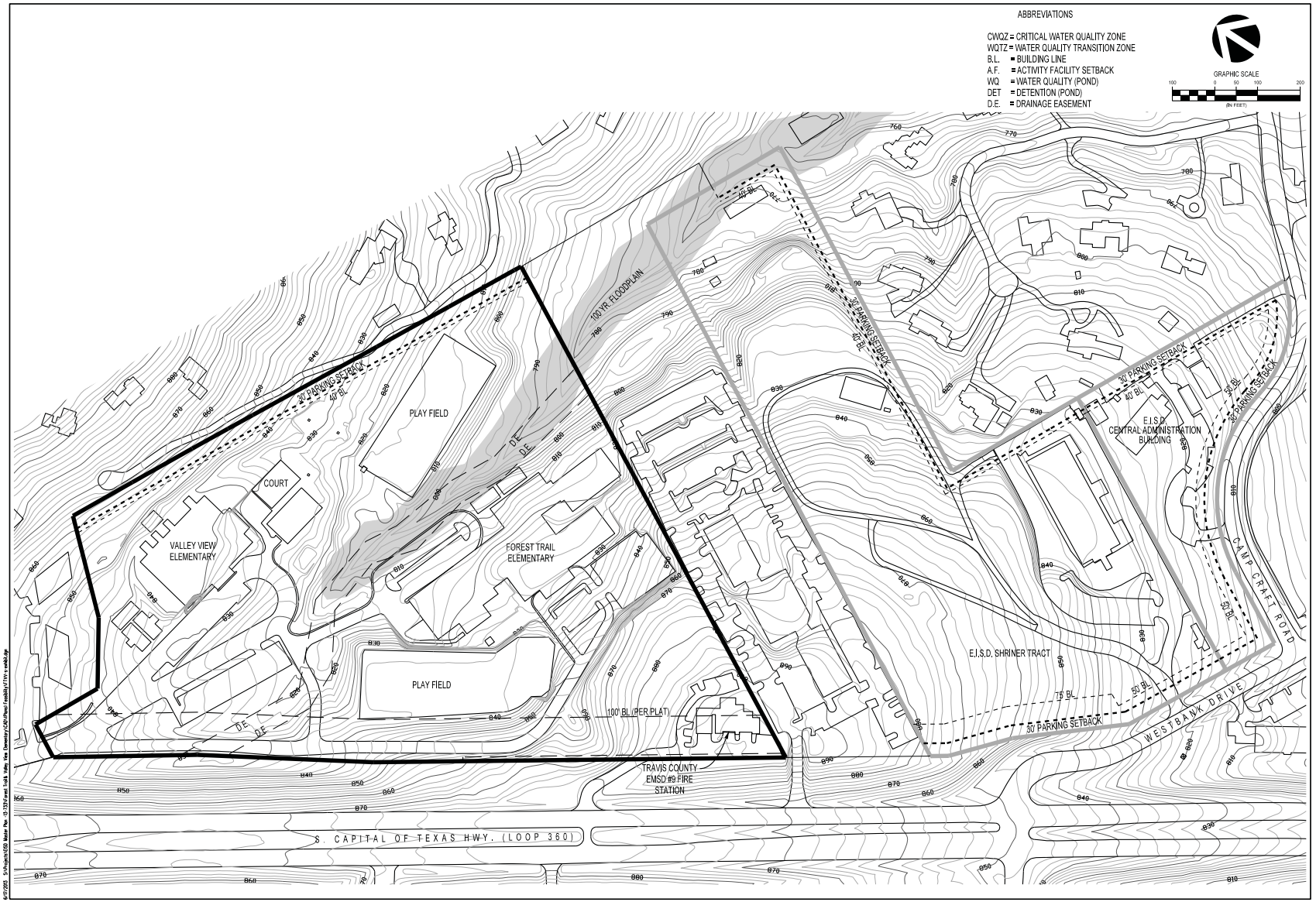
Site Development Constraints:

Physical Constraints:

- Flood Prone Areas: Yes, within intermittent stream.
- Topography (steep slopes): Yes, slopes exceed 15% within the site and along stream banks.
- Vehicular Access: One shared driveway onto Loop 360.
- Utility Easements: Drainage easement for floodplain.

Regulatory Constraints:

1. Creek and Stream Restriction: Yes, per City of Westlake Hills Code of Regulation and Federal 404 requirements.
2. Jurisdictional Waters of the U.S.: Yes, within intermittent stream.
   - Floodplain Determination: Not studied but present along intermittent stream.
   - Creek Setbacks - none.
3. Topography - Slope Restrictions - none.
4. Impervious Cover Restrictions
   - Allowable Impervious Cover
     Restriction: Allowable impervious cover is 35 to 47% of the Site Area (subject to meeting specified standards)
     - Allowable IC = 0.35 x 28.84 acres
     - Allowable IC = 10.09 to 13.55 acres
   - Existing Impervious Cover
     - Ex. IC = 11.55 acres; = 40.0%
   - Unused Allowable Impervious Cover
     - 10.09 - 11.55 = (1.46) acres (NONE, based on 35% allowable)
     - 13.55 - 11.55 = 2.00 acres (based on 47% allowable)
5. Stormwater Runoff Regulations
   - Detention Requirements: Yes
   - Water Quality Requirements
     - Texas Commission on Environmental Quality (TCEQ) Edwards Aquifer Regulations - Water quality controls required to remove 80% of the increase in pollutant loadings above existing conditions.
6. Zoning and Use Restrictions (per City of Austin LDA)
   - Zoning District: GUI
   - Building Setbacks: 40 feet from residential uses
   - Activity Facility Setbacks: None
   - Building Coverage:
   - Building Height: 30 feet



Valley View and Forest Trails Elementary Schools

Forest Trail Elementary

Existing Site

Property Line

Building to be Removed

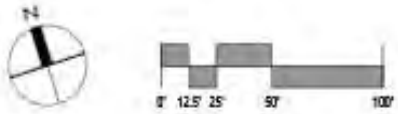
Main Entry

Secondary Entry

Service Entry

Forest Trail Elementary
Existing Utilization Plans

- Admininstration Staff
- Art/Music/Tech/FACS
- Assembly/Dining
- Circulation
- Classrooms
- Media Center/Computer
- Other
- Physical Education
- Science Labs
- Special Education
- Support
- District Wide Program Spaces



PRIORITIES: VALLEY VIEW ELEMENTARY SCHOOL

Big Priorities:

- More flexible space and furniture
- Facilities improved for health and nutrition
- Facilities improved for students' experiences.
- Outside play and outdoor learning opportunities
- Positive environment for learning: light, power, technology, safety, etc.

Valley View Elementary

Existing Site

Building to be Removed

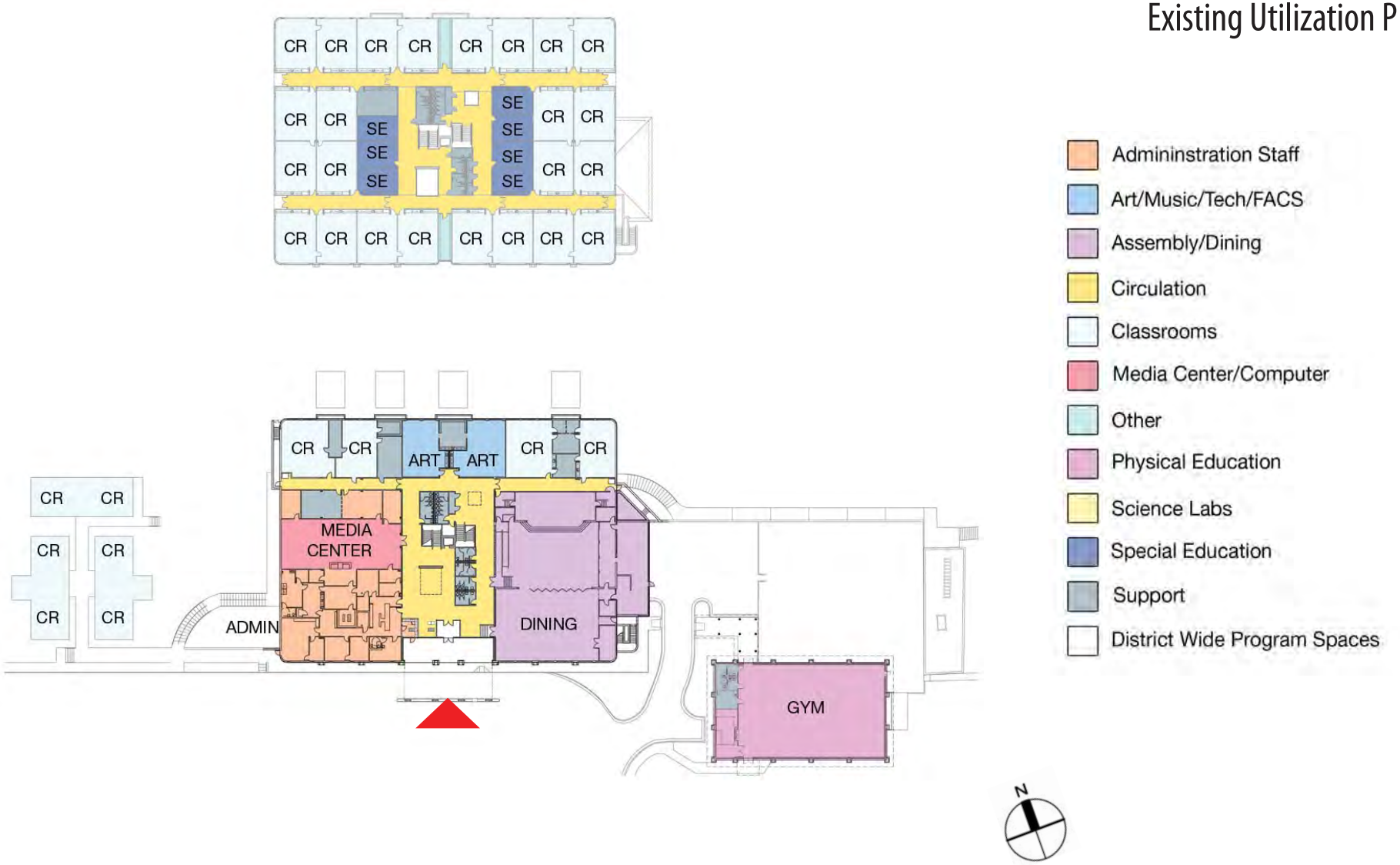
Main Entry

Secondary Entry

Service Entry

Valley View / New Forest Trail Elementary

Existing Utilization Plan



PRIORITIES: HILL COUNTRY MIDDLE SCHOOL

Big Priorities:

Varied spaces for individuals and groups
  - Learning spaces
  - Flexible collaboration space
- Welcoming entry and less crowding in halls
- Planned expansion for Art/Music/Drama facilities
- Food service - Add areas for outside eating
- Storage space
- Traffic control (Street)
- Parking and service access

SITE ANALYSIS
HILL COUNTRY MIDDLE SCHOOL

HILL COUNTRY MIDDLE SCHOOL

Basic Data:

- Acreage: 19.04 Acres
- Year acquired by the District: 1975
- Municipal Jurisdiction: City of Austin (ETJ)

Description of Existing Facilities: Middle School, turf competition field and track, playfield, tennis courts, parking

Site Development Constraints:

Physical Constraints:

- Flood Prone Areas: Yes, within intermittent stream.
- Topography (steep slopes): Yes, slopes exceed 15% within the site and along stream banks.
- Vehicular Access: Driveways onto Walsh Tarlton and private driveway onto Dusky Thrush over low water crossing.
- Utility Easements: None known.

Regulatory Constraints:

1. Creek and Stream Restriction: Yes, per Land Development Agreement (LDA) between the Eanes ISD and the City of Austin, and Federal 404 requirements.
2. Jurisdictional Waters of the U.S.: Yes, within intermittent stream.
   - Floodplain Determination: Not studied but present along intermittent stream.
   - Creek Setbacks - (per Land Development Agreement (LDA) between the Eanes ISD and the City of Austin).
   - Watershed: Eanes Creek
   - Waterway Classification: Minor (64 to 320 acres)
   - Critical Water Quality Zone:
     - Width from creek centerline = 200 feet; area = 4.52 acres
3. Topography - Slope Restrictions
   - Uplands Area with slopes of 15% to 25%
     Restriction: Allowable impervious cover is 10% (See Note 1)
   - Uplands Area with slopes of 25% to 35%
     Restriction: (See Note 1)
   - Uplands Area with slopes greater than 35%
     Restriction: (See Note 1)
4. Impervious Cover Restrictions
   - Allowable Impervious Cover
     Restriction: Allowable impervious cover is 50% of the Net Site Area or 60% with transfers (See Note 1)
     - Allowable IC (50%) = 0.50 x 7.33 acres; = 3.66 acres
     - Allowable IC (60%) = 0.60 x 7.33 acres; = 4.40 acres
   - Existing Impervious Cover
     - Uplands Zone = 3.39 acres
     - WQTZ = 3.43 acres
   - Unused Allowable Impervious Cover
     - Uplands Zone:
       - 3.66-3.39 = 0.27 acres (based on 50% allowable)
       - 4.40-3.39 = 1.01 acres (based on 60% allowable)
       - WQTZ = 1.16 - 3.43 = (2.27) acres, NONE
5. Stormwater Runoff Regulations
   - Detention Requirements: Yes
   - Water Quality Requirements
     - City of Austin - Sedimentation / filtration required.
6. Zoning and Use Restrictions (per City of Austin LDA)
   - Zoning District: NA
   - Building Setbacks: 25 feet from residential uses
   - Activity Facility Setbacks: 50 feet from residential uses
   - Building Coverage: None
   - Building Height: None (outside the City's zoning jurisdiction)

Hill Country Middle School

Hill Country Middle School

Existing Site

Building to be Removed

Main Entry

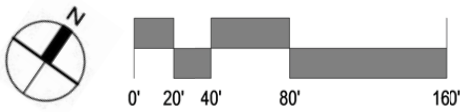
Secondary Entry

Service Entry

Hill Country Middle School

Existing Utilization Plan

- Admininstration Staff
- Art/Music/Tech/FACS
- Assembly/Dining
- Circulation
- Classrooms
- Media Center/Computer
- Other
- Physical Education
- Science Labs
- Special Education
- Support
- District Wide Program Spaces



PRIORITIES: WEST RIDGE MIDDLE SCHOOL

Big Priorities:

Flexibility
- Student learning
- Adult learning
- Student creativity
- Creative / flexible use of indoor / outdoor space
- Furniture
- Storage

Delivery of Student Programs
- Enrichment opportunities – Expanded space for Art/ Music/Drama
- Adequate and appropriate space
- Safety

Technology
- Infrastructure to support 1:1 techonology and other tools

SITE ANALYSIS
WEST RIDGE MIDDLE SCHOOL

WEST RIDGE MIDDLE SCHOOL

Basic Data:

- Acreage: 41.04 Acres
- Municipal Jurisdiction: City of Austin (ETJ)

Description of Existing Facilities: Middle School, turf competition field and track, two playfields, tennis courts, parking

Site Development Constraints:

Physical Constraints:

- Flood Prone Areas: Yes, within intermittent stream.
- Topography (steep slopes): Yes, slopes exceed 15% within the site and along stream banks.
- Vehicular Access: Scenic Bluff Drive (public) and private driveway connecting the school to Barton Creek Elementary School.
- Utility Easements: None known.

Regulatory Constraints:

1. Creek and Stream Restriction: Yes, per Land Development Agreement (LDA) between the Eanes ISD and the City of Austin, and Federal 404 requirements.
2. Jurisdictional Waters of the U.S.: Yes, within intermittent stream.
   - Floodplain Determination: Not studied but present along intermittent stream.
   - Creek Setbacks - (per Land Development Agreement (LDA) between the Eanes ISD and the City of Austin).
   - Watershed: Barton Creek (Barton Springs Zone)
   - Waterway Classification: Minor (64 to 320 acres)
   - Critical Water Quality Zone:
     - Width from creek centerline = 50 feet; area = 1.38 acres
   - Water Quality Transition Zone:
     - Width from CWQZ = 100 feet; area = 2.76 acres
3. Topography - Slope Restrictions
   - Uplands Area with slopes of 15% to 25%
     Restriction: Allowable impervious cover is 10% (See Note 1)
   - Uplands Area with slopes of 25% to 35%
     Restriction: (See Note 1)
   - Uplands Area with slopes greater than 35%
     Restriction: (See Note 1)
4. Impervious Cover Restrictions
   - Allowable Impervious Cover
     Restriction: Allowable impervious cover is 25% of the Net Site Area (See Note 1)
     - Allowable IC = 0.25 x 34.73 acres; = 8.68 acres
   - Existing Impervious Cover
     - Ex. IC = 8.65 acres
   - Unused Allowable Impervious Cover
     - 8.68-8.65 = 0.03 acres
5. Stormwater Runoff Regulations
   - Detention Requirements:
   - Water Quality Requirements
     - City of Austin - SOS Non-degradation water quality controls required for redevelopment of the property
     - Texas Commission on Environmental Quality (TCEQ) Edwards Aquifer Regulations - Water quality controls required to remove 80% of the increase in pollutant loadings above existing conditions.
6. Zoning and Use Restrictions (per City of Austin LDA)
   - Zoning District: NA
   - Building Setbacks: 25 feet from residential uses
   - Activity Facility Setbacks: 50 feet from residential uses
   - Building Coverage: None
   - Building Height: None (outside the City's zoning jurisdiction)

West Ridge Middle School

West Ridge Middle School

Existing Site

Building to be Removed

Main Entry

Secondary Entry

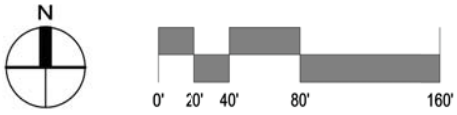
Service Entry

N

West Ridge Middle School

Existing Utilization Plan

- Admininstration Staff
- Art/Music/Tech/FACS
- Assembly/Dining
- Circulation
- Classrooms
- Media Center/Computer
- Other
- Physical Education
- Science Labs
- Special Education
- Support
- District Wide Program Spaces



PRIORITIES: WESTLAKE HIGH SCHOOL

Big Priorities:

"Collaborate, Create, Communicate"

- Clear main entry(ies)
- Student socializing and gathering
- Flexibility for variety of group sizes: furniture, spaces
- Outdoor learning opportunities
- Support for interdisciplinary learning
- Daylight
- Improved facilities for enriching opportunities: Robotics, Cheer, Wrestling, Band

SITE ANALYSIS
WESTLAKE HIGH SCHOOL

WESTLAKE HIGH SCHOOL-SOUTH FACILITIES
(GUNN AND BUCHANAN TRACTS)
Basic Data:

- Acreage: 15.26 Acres
- Year acquired by the District: 1985 and 1999
- Municipal Jurisdiction: City of Austin

Description of Existing Facilities: Practice field, softball field, tennis courts, tennis/softball building, portable classroom buildings, maintenance building, parking

Site Development Constraints:

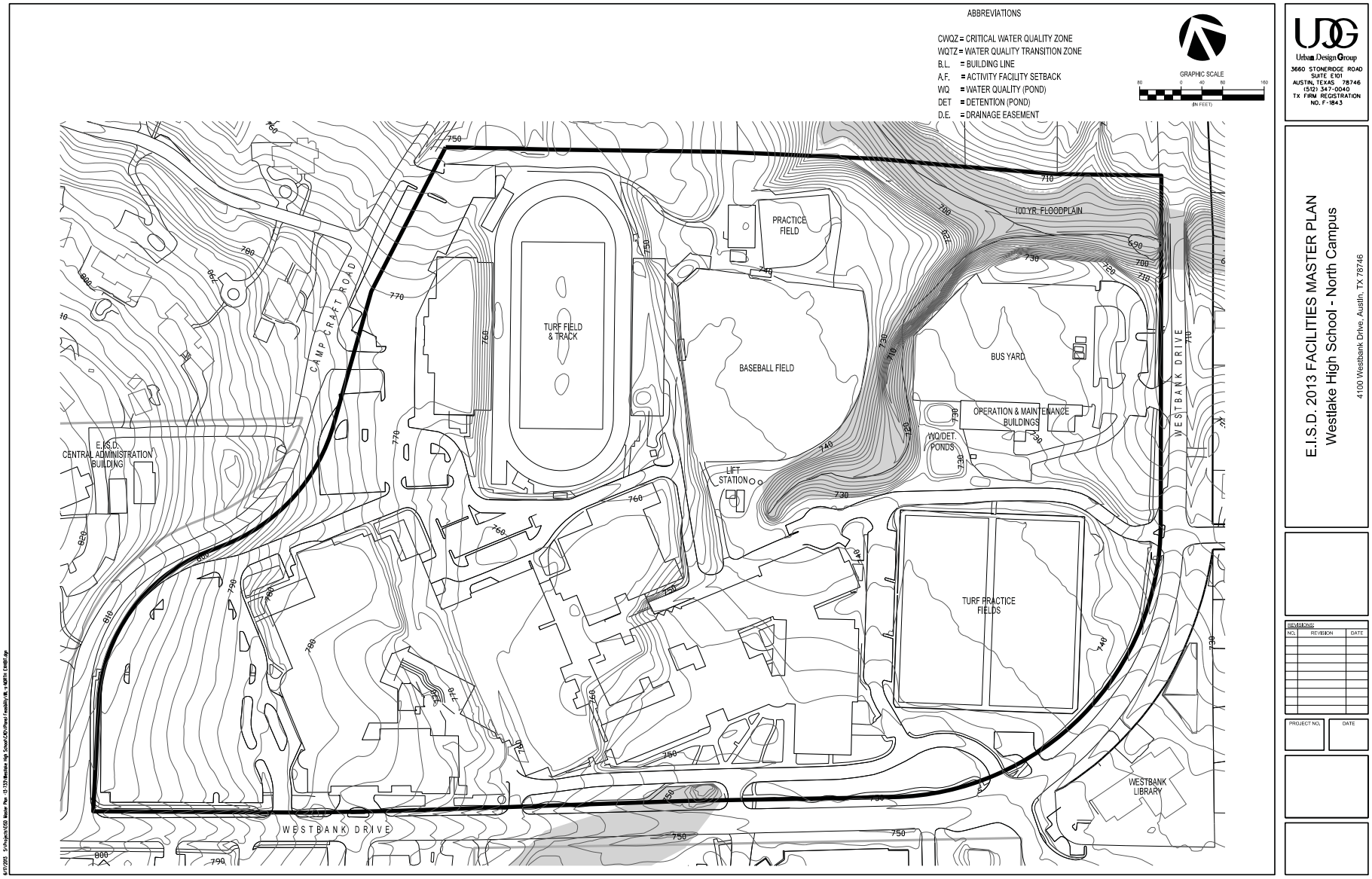
Physical Constraints:

- Flood Prone Areas: Yes, within intermittent stream.
- Topography (steep slopes): None.
- Vehicular Access: Driveways onto Westbank Drive.
- Utility Easements: Drainage easement for floodplain.

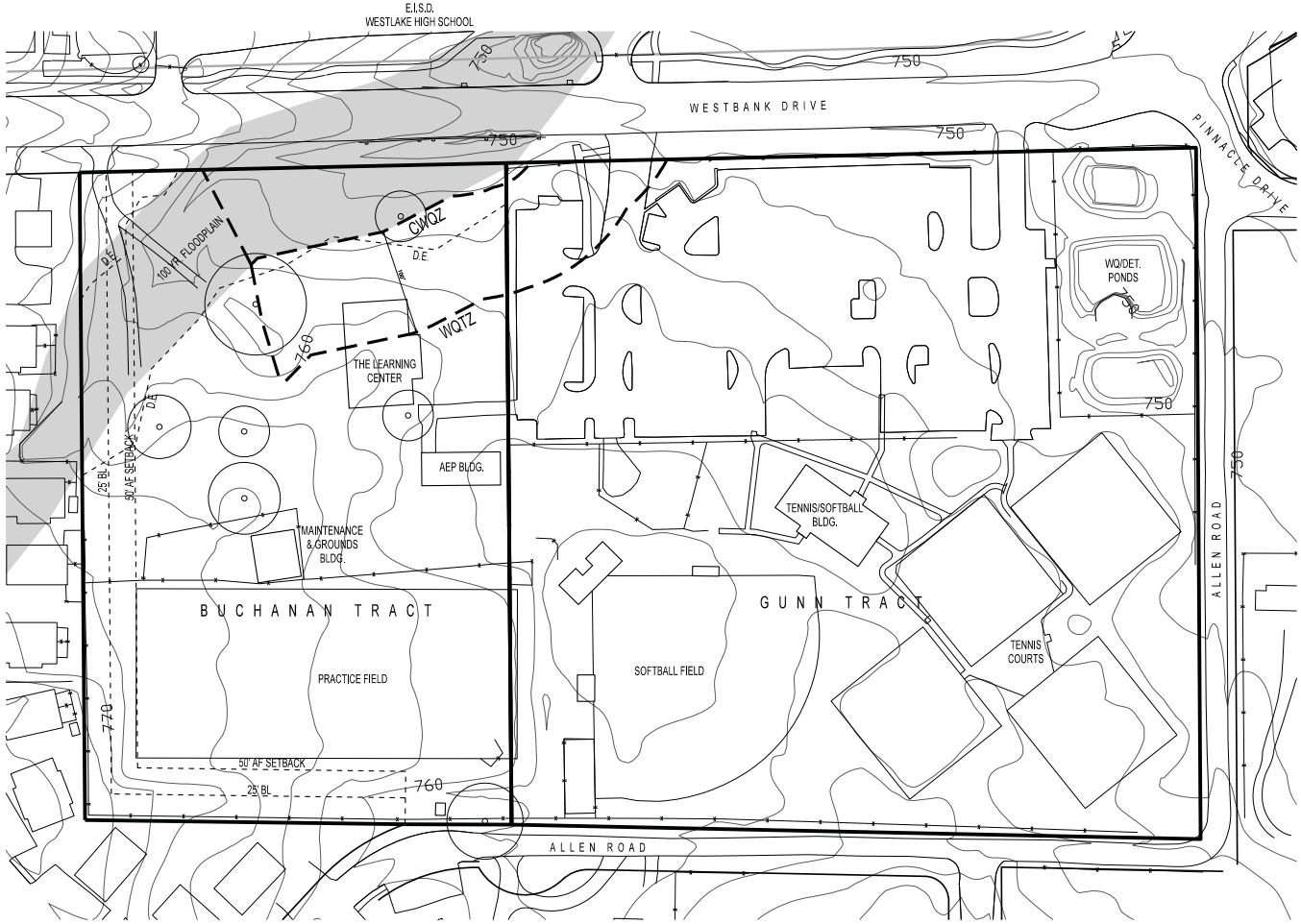
Regulatory Constraints:

1. Creek and Stream Restriction: Yes, per Land Development Agreement (LDA) between the Eanes ISD and the City of Austin, and Federal 404 requirements.
2. Jurisdictional Waters of the U.S.: Yes, within intermittent stream.
   - Floodplain Determination: Not studied but present along intermittent stream.
   - Creek Setbacks - (per Land Development Agreement (LDA) between the Eanes ISD and the City of Austin).
   - Watershed: Eanes Creek
   - Waterway Classification: Minor (64 to 320 acres)
   - Critical Water Quality Zone:
     - Width from creek centerline = 100 feet maximum; area = 0.364 acres
   - Water Quality Transition Zone:
     - Width from CWQZ = 100 feet; area = 0.872 acres
3. Topography - Slope Restrictions
   - Uplands Area with slopes of 15% to 25%
     Restriction: Allowable impervious cover is 10% (See Note 1)
   - Uplands Area with slopes of 25% to 35%
     Restriction: (See Note 1)
   - Uplands Area with slopes greater than 35%
     Restriction: (See Note 1)
4. Impervious Cover Restrictions
   - Allowable Impervious Cover
     Restriction: Allowable impervious cover is 50% of the Net Site Area or 60% with transfers (See Note 1)
     - Allowable IC (50%) = 0.50 x 14.026 acres; = 7.01 acres
     - Allowable IC (60%) = 0.60 x 14.026 acres; = 8.42 acres

     Restriction: Water Quality Transition zone allowable impervious cover is 18%.
     - Allowable IC (18%) = 0.18 x 0.872 acres; = 0.16 acres
   - Existing Impervious Cover
     - Uplands Zone = 4.22 acres
     - WQTZ = 0.20 acres
   - Unused Allowable Impervious Cover
     - Uplands Zone:
       - 7.01-4.22 = 2.79 acres (based on 50% allowable)
       - 8.42-4.22 = 4.20 acres (based on 60% allowable)
5. Stormwater Runoff Regulations
   - Detention Requirements: Yes
   - Water Quality Requirements
     - City of Austin - Sedimentation / filtration required
6. Zoning and Use Restrictions (per City of Austin LDA)
   - Zoning District: NA
   - Building Setbacks: 25 feet from residential uses
   - Activity Facility Setbacks: 50 feet from residential uses
   - Building Coverage: None
   - Building Height: NA



Westlake High School - North Campus



GRAPHIC SCALE
50 0 25 50 100
(IN FEET)

ABBREVIATIONS

CWQZ = CRITICAL WATER QUALITY ZONE
WQTZ = WATER QUALITY TRANSITION ZONE
B.L. = BUILDING LINE
A.F. = ACTIVITY FACILITY SETBACK
WQ = WATER QUALITY (POND)
DET = DETENTION (POND)
D.E. = DRAINAGE EASEMENT

TREES OVER 24" DIAMETER

Urban Design Group
3660 STONERIDGE ROAD
SUITE E101
AUSTIN, TEXAS 78746
(512) 347-0040
TX FIRM REGISTRATION
NO. F-1843

E.I.S.D. 2013 FACILITIES MASTER PLAN
Westlake High School - South Campus
1337 Westbank Drive, Austin, TX 78746

REVISIONS:

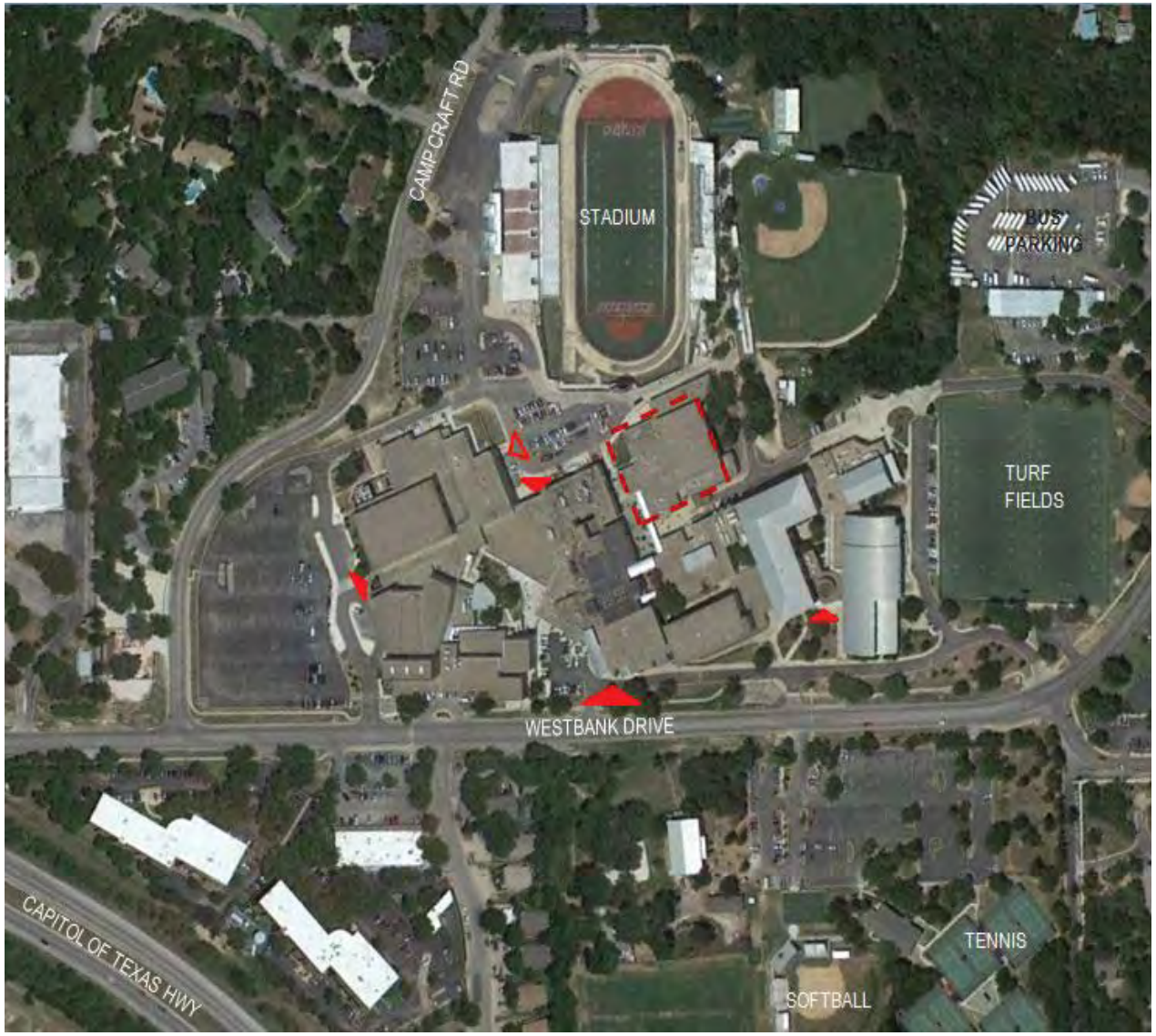
NO.	REVISION	DATE

PROJECT NO. | DATE

Westlake High School - South Campus

Westlake High School

Existing Site



Building to be Removed

Main Entry

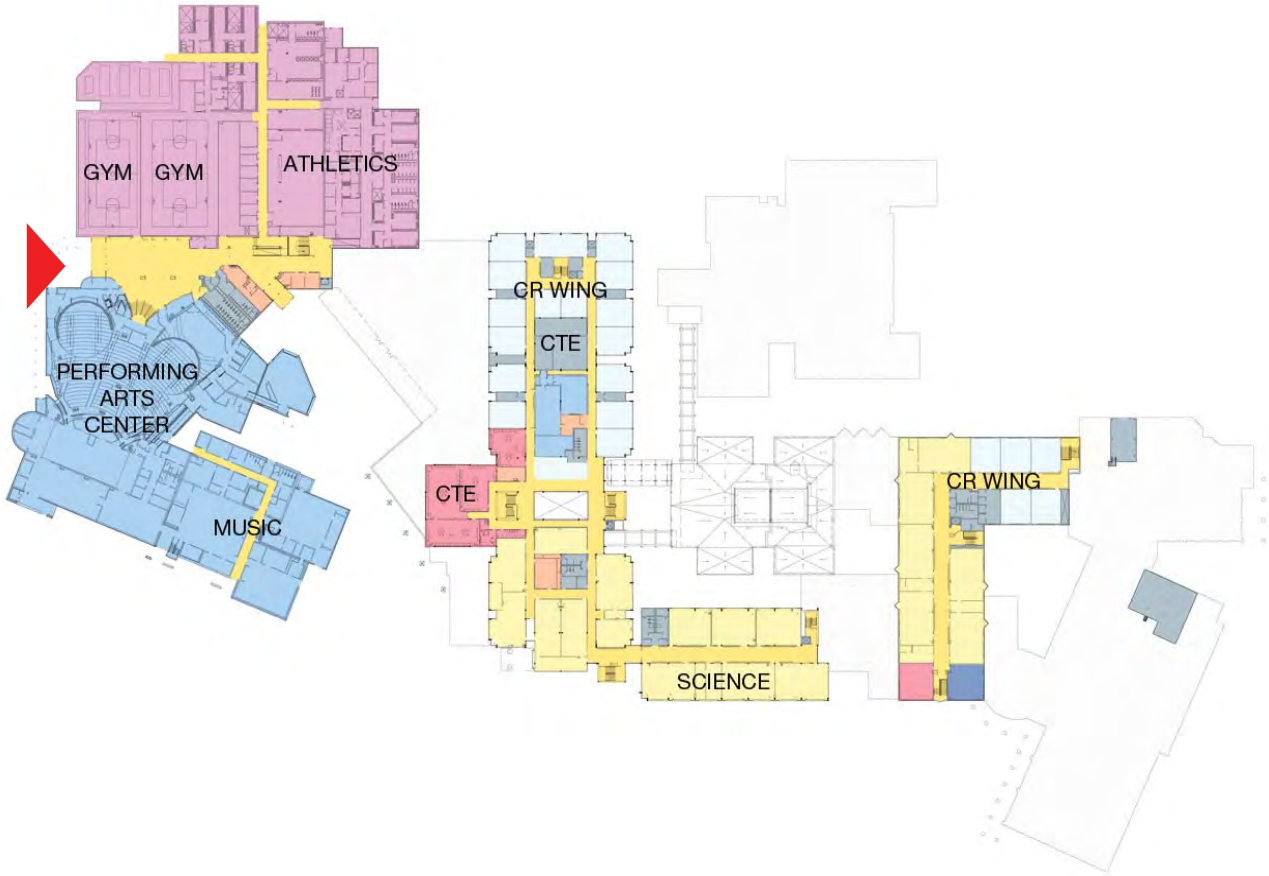
Secondary Entry

Service Entry

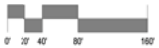
N

Westlake High School

Existing Utilization Plan-Upper Level



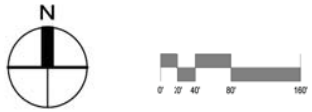
- Admininstration Staff
- Art/Music/Tech/FACS
- Assembly/Dining
- Circulation
- Classrooms
- Media Center/Computer
- Other
- Physical Education
- Science Labs
- Special Education
- Support
- District Wide Program Spaces



Westlake High School

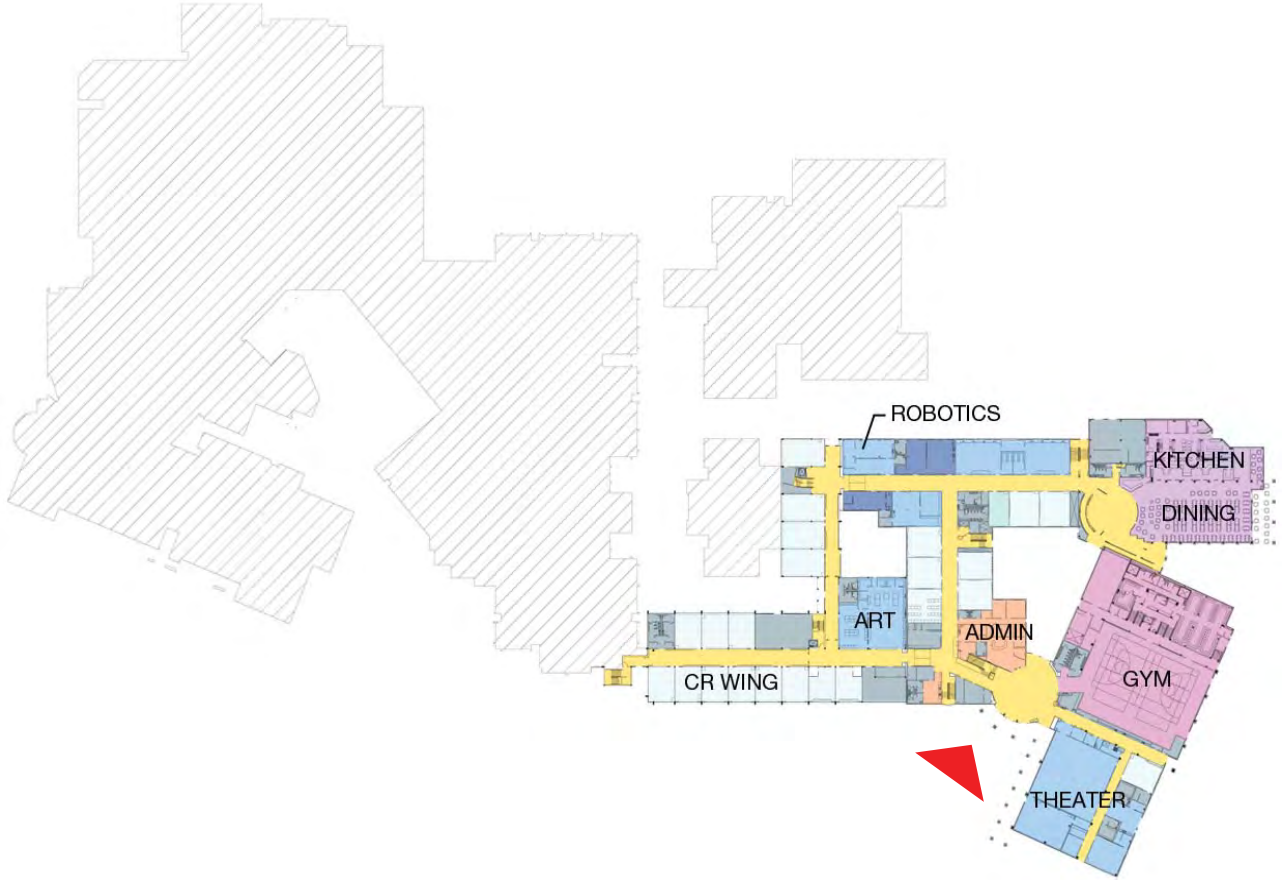
Existing Utilization Plan-Main Level

- Admininstration Staff
- Art/Music/Tech/FACS
- Assembly/Dining
- Circulation
- Classrooms
- Media Center/Computer
- Other
- Physical Education
- Science Labs
- Special Education
- Support
- District Wide Program Spaces

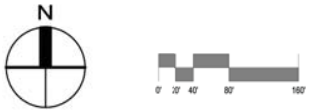


Westlake High School

Existing Utilization Plan-Lower Level



- Admininstration Staff
- Art/Music/Tech/FACS
- Assembly/Dining
- Circulation
- Classrooms
- Media Center/Computer
- Other
- Physical Education
- Science Labs
- Special Education
- Support
- District Wide Program Spaces



FACT SHEET:
NON-INSTRUCTIONAL FACILITIES
Other Educational Buildings

Adult Transition Services (ATS)

- Existing sf: 7,500
- Construction Date: 2012
- Features: Modular construction; favorite collaboration classroom
- Challenges: Overscheduled classroom
- Location: Directly northeast of Hill Country Middle School

Adult Transition Services

Alternative Education Program (AEP)

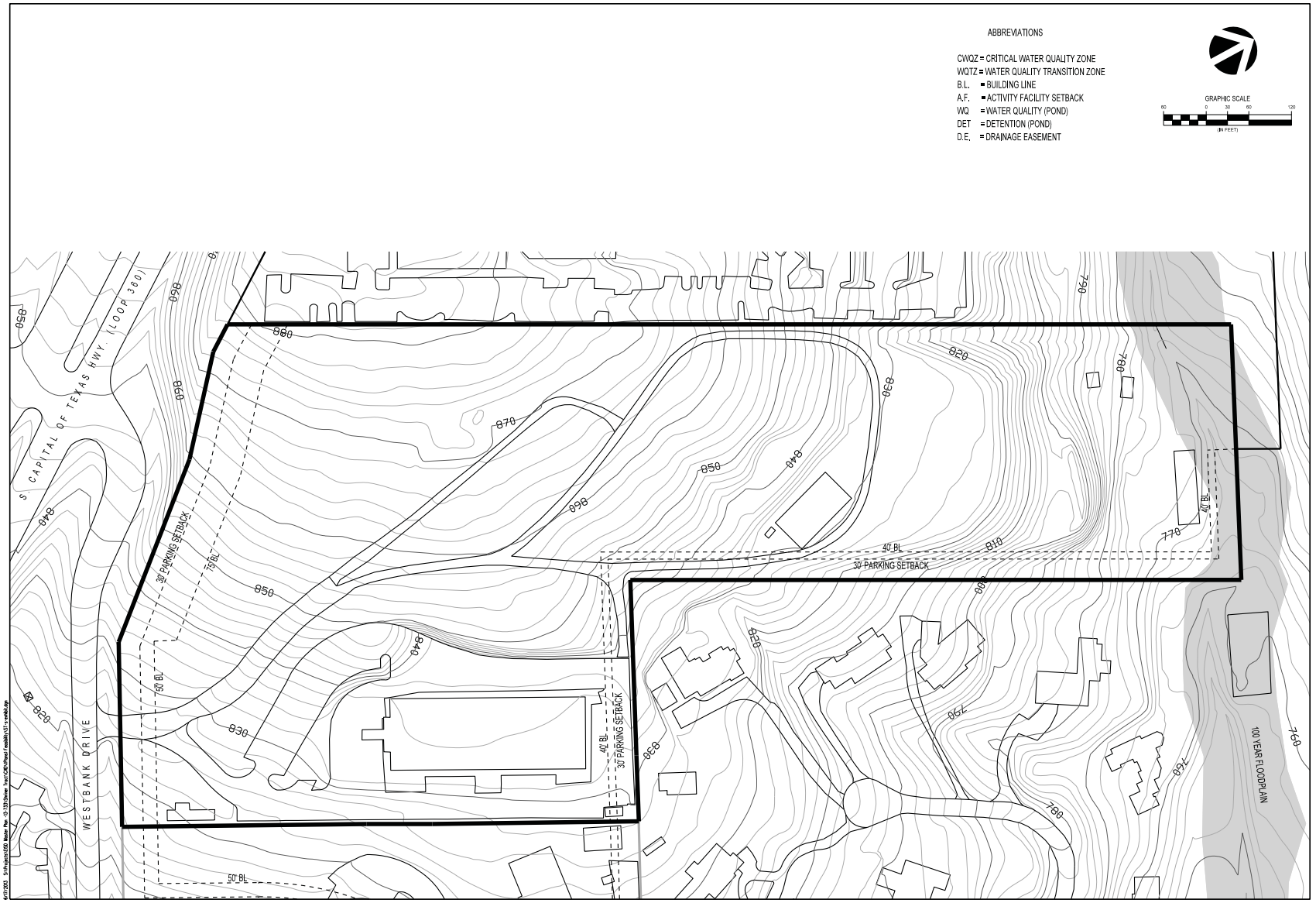
- Existing sf: 1,536
- Construction Date: 1973
- Features: Location separate from but near Westlake High School
- Challenges: Lightweight construction has shorter expected life-span
- Location: High School South Campus

Alternative Education Program

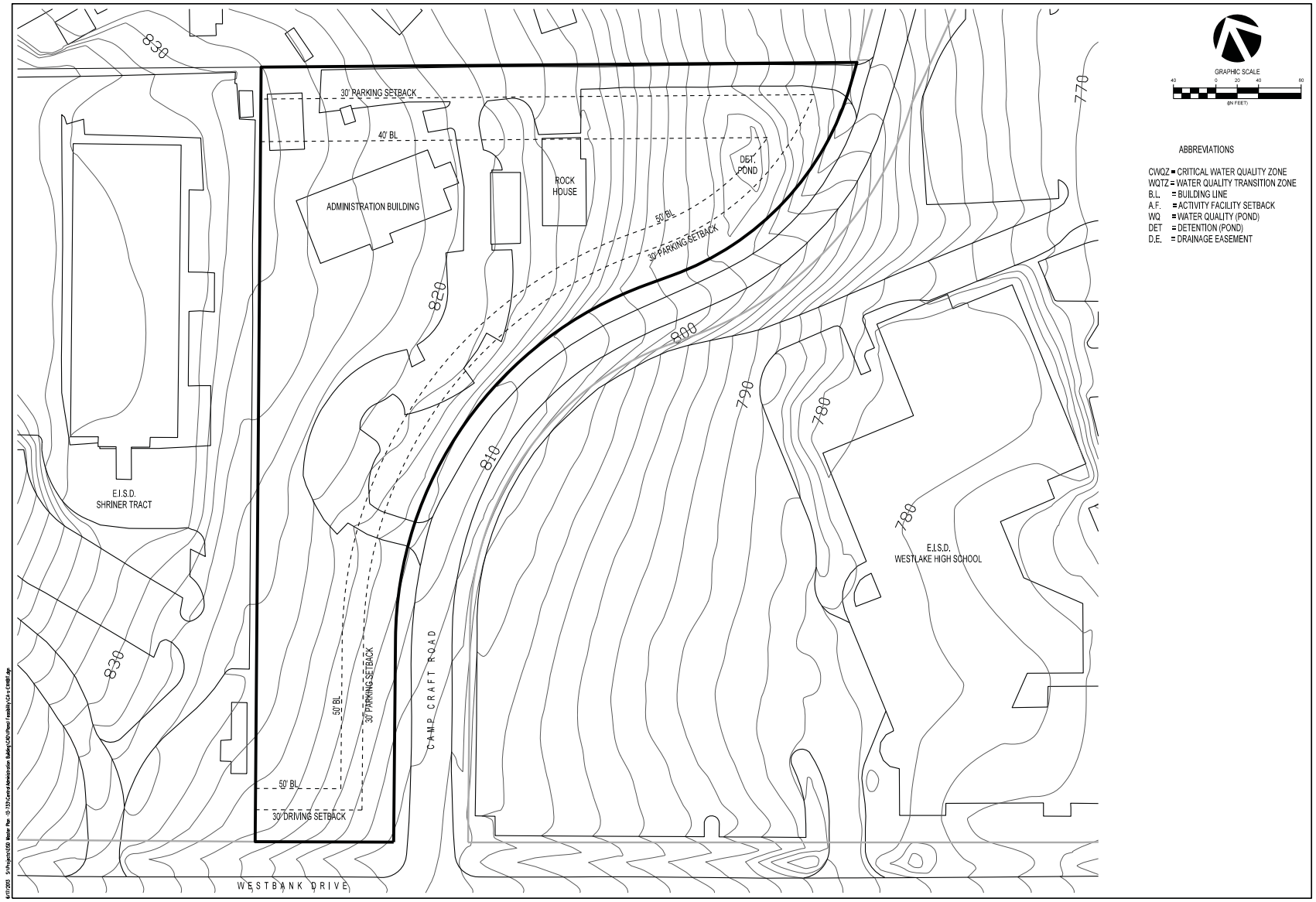
The Learning Center (TLC)

- Existing sf: 5,745
- Construction Date: 2007
- Features: Location separate from but near WHS; recent improvements to foundation
- Challenges: Lightweight construction has shorter expected life-span
- Location: High School South Campus

The Learning Center



Shriner Tract



Administration Site

PRIORITIES: NON-INSTRUCTIONAL FACILITIES

Administration Site

PRIORITIES

Administration Building

- Relocate Board Room to a building where a larger space is available
- Improve meeting and conference space
- Provide space for personnel located elsewhere
- Improve vestibule to allow building to be secured

Administration

Community Education and Foundation Offices

- Demolish Rock House
- Easy access for public
- Improved parking
- Provide new, central location for staff

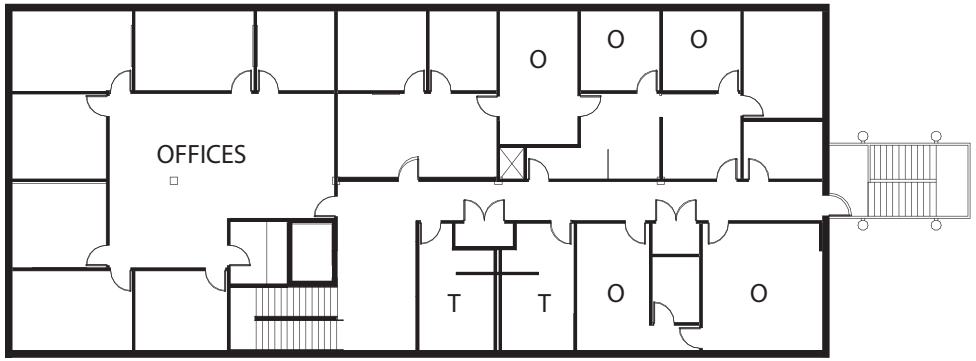
Rock House

Administration portables

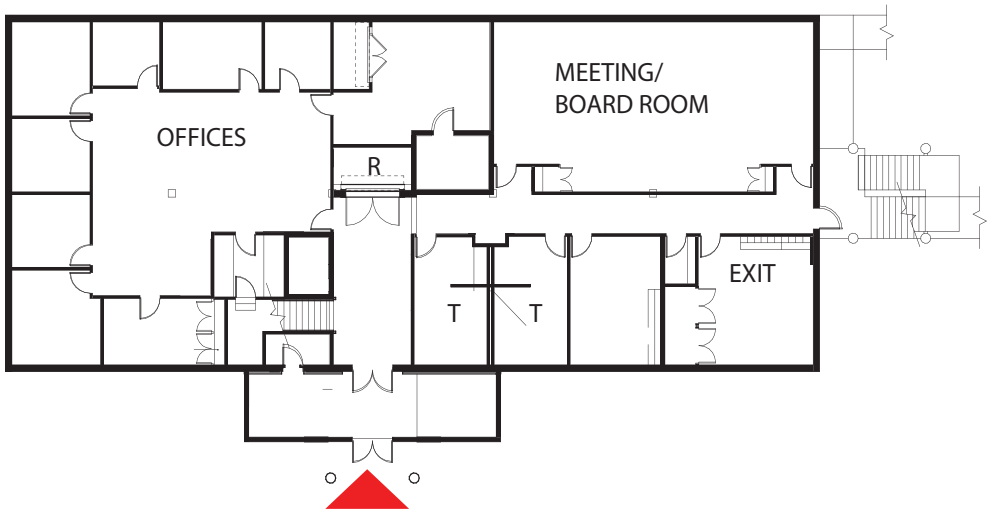
- Relocate staff to be with relocated departments in a District Support Center

Administration Portables

Central Administration
Existing Utilization



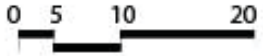
UPPER LEVEL



MAIN LEVEL

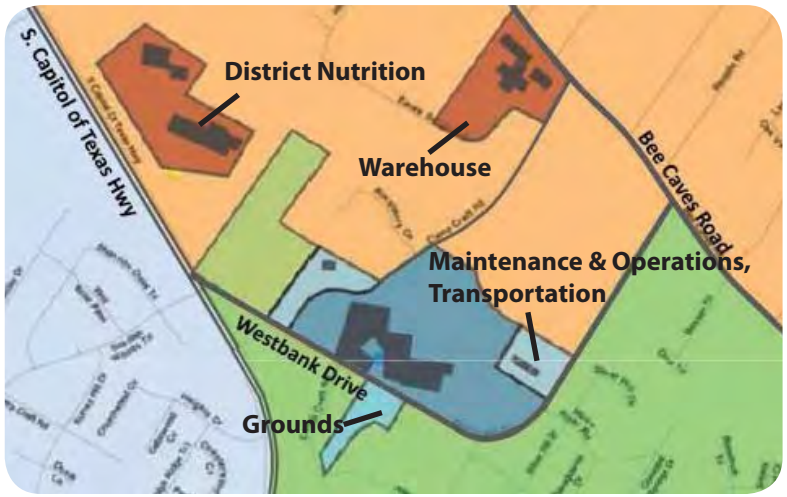
Main Entry

O = Offices
R = Reception
T = Toilet



PRIORITIES: NON-INSTRUCTIONAL FACILITIES

Maintenance and Operations/Transportation



Big Priorities:

District Support Functions – General

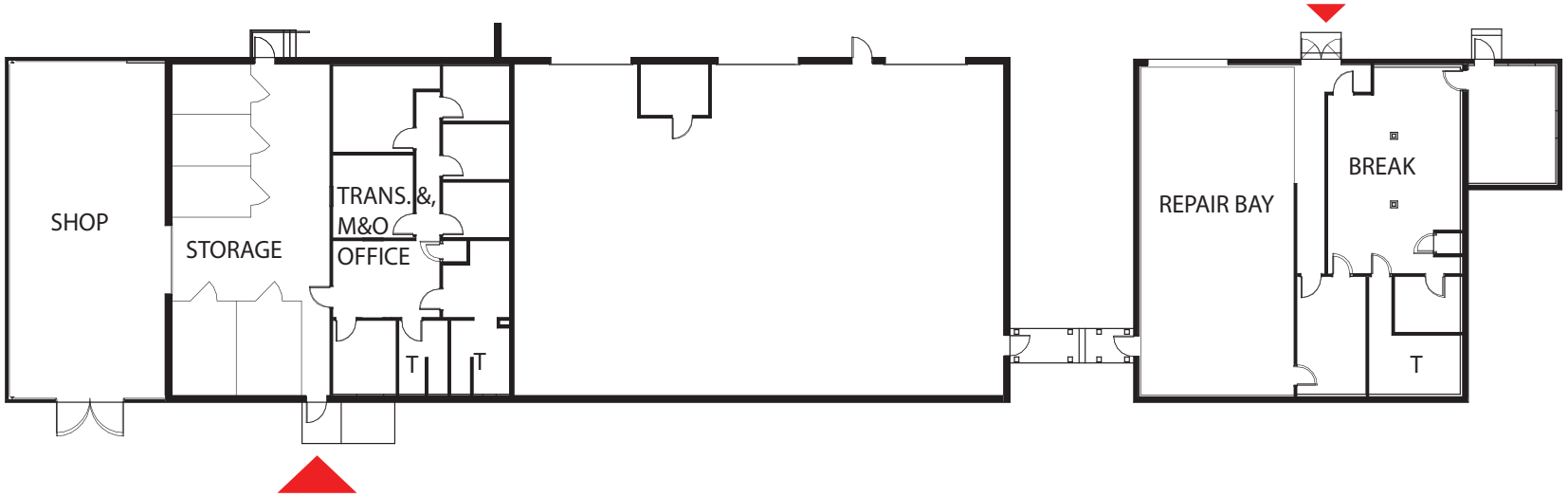
- Consolidate the scattered departments of Facilities, M & O, Information Technology (IT) and Transportation, and provide space for collaboration among these departments.
- Move non-High School functions from WHS site - Transportation (bus) parking and repair; Network Operations Center (NOC).
- Keep operations central within District

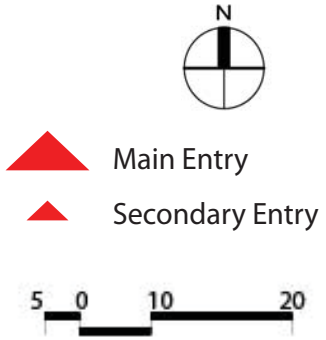
Specific Priorities

- Replace inefficient existing facilities for M&O, Transportation; eliminate portables used for other Non-Instructional staff
- Consolidate staff support areas: break room, adequate parking, dock for Warehouse and other needs
- Improve Transportation support: Wash bay, improved repair bays with pit, new fueling station
- IT staff out of leased space
- Improve District Nutrition office space at Forest Trail Elementary Site

Transportation, Maintenance & Operations

Existing Utilization





SITE ANALYSIS
RIVER HILLS ROAD TRACT

RIVER HILLS ROAD TRACT

Basic Data:

- Acreage: 86.85 Acres
- Municipal Jurisdiction: City of Austin (ETJ)
- Description of Existing Facilities: None (vacant)

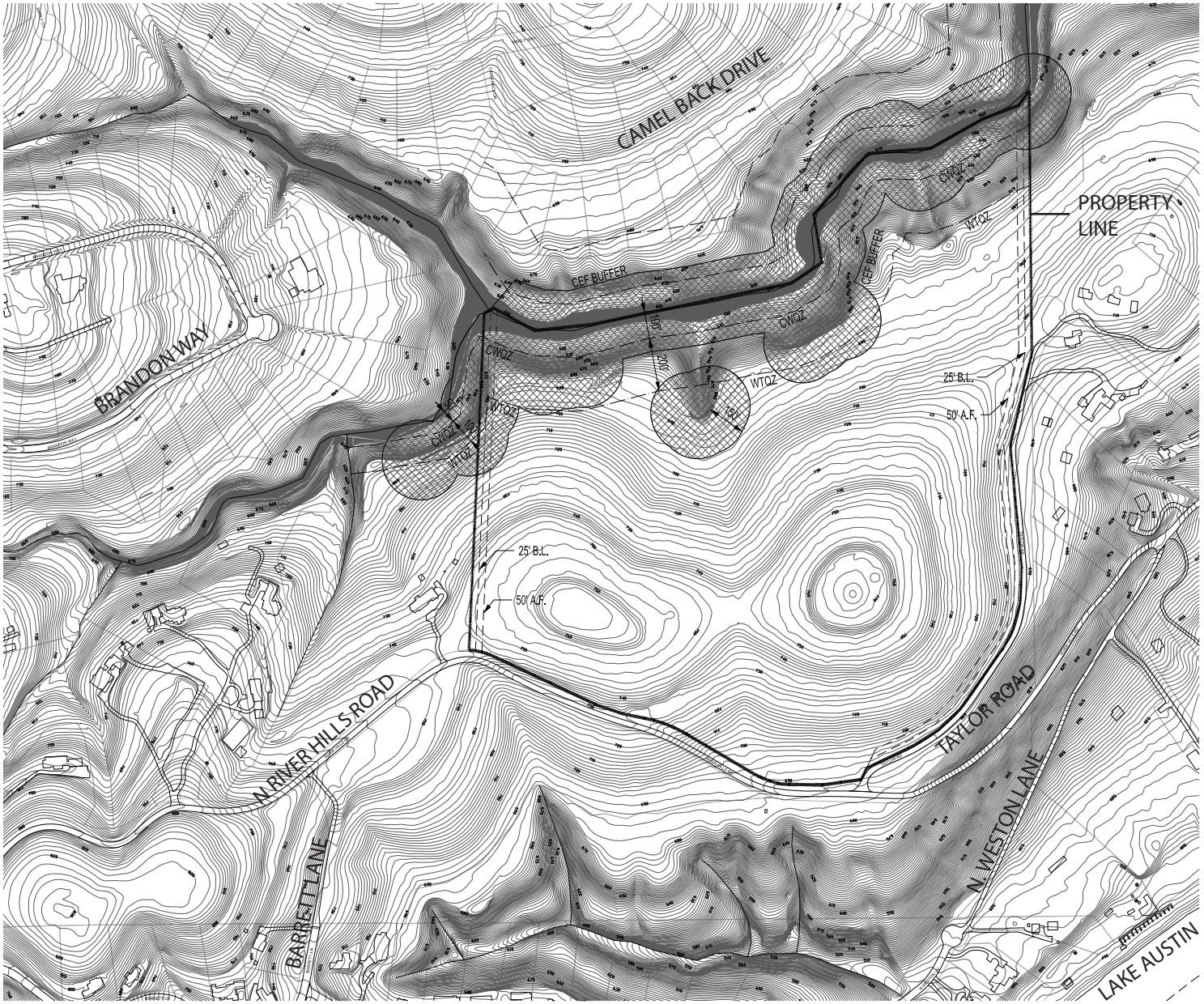
Site Development Constraints:

Physical Constraints:

- Flood Prone Areas: Yes, within intermittent stream.
- Topography (steep slopes): Yes, slopes exceed 15% within the site and along stream banks.
- Vehicular Access: Laura Lane (four-lane road).
- Utility Easements: None known.

Regulatory Constraints:

1. Creek and Stream Restriction: Yes, per Land Development Agreement (LDA) between the Eanes ISD and the City of Austin, and Federal 404 requirements.
2. Jurisdictional Waters of the U.S.: Yes, within intermittent stream.
   - Floodplain Determination: Not studied but present along intermittent stream.
   - Creek Setbacks - (per Land Development Agreement (LDA) between the Eanes ISD and the City of Austin).
   - Watershed: Cuernavaca Creek (Water Supply Rural)
   - Waterway Classification: intermediate (320 to 640 acres)
   - Critical Water Quality Zone:
     - Width from creek centerline = 100 feet; area = 8.85 acres
   - Water Quality Transition Zone:
     - Width from CWQZ = 200 feet; area = 11.52 acres
3. Topography - Slope Restrictions
   - Uplands Area with slopes of 15% to 25%
     Restriction: Allowable impervious cover is 10% (See Note 1)
   - Uplands Area with slopes of 25% to 35%
     Restriction: (See Note 1)
   - Uplands Area with slopes greater than 35%
     Restriction: (See Note 1)
4. Impervious Cover Restrictions
   - Allowable Impervious Cover
     Restriction: Allowable impervious cover is 50% of the Net Site Area excluding land designated for wastewater irrigation (See Note 1)
     - Allowable IC (50%) = 0.50 x (61.4 - 1.9) acres; = 29.75 acres
   - Existing Impervious Cover
     - None
   - Unused Allowable Impervious Cover
     - 29.75 acres
5. Stormwater Runoff Regulations
   - Detention Requirements
   - Water Quality Requirements
     - City of Austin - Sedimentation / filtration required
6. Zoning and Use Restrictions (per City of Austin LDA)
   - Zoning District: NA
   - Building Setbacks: 25 feet from residential uses
   - Activity Facility Setbacks: 50 feet from residential uses
   - Building Coverage: None
   - Building Height: None (outside the City's zoning jurisdiction)



UDG
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F-1843

E.I.S.D. 2013 FACILITIES MASTER PLAN
River Hills Road Tract

REVISIONS:

NO.	REVISION	DATE

PROJECT NO.

DATE

SITE ANALYSIS
BALDWIN TRACT

BALDWIN TRACT

Basic Data:

- Acreage: 93.86 Acres
- City of Austin (ETJ) Portion: 19.75 Acres
- City of Bee Cave Portion: 74.11 Acres

Description of Existing Facilities: Four-lane roadway into the tract from Bee Cave Road

Site Development Constraints:

Physical Constraints:

- Flood Prone Areas: Yes, within intermittent stream.
- Topography (steep slopes): Yes, slopes exceed 15% within the site and along stream banks.
- Vehicular Access: Ashley Worth Blvd (four-lane roadway).
- Utility Easements: None known.

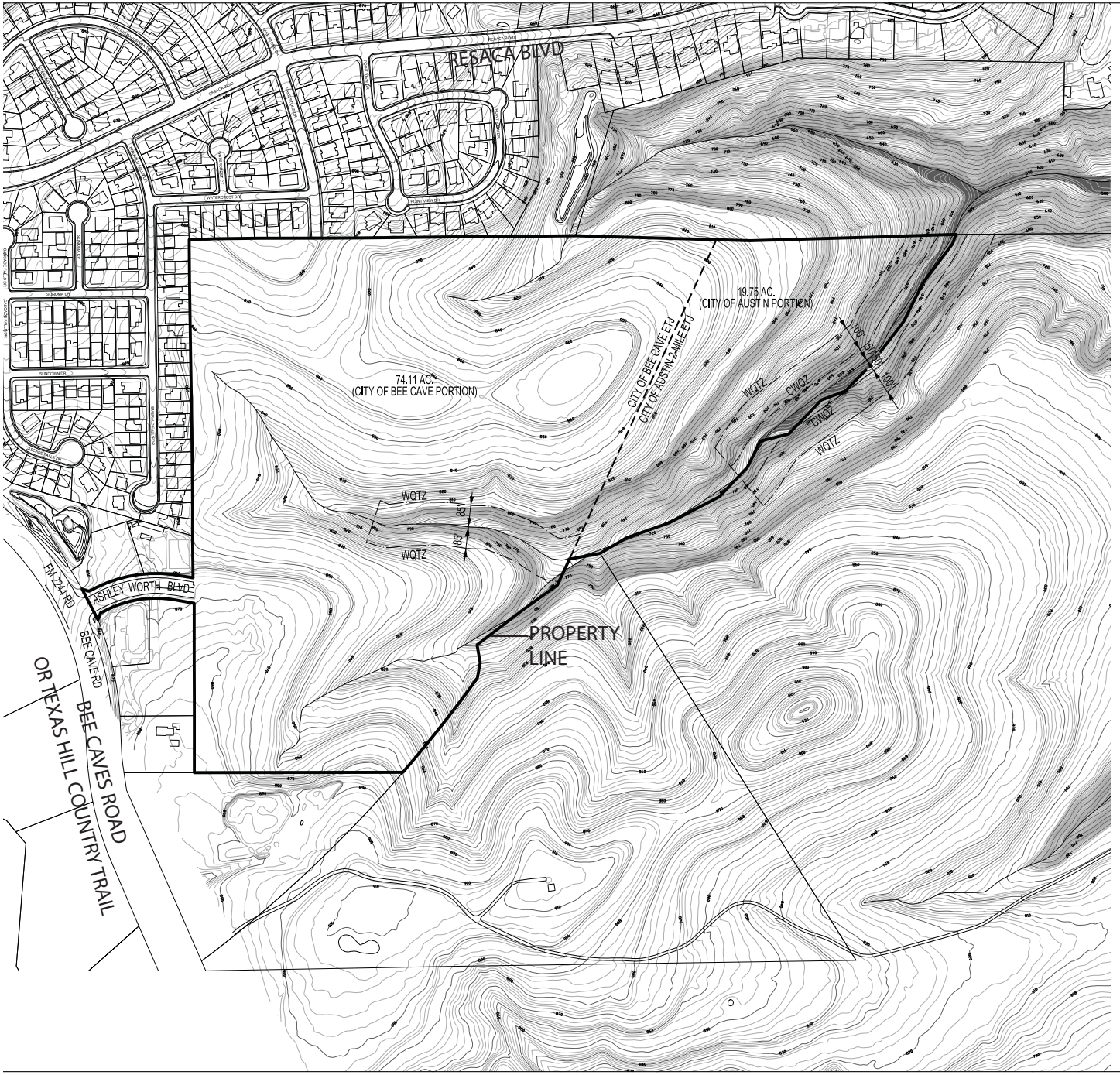
Regulatory Constraints:

1. Creek and Stream Restriction: Yes, per Land Development Agreement (LDA) between the Eanes ISD and the City of Austin, Travis County Standards and Federal 404 requirements.
2. Jurisdictional Waters of the U.S.: Yes, within intermittent stream.
   - Floodplain Determination: Not studied but present along intermittent stream.
   - Creek Setbacks - (per Land Development Agreement (LDA) between the Eanes ISD and the City of Austin).
   - Watershed: Lake Austin (Water Supply Rural)
   - Waterway Classification: Minor (64 to 320 acres)
   - Critical Water Quality Zone:
     - Width from creek centerline = 50 feet; area = 2.07 acres
   - Water Quality Transition Zone:
     - Width from CWQZ = 100 feet; area = 2.77 acres
3. Topography - Slope Restrictions
   - Uplands Area with slopes of 15% to 25%
     Restriction: Allowable impervious cover is 10% (See Note 1)
   - Uplands Area with slopes of 25% to 35%
     Restriction: (See Note 1)
   - Uplands Area with slopes greater than 35%
     Restriction: (See Note 1)
4. Impervious Cover Restrictions
   - Allowable Impervious Cover
     Restriction: Allowable impervious cover is 50% of the Net Site Area excluding land designated for wastewater irrigation (See Note 1)
     - Allowable IC = 0.50 x (6.64 - 0) acres; = 3.32 acres
   - Existing Impervious Cover
     - None
   - Unused Allowable Impervious Cover
     - 3.32 acres
5. Stormwater Runoff Regulations
   - Detention Requirements
   - Water Quality Requirements
     - City of Austin - Sedimentation / filtration required
6. Zoning and Use Restrictions (per City of Austin LDA)
   - Zoning District: NA
   - Building Setbacks: 25 feet from residential uses
   - Activity Facility Setbacks: 50 feet from residential uses
   - Building Coverage: None
   - Building Height: None (outside the City's zoning jurisdiction)

SITE ANALYSIS
BALDWIN TRACT

Regulatory Constraints (City of Bee Cave Portion):

7. Creek and Stream Restriction: Yes, per Bee Cave Ordinance, Travis county Standards, and Federal 404 requirements.
8. Jurisdictional Waters of the U.S.: Yes, within intermittent stream.
    - Floodplain Determination: Not studied but present along intermittent stream.
    - Water Quality Buffer Zone:
        - 85 feet from creek centerline; area = 3.22 acres
9. Topography - Slope Restrictions
    - Construction limited to15% of steep slope areas (grade greater than 25% (See Note 6)
10. Impervious Cover Restrictions
    - Allowable Impervious Cover
      Restriction: Allowable impervious cover is 40% of the site less water quality buffer zones (See Note 5)
        - Allowable IC = 0.40 x (76.2 - 3.22) acres; = 29.2 acres
    - Existing Impervious Cover
        - Existing IC = 0.55 acres (Ashley Worth Blvd)
    - Unused Allowable Impervious Cover
        - 29.2 - 0.55 = 28.6 acres
11. Stormwater Runoff Regulations
    - Detention Requirements
    - Water Quality Requirements
        - City of Bee Cave and LCRA Higland Lakes Ordinance3 - Sedimentation / filtration required
12. Zoning and Use Restrictions (per City of Austin LDA)
    - Zoning District: NA
    - Building Setbacks: 25 feet from residential uses
    - Activity Facility Setbacks: 50 feet from residential uses
    - Building Coverage: None
    - Building Height: None (outside the City's zoning jurisdiction)



GRAPHIC SCALE

200 0 100 200 400

(IN FEET)

ABBREVIATIONS

CWQZ = CRITICAL WATER QUALITY ZONE

WQTZ = WATER QUALITY TRANSITION ZONE

B.L. = BUILDING LINE

A.F. = ACTIVITY FACILITY SETBACK

WQ = WATER QUALITY (POND)

DET = DETENTION (POND)

D.E. = DRAINAGE EASEMENT

CWQZ

WQTZ

FLOOD PLAIN

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E.I.S.D. 2013 FACILITIES MASTER PLAN
Baldwin Tract

REVISIONS:

NO.	REVISION	DATE

PROJECT NO. | DATE

GRAPHIC SCALE

200 0 100 200 400

(IN FEET)

KEY:

Slope Range

15% - 35%

35% - 100%

Slopes Table			
Minimum Slope	Maximum Slope	Area (Acres)	Color
0.00%	15.00%	59.9	
15.00%	35.00%	25.7	
35.00%	100.00%	11.6	
	TOTAL	97.2	

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E.I.S.D. 2013 FACILITIES MASTER PLAN
Baldwin Tract
SLOPE MAP

REVISIONS:

NO.	REVISION	DATE

PROJECT NO.

DATE

D.3 Gap Analysis:

Each site is compared against the facilities standards developed by the Task Force. This analysis highlights current and emerging issues, and will provide the District with information for prioritizing and planning for the future.

Note: See Section C.11 for full text of Facility Standards

FACILITY STANDARDS ASSESSMENT CHART
(All Facilities)

Rating Legend:

5	***Meets standards***
4	
3	***Workable***
2	
1	***Does not meet standards***

Eanes ISD - Gap Analysis Summary

BUILDINGS	BCE	BPE	CCE	EE	FTE	VVE	HCMS	WRMS	WLHS	Support
1. Basic Learning Space	2	3	3	**2**	1	1	2	3	1	1
Design with finishes and fixtures that promote collaborative and creative project work and allow for the design of learning experiences. Basic Learning spaces, at all levels, will be generously sized for variable teaching layouts, technology and individual or group arrangements.										
2. Varied Space for Program Delivery	1	3	3	1	1	1	1	3	1	
Provide a variety of sizes and layouts of learning space for different teaching and learning styles. Each school should have a variety of spaces to serve different purposes and group sizes, and that can be laid out in a variety of ways.										
3. Student Gathering Space	4	1	5	**2**	2	1	2	3	3	
A student's social development is part of their education and growth. The school facility will provide spaces for class groups and students to gather, and to interact and study in safe, manageable forums.										
4. Whole-School Assembly Space	3	5	**4**	**2**	**1**	5	2	3	5	
Each school will have a space which allows gathering of the entire student and staff population, thereby supporting and strengthening school community spirit. Design for multiple uses (e.g. a high school double gym used for speakers and events as well as games).										
5. Interdisciplinary Learning	2	1	1	**2**	3	1	1	3	1	
The school organization and its individual spaces will be designed to allow interdisciplinary teaching and teaming, and strengthen natural connections between subject areas. Learning Spaces grouped with other facilities allow teachers of different subjects to work together with an identified group of students.										
6. Specialized Lab Space for Program Delivery	4	3	3	**2**	3	1	2	**3**	3	
Each school will have specialized lab/studio spaces for programs whose needs cannot be provided in a Basic Learning Space. All labs/studios will be designed with adaptability and flexibility in mind, so that site-based decisions about yearly program offerings are supported, and so that the spaces may be usable by students and community.										
7. Shared Space for Programs	4	1	4	1	3	1	1	5	3	
Shared use of learning spaces, labs, activity areas, and grounds is required for many programs in the Eanes ISD, from electives to Community Education and after school youth care. Some programs share facilities during the day with "regular" K-12 programs. Design facilities to intentionally support this sharing while recognizing need for security.										
8. Special Services Needs	2	3	**3**	1	5	1	2	5	5	
Provide space in each facility to support all students with special needs. Space is needed both to facilitate inclusion within the classroom and for special services in specific settings. Design an atmosphere conducive to learning, near other learning spaces, to meet the student's special physical, sensory, and emotional needs.										
9. Space for Young Children and Parents	4	1	4	**4**		**1**			5	
The school system serves its learners well by reaching them at an early age through Child Development Centers. Provide facilities that address the specific needs of young learners, with adequate support space.										
10. Places for the Individual	3	1	**4**	**1**	1	1	1	3	3	
Design facilities that support efforts to personalize learning for all students. Recognize learner needs for places that allow them to take initiative and explore their interest, and for a place they can make their own. Consider a range of multifunctional and types - perhaps not all at every location.										

FACILITY STANDARDS ASSESSMENT CHART
(All Facilities)

Rating Legend:

5	***Meets standards***
4	
3	***Workable***
2	
1	***Does not meet standards***

	BCE	BPE	CCE	EE	FTE	VVE	HCMS	WRMS	WLHS	Support
11. Space for Enriching Activities	4	3		3	**1**	**3**	3	**3**	1	
Because participation in co-curricular activities enhances the personal development of the participants, modern facilities with adequate space will be provided to support these activities. Activities include Athletics, Performing and Fine Arts, and Student Activities such as publications and clubs.										
12. Staff Resource and Collaboration Space	2	1	**4**	**3**	**1**	1	**1**	1	3	1
Provide staff space that will encourage collaboration, support interdisciplinary teaching and teaming and reduce staff isolation. Adequate and functional space for teachers to meet, plan and work are essential to successful educational service. Locate work/planning spaces to allow natural connections between students and staff.										
13. Adult Learning Space	3	1	5	**3**	1	1	3	1	1	1
Provide space to allow for education of adults, both employees of the district and community members. Spaces should support Professional Learning Community (PLC) activities and learning. Schools should serve as a professional development "home" for staff.										
14. Daylighting and Views	1	5	**4**	**3**	3	1	2	4	3	2
Rooms that house people should have windows for connection to the outside and for natural light. Designs must consider security and control of light, glare and heat gain/loss. Incorporate windows to other spaces for distribution of light and visual connections.										
15. Accessibility	5	5	5	**3**	5	5	3	5	5	4
Each facility should apply the concepts of Universal Design as well as meeting ADA requirements, to make accessible features useful for all. Modify existing buildings to remove barriers to public spaces and provide convenient access to all levels as a first priority.										
16. Community Service Centers	4	5	5	**5**	**1**	1	3	5	5	
Facilities will be designed to allow cooperation with local organizations and government agencies, along with the District, to provide important services for students and the community. Programs include community education, adult education, health services, ELL, alternative programs, parenting classes, full-day kindergarten, extended day/ summer programs, school-age childcare and daycare options.										
17. Safety	5	5	**4**	1	3	**3**	3	3	5	4
Design schools to provide a safe and secure environment. Students, staff, visitors and the community should be able to regard the school as a safe haven in which to meet, learn and work.										
18. Clear Main Entry	4	5	**4**	1	1	3	4	5	1	3
Create a clear, identifiable main entry with direct access to the main office. Consider the concept of a "welcome center" to orient visitors and control access.										
19. Welcoming and Respectful Main Office	3	5	**2**	**1**	1	5	4	**5**	5	3
The administration and reception functions of each school will be housed in pleasant, comfortable spaces to welcome visitors and the public, as well as the school's students and staff.										
20. Health Services Space	**4**	5	**3**	**1**	5	3	4	3	5	
Health Services within the schools address basic needs for physical health through direct and educational/preventative services. Space will be allocated and outfitted for modern, ample clinics.										
21. Facilities for Media Centers	4	5	5	5	3	3	**1**	3	1	
The media center mission is to ensure that all students and staff are effective users of information. Design media space to support learning and instruction for students and staff in informational literacy skills.										

FACILITY STANDARDS ASSESSMENT CHART

(All Facilities)

Rating Legend:

5	***Meets standards***
4	
3	***Workable***
2	
1	***Does not meet standards***

	BCE	BPE	CCE	EE	FTE	VVE	HCMS	WRMS	WLHS	Support
22. Food Service	2	5	1	1	1	1	1	3	3	3
Food Service areas will include space for efficient production and serving of nutritious, healthy food. In addition, they should be designed to be appealing to students and others in the buildings.										
23. District Administration					3	1	2		3	3
An accessible administrative center will provide environments for administration and central services which support their work and assist in serving the public and the individual schools.										
24. Technology Space	4	5	5	4	3	5	2	5	5	1
Incorporate space for current and future technology infrastructure and equipment into the design of buildings, with space for student/staff/ community use.										
25. Storage Space	2	3	1	3	1	3	1	1	3	1
Provide dedicated interior storage space at each school, designed for large and small items. In addition, locate enclosed storage convenient to activity fields and/or paved areas for maintenance and play equipment.										
26. Plumbing Core	2	4	1	1	2	1	2	3	3	3
Adequate restrooms, drinking water and custodial closets are critical to a well-run school facility. Restrooms must be in good condition, and distributed in locations allowing convenient use. Restrooms meet ADA requirements.										
27. Building and Energy Codes	4	5	5	5	4	1		5	5	3
Construction projects will have to account for current building, fire, accessibility and energy codes.										
28. Internal Circulation							2		2	
Spaces for movement between and among learning settings are integral to the learning experience, in support of the learning "anytime, anywhere" philosophy. They must support flow in a respectful and safe manner, while maximizing the opportunities for even corridors to be places of learning and collaboration.										
SITE										
29. Safe and Accessible Site	4	5	5	4	1	5	2	3	1	3
The design of surfaces, walks, ramps, plantings and drainage systems for a site contribute to user well-being. Design a ground plane that supports rain water control, supports maintenance, and meets or exceeds ADA & buildings & grounds.										
30. Traffic Control	3	5	3	3	1	5	1	1	1	2
Reduction of traffic conflicts between buses, cars, bicycles and pedestrians is a critical component of site safety. Operational management is critical: publish and enforce rules for safe student drop-off areas. Locate bus pick-up and drop zones separate from parent pick-up and drop zones, and size the bus area to handle the full number of buses at each school. Define and control pedestrian and bicycle walkways on the site. Design visitor parking areas to coordinate with parent pick-up zones.										
31. Parking and Service Access	2	3	4	3	1	3	1	3	5	2
Design adequate, safe and well-lit parking for visitors, staff and students. Provide adequate, safe and screened service and delivery areas as well as safe and secure bike parking. Design guidelines include.										
32. Landscape Character	2	5	4	5		1	3	3	3	3
Attractive, developed landscaping adds significantly to character, quality, sustainability and identity of any site and can improve student and community respect for the school. Maintain quality landscape and maintenance program at each facility.										
33. Safe and Accessible Outdoor Play	2	5	4	5	3	5	3	3	5	4
Physical activity is a key part of a healthy school experience, therefore play grounds, play fields and athletic fields must be available for student use during and after school. Safety, security, accessibility will be considered.										

FACILITY STANDARDS ASSESSMENT CHART

(All Facilities)

Rating Legend:

5	***Meets standards***
4	
3	***Workable***
2	
1	***Does not meet standards***

	BCE	BPE	CCE	EE	FTE	VVE	HCMS	WRMS	WLHS	Support
34. Outdoor Learning Settings	4	5	**4**	5	5	1	2	3	3	
Outdoor environments can add valuable space for learning, and help students make connections between their studies and the physical environment. Each site will strive to have at least three types of outdoor learning settings: gardens, small and large gathering spaces and outdoor "classrooms."										
35. Planned Expansion	1	5	5	**3**	1	1	1		5	1
Plan each school site keeping open possibilities for future expansion and the flexibility to handle changes in the number and characteristic of learners without sacrificing quality of structure or experiences.										
36. Permanent Facilities		5	**2**	3	1	3		5	5	2
Protect community's investment in schools by designing buildings for long term use. Use materials, construction methods and details for durability, efficiency, sustainability and institutional quality.										
INTERIORS AND FINISHES										
37. Flexible/Adaptable Space	2	1	**3**	1	3	1	3	3	3	
Design learning environments to address short and longer term modifications in response to educational program – hourly/daily and longer term/yearly changes in use.										
38. Appropriately-Scaled Space	2	5	**4**	**3**	3	1	**3**	5	3	
Building design must be appropriate to the student age. Schools will recognize and respect their learners' physical, intellectual and emotional characteristics.										
39. Signage and Display	4	1	**4**	**2**	3	3	2	3	3	4
Provide multiple opportunities for display of information and student work. Design directional signage for the school that clearly identifies school spaces and organization. Use opportunities offered by directional signage to add to facility identity; displays can "advertise" the school and events. Reflect diversity of community.										
40. Experiential Interiors	1	1	**4**	3	3	1	**1**	1	3	3
Recognizing that learning facilities can be the "Third Teacher," use materials, light, color and forms to create lively interior spaces. Experiential learning can include use of the building as a resource and tool to be observed and studied.										
41. Furniture and Finishes for Learning	1	1	**2**	1	1	1	1	1	1	3
Select colors, interior finishes and furniture which contribute to the quality of the learning environment and are appropriate to the use of the space.										
SYSTEMS										
42. Quality HVAC/Plumbing	4	3	3	3	2	1	**1**	3	3	4
Heating, ventilating, air conditioning and plumbing systems must be designed to support student learning and for the health and comfort of school users. As needed, upgrade/create energy efficient, dependable HVAC systems that allow some control by the users of any given space.										
43. Ample Electrical Service and Systems	4	3	**4**	1	1	1	**1**	3	5	3
Power capabilities of all schools will include sufficient, distributed electrical outlets and clean power to support anytime anywhere learning.										
44. Technology Infrastructure and Hardware	4	5	**4**	**2**	3	3	2	**3**	5	4
Technology systems are a key tool for learning and in communications among staff, administration, students and parents. Technology system/network accesss in the school will be distributed throughout the schools and allow for expansion and change.										

FACILITY STANDARDS ASSESSMENT CHART *(All Facilities)*

Rating Legend:

5	***Meets standards***
4	
3	***Workable***
2	
1	***Does not meet standards***

	BCE	BPE	CCE	EE	FTE	VVE	HCMS	WRMS	WLHS	Support
45. Technologically Enhanced Systems	4	5	**4**	**1**	3	1	**3**	5	3	4
Digital controls for ventilation and lighting systems allow for central control/monitoring and improved energy efficiency.										
COMMUNITY/OFF-SITE										
46. Community/Off-Site Learning Settings			**2**	1		1	2	3	5	
Explore opportunities with the community for off-site learning settings to augment the curriculum and school facilities. Recognize that community connections are a resource for students, staff and the broader community. Design school for connections to significant local resources, such as government, businesses, arts institutions, higher education.										
47. Joint-Use Facilities	4	3	**3**	1			4	1	5	1
Explore the possibility at each site of creating facilities that will be jointly used, operated and funded by the School District and another organization e.g. City, YMCA, areas of worship. Develop a management plan to establish mutually beneficial design and operation terms that include safety, security, access, parking and liability issues as well as concerns of partners. Benefits go beyond financial support for additional facilities to increased community participation in schools.										
48. Connections between School Sites	4	5	**2**	**3**	3	1	2	3	3	
Establish connections which foster equitable programs and communications between sites.										
49. Transportation	4	5	5	5	3	3	3	5	5	4
Provide vehicles and facilities to support energy efficient, low-emissions transportation of students to/from school and on trips.										

* See appendix for complete, individual school results

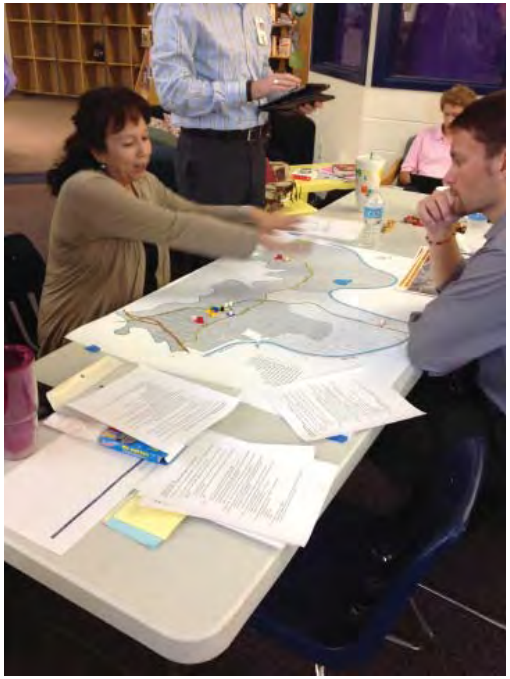
E. RECOMMENDATIONS

E. RECOMMENDATIONS INTRODUCTION

E.1 Introduction to Section:

Guided by the Shared Vision and the Parameters, the Master Planning Task Force and the Consulting Team synthesized needs, constraints and opportunities to create both a district-wide approach and individual facility recommendations. The district-wide approach is described in a set of "common sense recommendations." How these district-wide moves play out at each site is illustrated later in the chapter, with a list of top priorities and diagrams of the proposed improvements at each facility.

This section includes scope diagrams indicating the levels of construction required to implement the potential solutions. Implementation costs and potential phasing are addressed in the next section.



E. RECOMMENDATIONS INTRODUCTION

E.2 District-wide Scenarios and Common Sense Recommendations:

Having heard all the foundational information, the Master Plan Task Force was given the task of creating scenarios for 'the big moves.' Guiding questions were in "How might we…?" format, and included: How might we relieve enrollment pressures (current and future) to free up space for collaborative learning? How might we locate the Transportation Center, Maintenance facility and Warehouse to get them off school campuses? Facilitators helped guide the discussions of six teams, in part by referring to the eight goals of the Eanes ISD 2025 Long-Range Vision Plan, which include:

1. Instructional and Curriculum requirements that are the most relevant and up-to-date
3. Replacement of all portable buildings with permanent facilities
8. Move non-high school functions away from Westlake High School

The scenarios developed by the six teams had many features in common: All teams:

- Upgraded learning spaces at all sites for 21st century learning
- Created a new Elementary School at the River Hills Tract to serve the western side of the district
- Created a Community Center – EITHER on the Shriner or Westlake site
- Appeared to make Child Development Centers a priority
- Relocated the Transportation and Maintenance facilities.
- Adjusted attendance boundaries to be closer to schools
- Moved non-academic functions away from the high school
- Re-purposed either Valley View Elementary or Forest Trail Elementary – for a variety of District functions.
- Freed selves from money for purposes of this discussion.
- Found limited use for the Baldwin Property in the next 10 years.

There were also several unique ideas that spurred good discussion, and merit attention here:

Remote Transportation. Because of the concern about crowding on and around the Westlake High School campus, at least two groups suggested relocating all or a portion of the Transportation division, including bus parking, either to one of the west side properties or elsewhere. Two downsides were discussed: first, a single west-side location requires longer drives for most of the buses, and would raise gas costs. Second, a satellite location splitting Transportation would require additional staff, probably costing an additional $70,000/year. Although the idea of a divided Transportation division was compelling, the Master Plan Task Force decided to recommend a consolidated site that is more coentrally located within the District.

Third Middle School. To increase enrichment choices for all middle level students, and decrease the size of the existing two middle schools, one group proposed creating a third middle school at the Valley View Elementary site, once that community moved into the new west-side location. This was explored and discussed further by the group and two concerns arose: First, recognizing that the property at VVE is constrained, it would not accommodate

more than one field, or the additional parking needed for a middle school. Second, the facility could probably handle only 500 students out of a projected 2000+ total for the middle level, meaning that it would be at least 50% smaller than the other middle schools. These two substantial differences were seen as leading to inequitable facilities, and the idea of the third middle school was taken out of consideration.

Regional Child Development Centers (CDC) for East and West sides: Because of site constraints at already-crowded Cedar Creek and Barton Creek Elementaries, one idea was to cluster the Child Development Centers into two larger centers. The discussion was important, because on-site daycare is popular for faculty. Ultimately, the benefits of freeing up space at Cedar Creek and Barton Creek to upgrade learning spaces and relieve crowding brought this idea forward.

E. RECOMMENDATIONS
INTRODUCTION

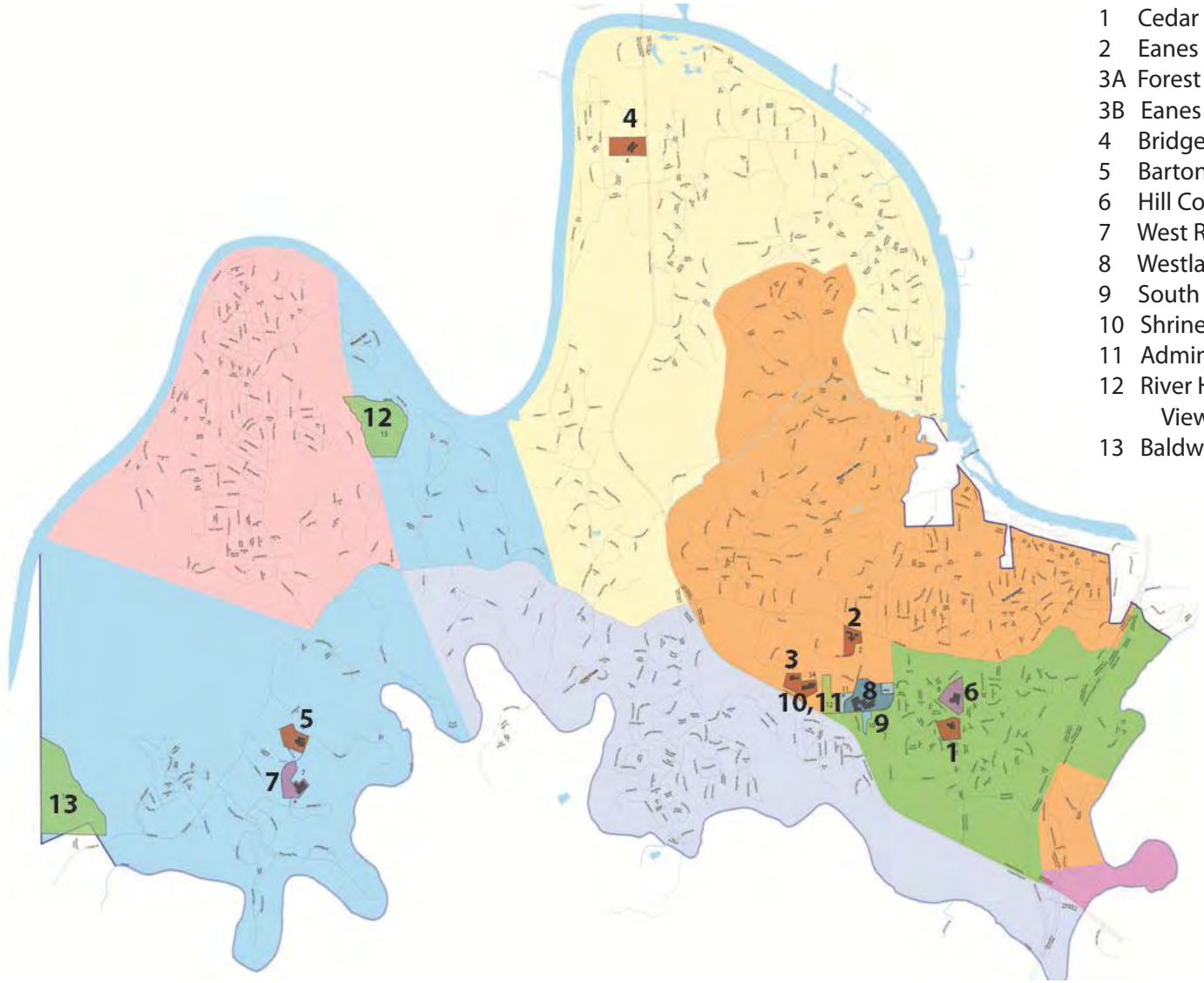
E. COMMON SENSE RECOMMENDATIONS

Common Sense Recommendations:

Guided by the Vision and the Parameters, the Master Plan Task Force synthesized needs, constraints and opportunities to create both a district-wide approach and individual facility recommendations. The district-wide approach is described in a set of "Common Sense Recommendations":

- **Upgrade learning spaces at every school throughout the district for 21st Century Learning** including space for collaboration, critical thinking and project-based learning, as well as flexible learning environments that are embedded with technology.
- **Create a new elementary school and Child Development Center (CDC) on the west side of the district**, possibly the River Hills site. This elementary would serve the current Valley View Elementary community, and would provide a west-side CDC.
- **Relocate Forest Trail Elementary students and staff to a significantly renovated and expanded school on the Valley View site.** The new Forest Trail school would be modernized to accommodate collaborative learning spaces and outdoor learning opportunities.
- **Build a considerable addition at Westlake High School to unify the campus and accommodate a variety of unmet academic and enriching activity needs.** Includes creation of flexible and collaborative learning environments, additional classrooms and increased space for programs such as Robotics, Dance, Band, Lacrosse, Wrestling and Choir.
- **Remove multiple District operations off of campuses and consolidate in a new facility on the Shriner site**. This move returns indoor/outdoor space for campus use, including warehouse on Eanes Elementary campus, and Maintenance, Transportation and Network Operations Center on Westlake campus.
- **Accommodate the need for a multi-purpose facility and pool on the Shriner Site adjacent to the high school.** Consider partnership with a third party to alleviate building and maintenance costs. The Multipurpose facility would provide practice space for the Westlake High School band, Hyline, and athletics programs and a pool for the Westlake high School swim program.
- **Re-purpose the existing Forest Trail Elementary facility as an Eanes Community Learning Center**, consolidating District operations such as the Eanes Education Foundation and Community Education department for efficiency. Facility would include an east-side CDC, a Professional Development Center for teacher training, day-use spaces for adult classes such as fitness opportunities, and meeting space for community groups.

E. RECOMMENDATIONS
INDIVIDUAL FACILITIES



1 Cedar Creek Elementary School
2 Eanes Elementary School
3A Forest Trail Elementary School
3B Eanes Community Learning Center
4 Bridge Point Elementary School
5 Barton Creek Elementary School
6 Hill Country Middle School
7 West Ridge Middle School
8 Westlake High School
9 South High School Campus
10 Shriner Tract - Site for Central Support
11 Administration
12 River Hills - possible site for new Valley View Elementary
13 Baldwin Tract

E. RECOMMENDATIONS INDIVIDUAL FACILITIES

E.3 Property Evaluation and Recommendations:

Eanes ISD owns individual properties housing six elementary schools, two middle schools, one high school, the administration building and the Adult Transition Services building.

Two additional properties form the south campus of the high school, directly across West Bank Drive. They are known as the Gunn tract and the Buchanan tract. It is recommended that these two be legally combined to address the difficulty of accessing the west property and to simplify regulation of their useable area.

In addition to the sites that house an active school or district operational facility, the District owns three additional, substantial pieces of property that could be building sites: The Shriner tract, the River Hills site and the Baldwin tract. The Shriner tract is important in its centrality and proximity to the High School and the Administration building. It is already used for parking. Development recommendations for the Shriner tract leveraging this proximity are shown elsewhere in this report. The River Hills site is in the heart of the Valley View Elementary attendance cluster and would be an ideal location for a proposed new west side elementary school, though the Baldwin tract could also serve this purpose. The Baldwin tract is further from areas with high current enrollment, but is adjacent to a large undeveloped parcel. If and when that parcel is developed and enrollments grow in that part of the District, the Baldwin tract could be important as a site for a future school. There are other potential outcomes: developers for the current undeveloped land could set aside other land for a school, or the land could remain undeveloped for many years. However, the Baldwin land remains strategically valuable and we recommend it be retained.

Acquisition of Additional Property

Three east side schools will have severe constraints on further expansion because of small sites; these are Cedar Creek Elementary School, Hill Country Middle School, and Westlake High School. The High School site will be maximized in terms of parking when the recommendations are carried out, unless expensive multi-level parking structures are developed. If any properties contiguous with any of these three schools become available, it is recommended that the District consider them for acquisition. Purchase of the lot adjacent to the gym at Eanes Elementary is also desirable to allow the gym to be expanded in place rather than relocated.

E. RECOMMENDATIONS INDIVIDUAL FACILITIES

E.4 Individual Facility Recommendations:

The proposed site and utilization plans that illustrate the recommendations offer one conceptual solution that meets the Shared Vision, parameters and identified needs. As projects are implemented, the design process will allow schools to explore solutions in greater depth; the remodeling and new construction scope is intended to enable other solutions.

Two options were considered for the future location of Forest Trail Elementary School (FTE), and correspondingly two options for an Eanes Community Learning Center and East Side Child Development Center. Costs, advantages and challenges were compared for the two options. The Master Plan recommendation is to relocate Forest Trail Elementary students and staff to a renovated and expanded school on the Valley View Elementary (VVE) site. The key considerations included:

- Significant site circulation challenges, particularly for buses, at the FTE site
- Ability of the existing VVE building to support 21st Century Learning given its existing organization
- Ability of the existing VVE site to accommodate needed additional building area
- As the Eanes Community Learning Center, the existing FTE building lends itself easily to multiple discrete District functions
- FTE currently houses the District's Child Nutrition Services, which means that that function could be left in-place rather than relocated

Common elements

In order to provide for 21st Century Learning, a number of elements are recommended for all or nearly all the sites: outdoor learning settings, collaborative learning areas, and furniture upgrades.
A common recommendation for site improvements is development of one or more intentional outdoor learning environments. Whether a garden or an outdoor gathering area, such a space is desirable to support science or other learning and help students make connections with the world around them.

Learning Centers, collaborative learning areas that enable both small-group work and larger group gatherings, are proposed as part of neighborhoods within each school.
New furniture for learning spaces is a high priority recommendation for every site - even more so than many of the changes to 'bricks and mortar. This recommendation speaks to the important role that furniture plays in supporting learning. Moveable tables, seating and storage enable multiple arrangements, a variety of environments and easy reconfiguration are key to supporting different instructional delivery methods and a range of personal learning styles. Ergonomic seating that responds to human needs for movement is essential for young learners.

E. RECOMMENDATIONS INDIVIDUAL FACILITIES

Other Educational Buildings - (ATS, AEP, TLC)

Though the facilities for Adult Transition Services (ATS), Alternative Education Program (AEP) and The Learning Center (TLC) are not constructed with the same long life span standard as the larger facilities in the District, this Master Plan does not recommend that they be replaced within the 10-year time frame considered.

Each is in a location that works well for its purpose, and each has received recent improvements for structural and weather integrity. Based on these factors, it is recommended that the structures be maintained and monitored for potential future replacement.

The Westlake High School Site Concept diagram (see p.177) shows the disposition of AEP and TLC facilities within the campus.

Central Administration Building Recommendation

No work is suggested for the Administration Building under the Master Plan, because relocating some staff to the Eanes Community Learning Center will ease congestion. However a number of site moves are recommended.

- Remove portables
- Demolish Rock House
- Reconfigure parking on south portion of site, together with portions of Shriner Tract, for High School parking. This is shown on the Westlake High School Site Concept diagram.

Barton Creek Elementary

Conceptual Utilization

Design Capacity:	**606**
Sections/Grade:	**4.5**

Legend:

1. Expand and reconfigure at Media Center for learning space and reading "porch"
2. Create collaborative "Learning Centers" with open and small group settings.
3. Reconfigure the middle wing learning spaces to match size in other wings
4. Enlarge Music and Art rooms via remodel.
5. Enlarge kitchen
6. Create a Flex room at the main entry
7. Modify stage and provide operable wall at gym to enlarge dining
8. Include an adult toilet
9. Create Outdoor Learning Settings

Main Entry
Secondary Entry
Service Entry

0' 12.5' 25' 50' 100'

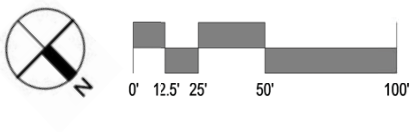
Classrooms (CR)
Science
Art/CATE/Music
Special Education (SE)
Learning Commons
Administration/Staff
Media Center
Dining/Performance
Gym/Athletics
Flex
Circulation
Support

Barton Creek Elementary

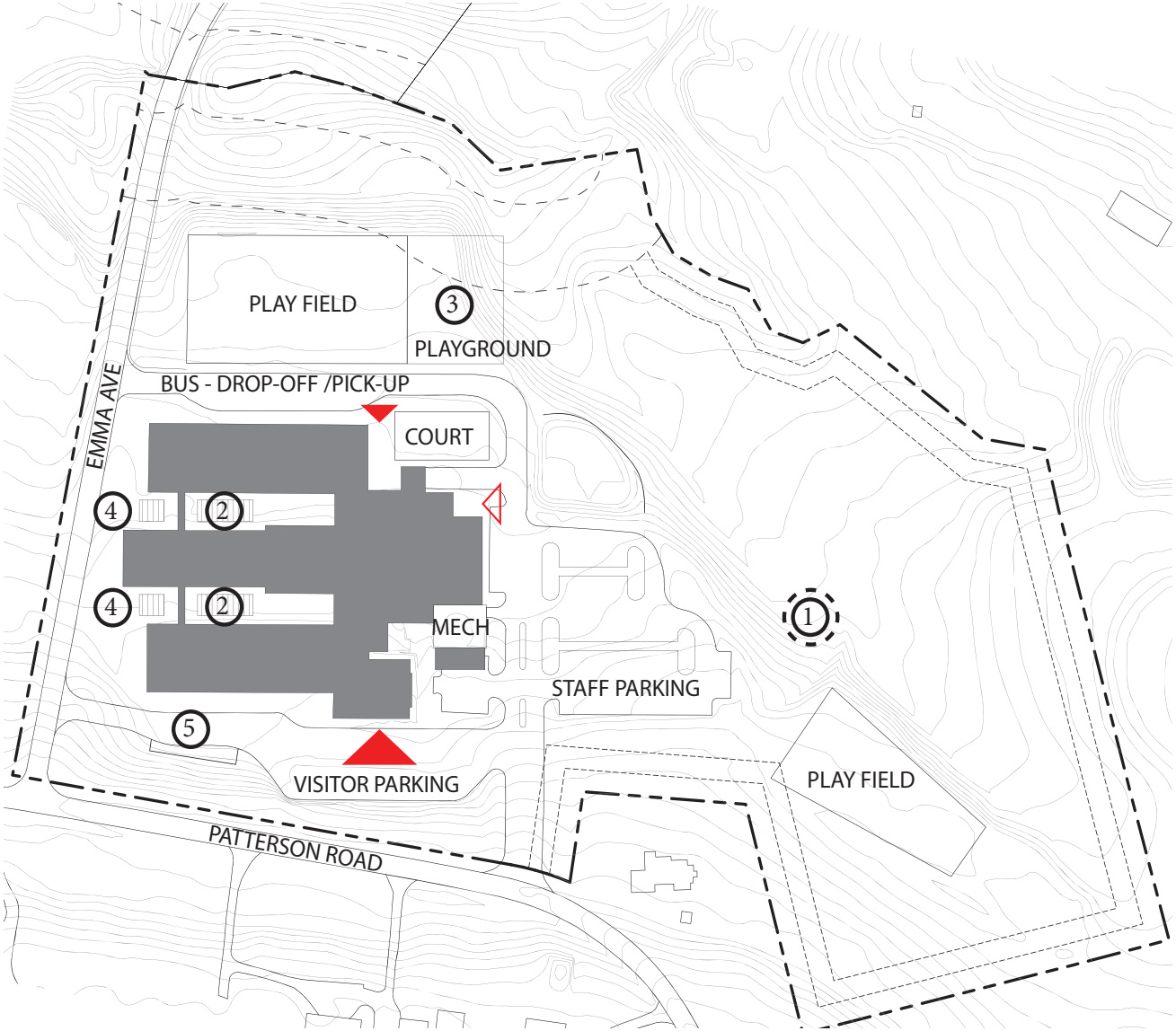
Conceptual Scope

Work Type	Area
New Construction	1,620 SF
Heavy Remodel	20,300 SF
Medium Remodel	18,800 SF
Refurbish	44,630 SF

New Construction Heavy Remodel Medium Remodel Refurbish



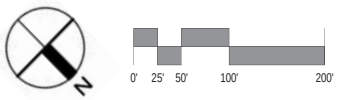
Barton Creek Elementary
Site Concept



Legend:

1. Enhance existing outdoor learning area
2. Add learning gardens
3. Enlarge existing playground
4. Reduce hard surface; remove existing CDC drop-off drives
5. Develop additional parking

- Property Line
- Setback
- Water Quality Zone
- Main Entry
- Secondary Entry
- Service Entry



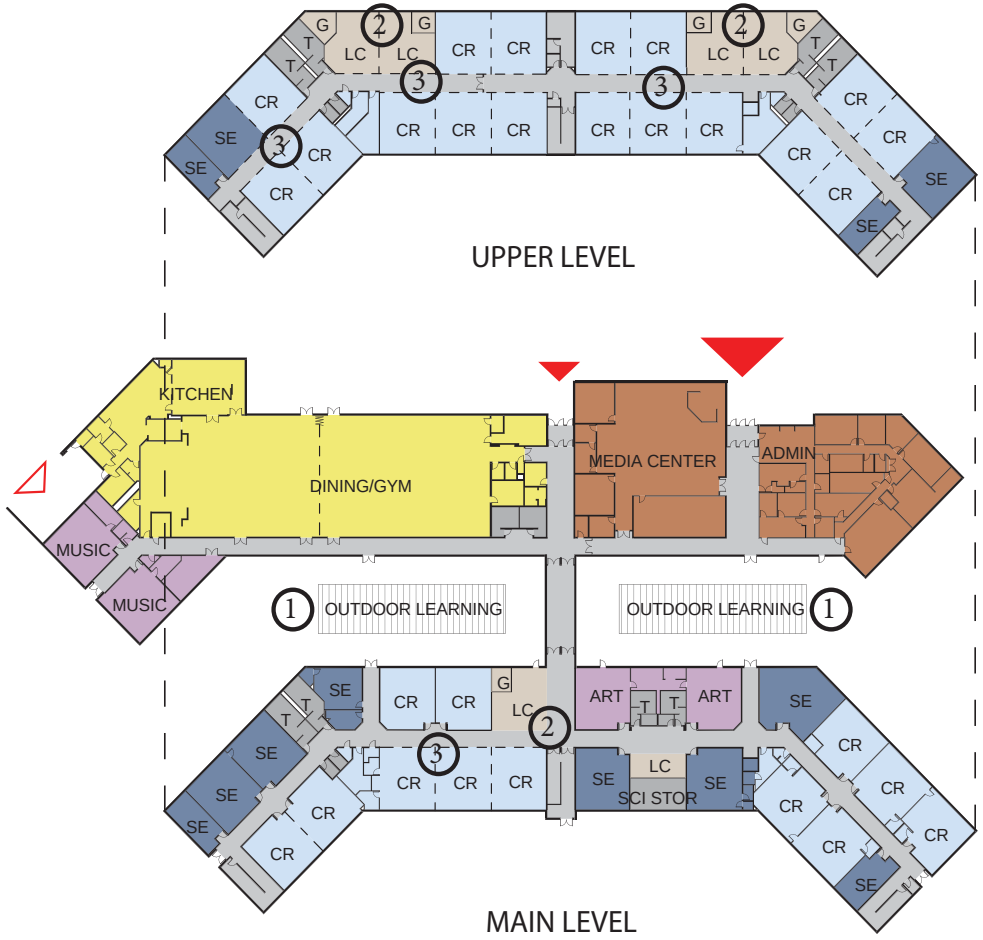
Bridge Point Elementary

Conceptual Utilization

Design Capacity:	**675**
Sections/Grade:	**5**

Legend:

1. Increase access from learning spaces to courtyard outdoor learning settings
2. Create collaborative "Learning Centers" with open and small group settings
3. Increase transparency and provide movable walls for flexibility of group size



Classrooms (CR)
Science
Art/CATE/Music
Special Education (SE)
Learning Commons (LC)
Administration/Staff
Media Center
Dining/Performance
Gym/Athletics
Flex
Circulation
Support

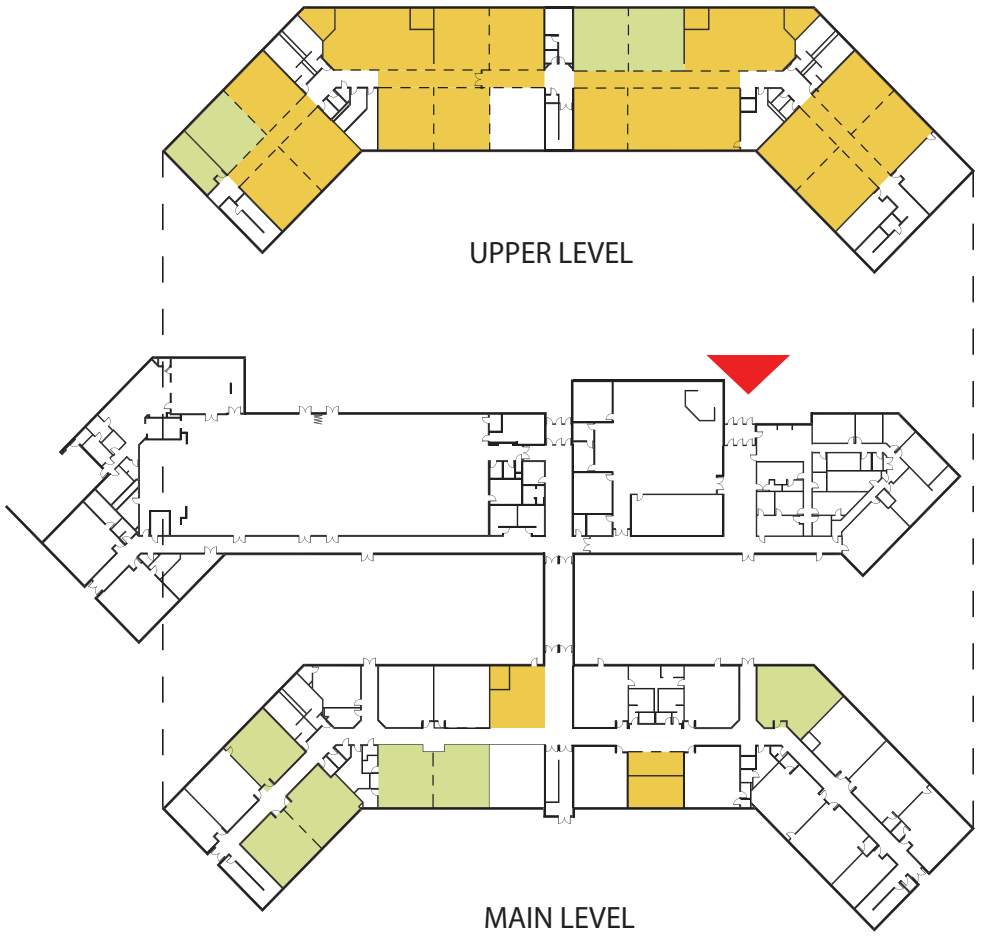
Main Entry
Secondary Entry
Service Entry

N

0' 12.5' 25' 50' 100'

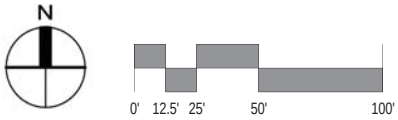
Bridge Point Elementary

Conceptual Scope

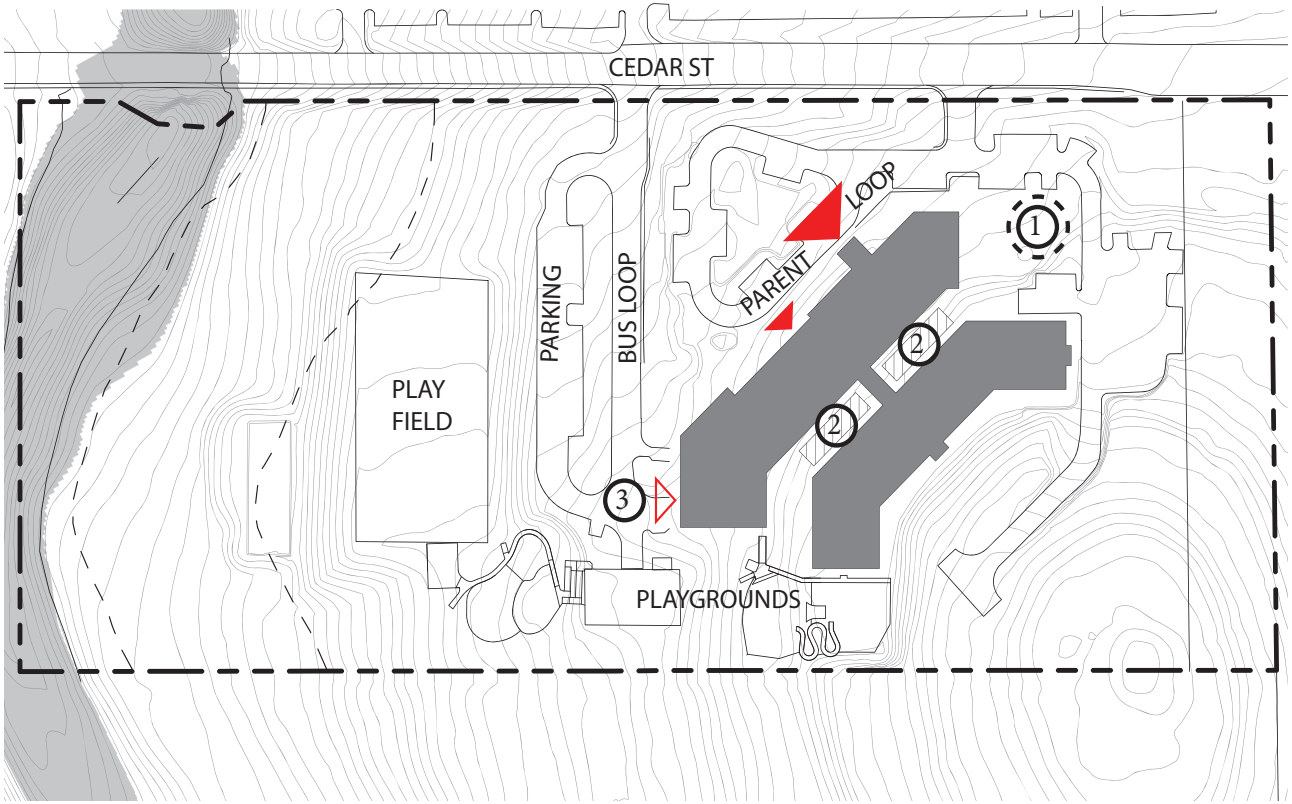


Work Type	Area
New Construction	0 SF
Heavy Remodel	19,420 SF
Medium Remodel	8,320 SF
Refurbish	66,500 SF

New Construction Heavy Remodel Medium Remodel Refurbish



Bridge Point Elementary
Site Concept



Legend:

1. Renew outdoor learning classroom
2. Create learning garden
3. Improve loading dock

Property Line

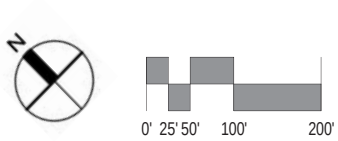
Setback

Water Quality Zone

Main Entry

Secondary Entry

Service Entry



Cedar Creek Elementary

Conceptual Utilization

Design Capacity:	**540**
Sections/Grade:	**4**

Legend:

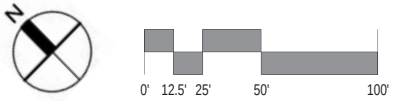
1. Provide addition linking Annex, to create a 3-5th grade "wing"
2. Create collaborative "Learning Areas" with open and small group settings
3. Reconfigure early childhood space for classrooms and Special Ed/Resource
4. Improve kitchen and serving
5. Reconfigure Administration to address needs in addition at entry
6. Provide additional daylight into learning spaces throughout school
7. Create outdoor learning settings

Main Entry

Secondary Entry

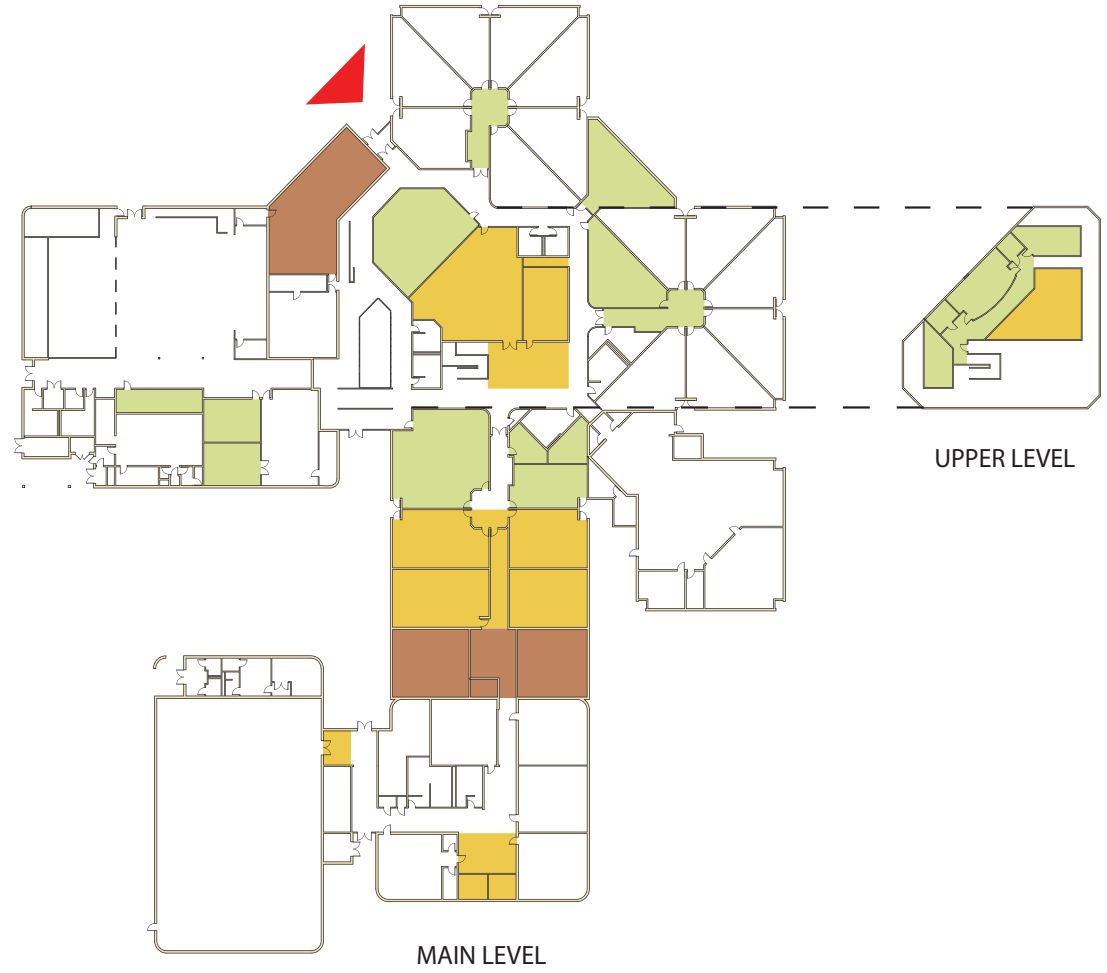
Service Entry

Classrooms (CR)
Science
Art/CATE/Music
Special Education (SE)
Learning Commons
Administration/Staff
Media Center
Dining/Performance
Gym/Athletics
Flex
Circulation
Support



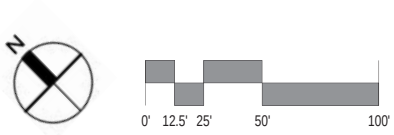
Cedar Creek Elementary

Conceptual Scope



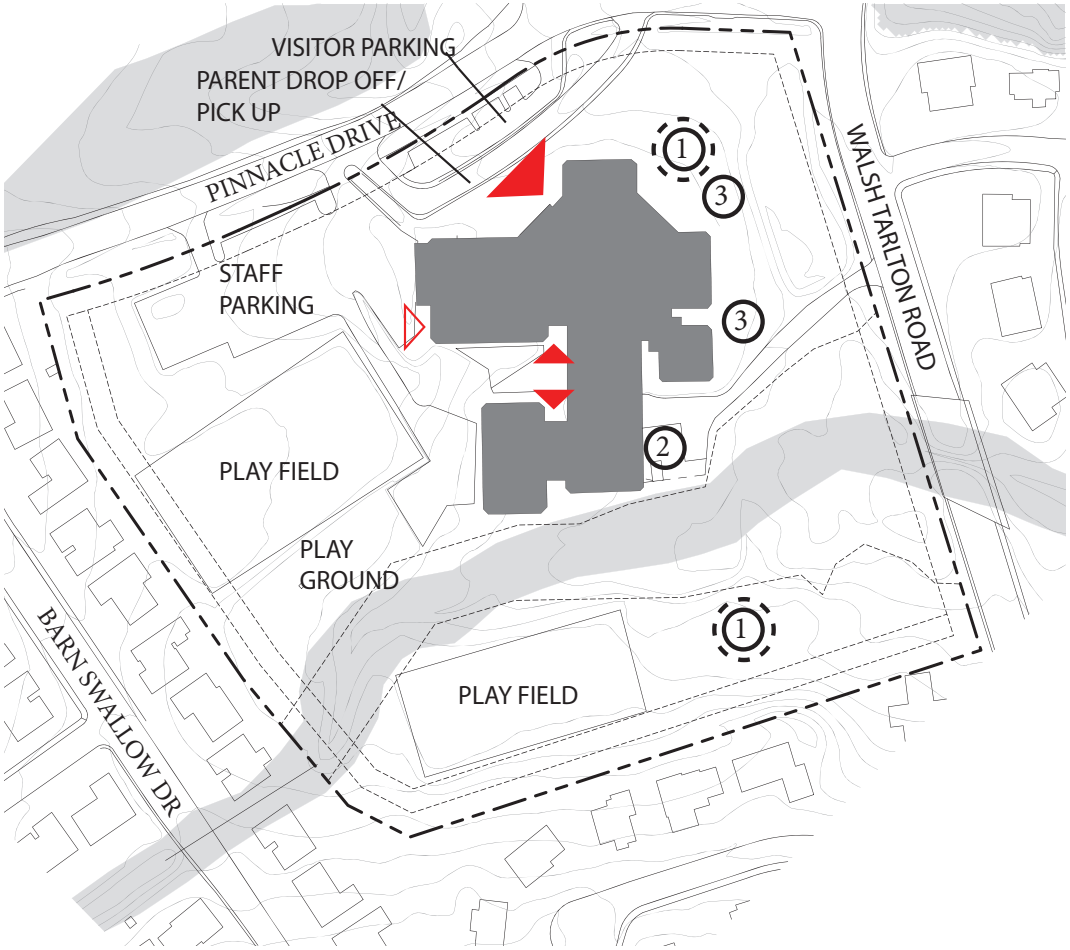
Work Type	Area
New Construction	4,200 SF
Heavy Remodel	4,800 SF
Medium Remodel	13,700 SF
Refurbish	57,480 SF

New Construction Heavy Remodel Medium Remodel Refurbish



Cedar Creek Elementary

Site Concept



Legend:

1. Add outdoor learning setting
2. Reduce hard surface
3. Remove portables

Property Line

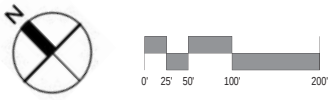
Setback

Water Quality Zone

Main Entry

Secondary Entry

Service Entry



Eanes Elementary
Conceptual Utilization

Design Capacity:	**675**
Sections/Grade:	**5**

Legend:

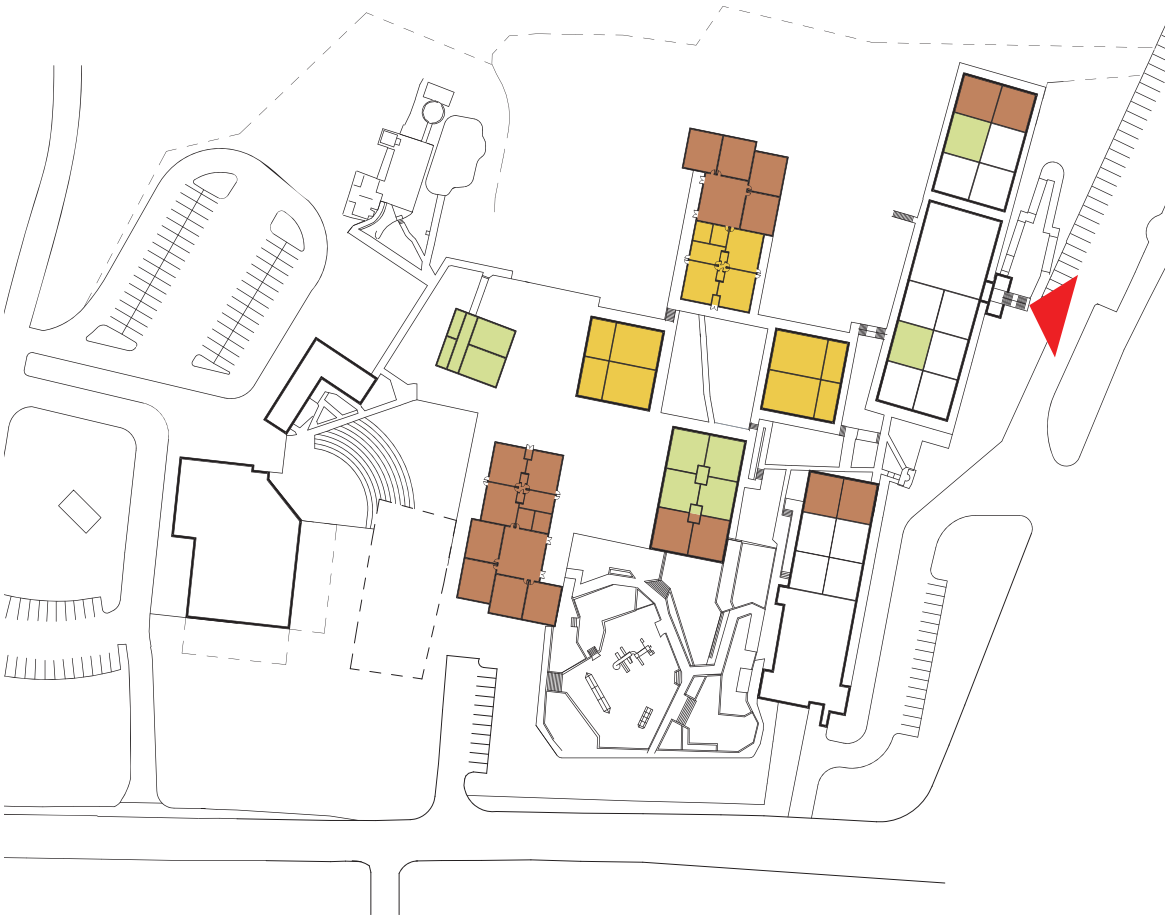
1. Retain main entry
2. Construct new classroom building
3. Extend existing classroom pods
4. Create collaborative learning areas with open and small group settings (LC)
5. Remodel for expanded Music and Art
6. Options for potential gym enlargement
7. Develop flex room in History Center

Main Entry
Secondary Entry
Service Entry

Classrooms (CR)
Science
Art/CATE/Music
Special Education (SE)
Learning Commons (LC)
Administration/Staff
Media Center
Dining/Performance
Gym/Athletics
Flex
Circulation
Support

0' 25' 50' 100' 200'

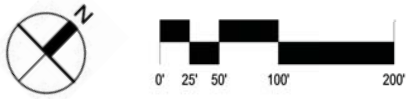
Eanes Elementary
Conceptual Scope



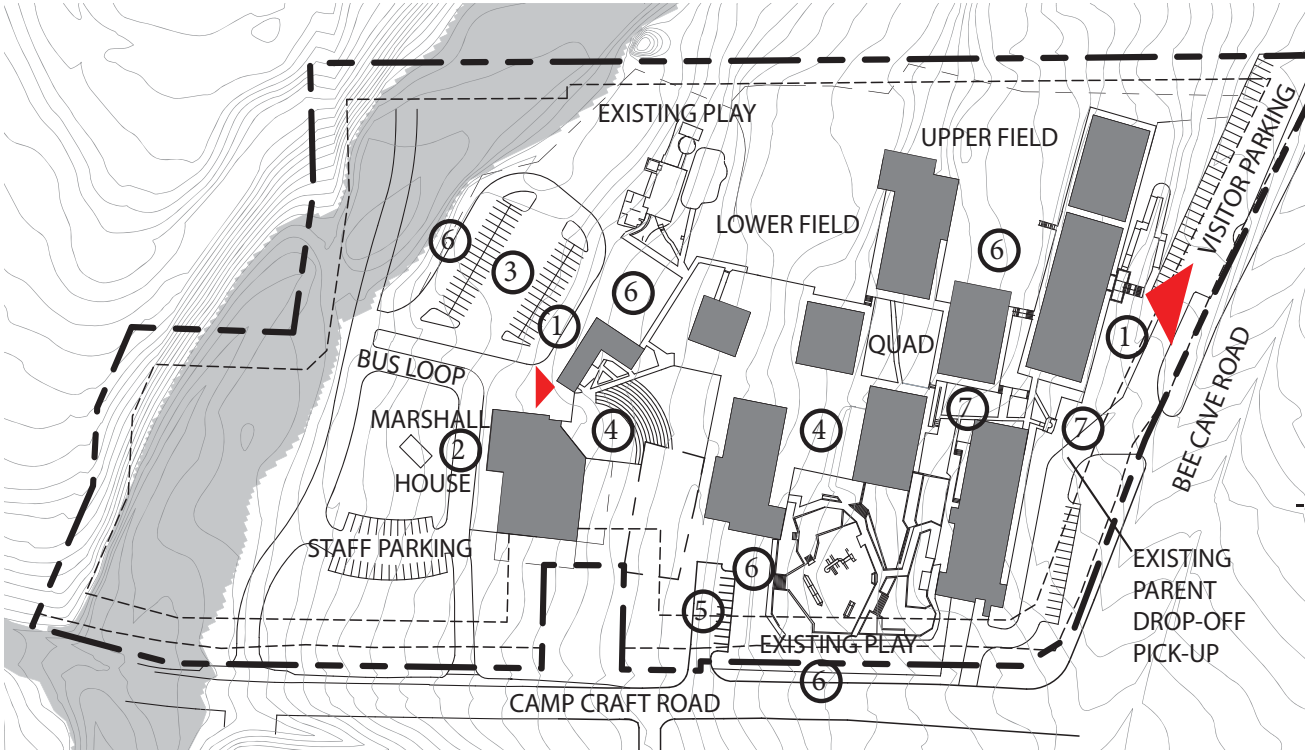
Work Type	Area
New Construction	20,730 SF
Heavy Remodel	12,000 SF
Medium Remodel	8,970 SF
Refurbish	39,760 SF

Note: New Construction does not include 2,250 - 5,000 SF expansion of Gymnasium.

New Construction Heavy Remodel Medium Remodel Refurbish



Eanes Elementary
Site Concept



Legend:

1. New parent drop-off + pick-up loop
2. Bus drop-off + pick-up loop
3. New staff parking
4. Outdoor Learning Setting
5. Service parking
6. Remove Warehouse, Portables and Building K
7. Replace temporary canopies

Property Line

Setback

Water Quality Zone

Main Entry

Secondary Entry

Service Entry

N

0' 25'50' 100' 200'

New Valley View Elementary School

West Side Location

To be located at one of the district's two west side sites: River Hills Road Tract and Baldwin Tract.

Site would also house a Child Development Center.

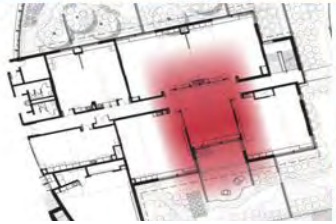
Design Capacity	744
Sections/Grade	5.5

Scope

New Construction	115,000 SF

Note: Images show desirable characteristics for the future school, such as flexible and varied learning environments, smaller learning communities, or connection to outdoors.

Learning Environment Example



Riverview Elementary School
Snohomish, WA

Valley View / New Forest Trail Elementary

Conceptual Utilization

Design Capacity:	**606**
Sections/Grade:	**4.5**

Legend:

1. Increase capacity to 4.5-sections by adding a two-story wing
2. Create collaborative "Learning Commons" with open and small group spaces, and a variety of furnishings
3. Add daylight via skylights and larger windows
4. Reconfigure entry vestibule to support security
5. Enlarge windows in dining
6. Enlarge kitchen and servery for efficiency
7. Create outdoor learning settings

Main Entry

Secondary Entry

Service Entry

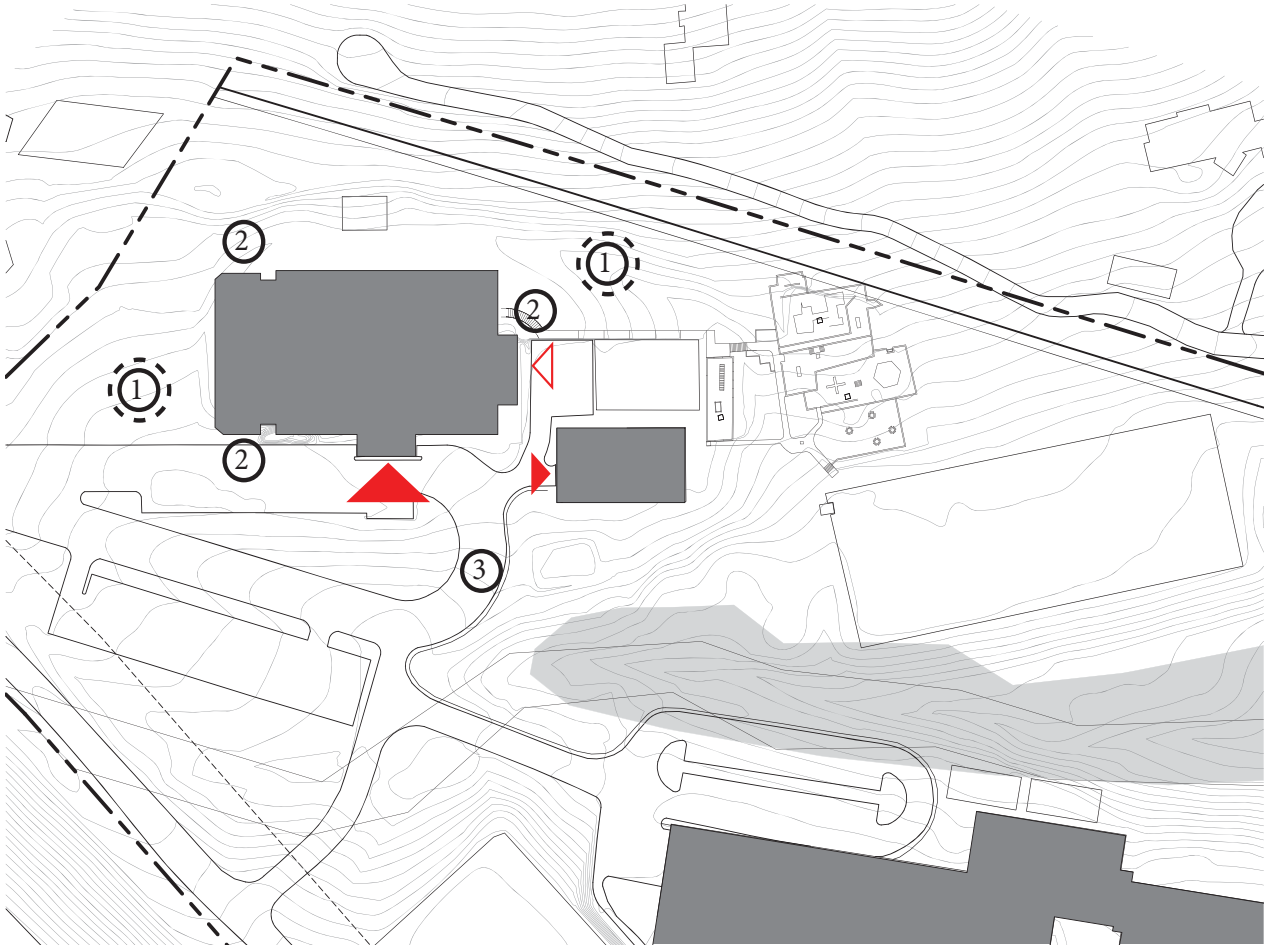
Valley View / New Forest Trail Elementary

Conceptual Scope

Work Type	Area
New Construction	15,700 SF
Heavy Remodel	9,450 SF
Medium Remodel	13,320SF
Refurbish	49,050 SF

Valley View / New Forest Trail Elementary

Site Concept



Legend:

1. Create outdoor learning setting
2. Modify paths from exits
3. Existing 2-lane bus and parent drop-off / pick up to remain

Property Line

Setback

Water Quality Zone

Main Entry

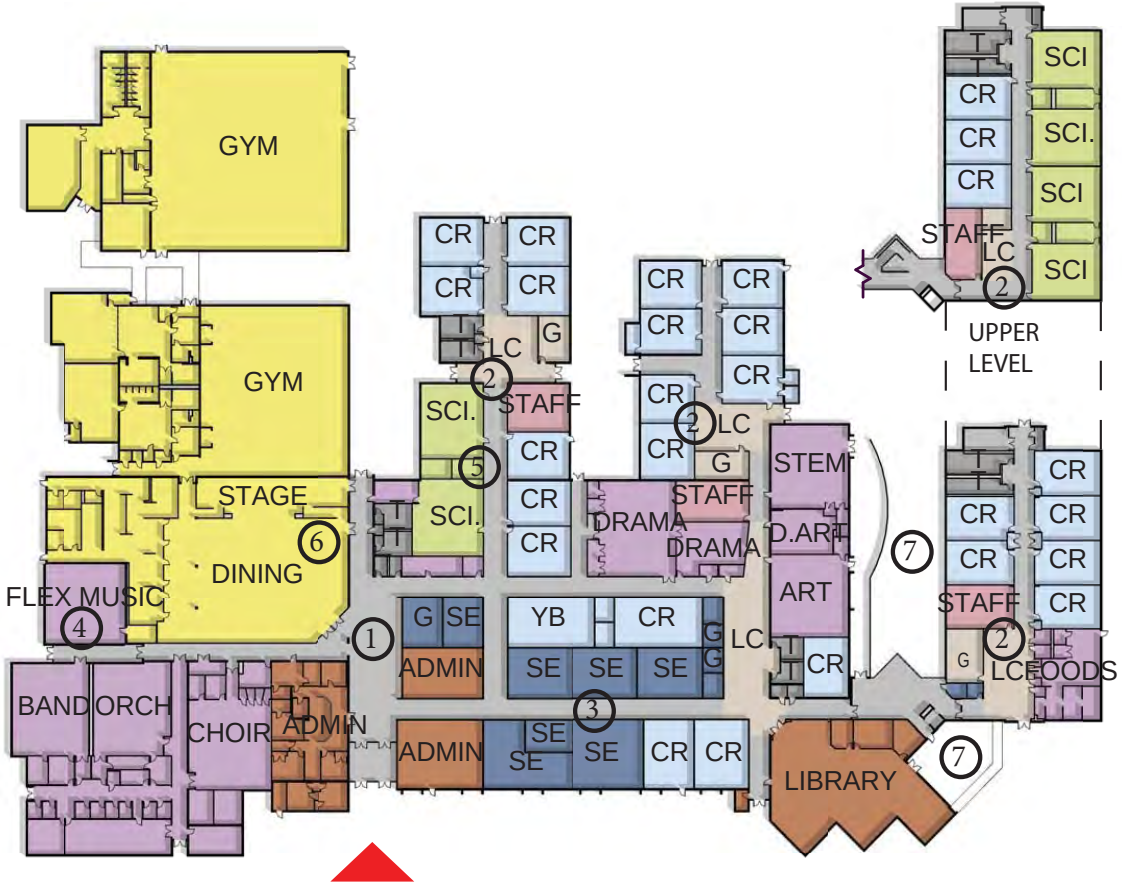
Secondary Entry

Service Entry

Hill Country Middle School

Conceptual Utilization

Design Capacity:	**1050**
Teaching Stations:	**50**

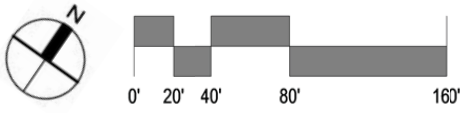


Classrooms (CR)
Science
Art/CATE/Music
Special Education (SE)
Learning Commons
Administration/Staff
Media Center
Dining/Performance
Gym/Athletics
Flex
Circulation
Support

Legend:

1. Widen main entry and lobby to relieve congestion and add display
2. Provide staff collaboration, small group, and flexible open spaces, each wing
3. Create new circulation path to 8th grade wing to relieve congestion
4. Add flex music studio to address key space needs
5. Relocate two science labs to 6th grade wing; shift yearbook
6. Add second exit to dining
7. Enhance outdoor learning settings

Main Entry
Secondary Entry
Service Entry



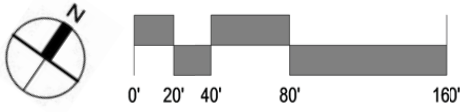
Hill Country Middle School

Conceptual Scope

MAIN LEVEL

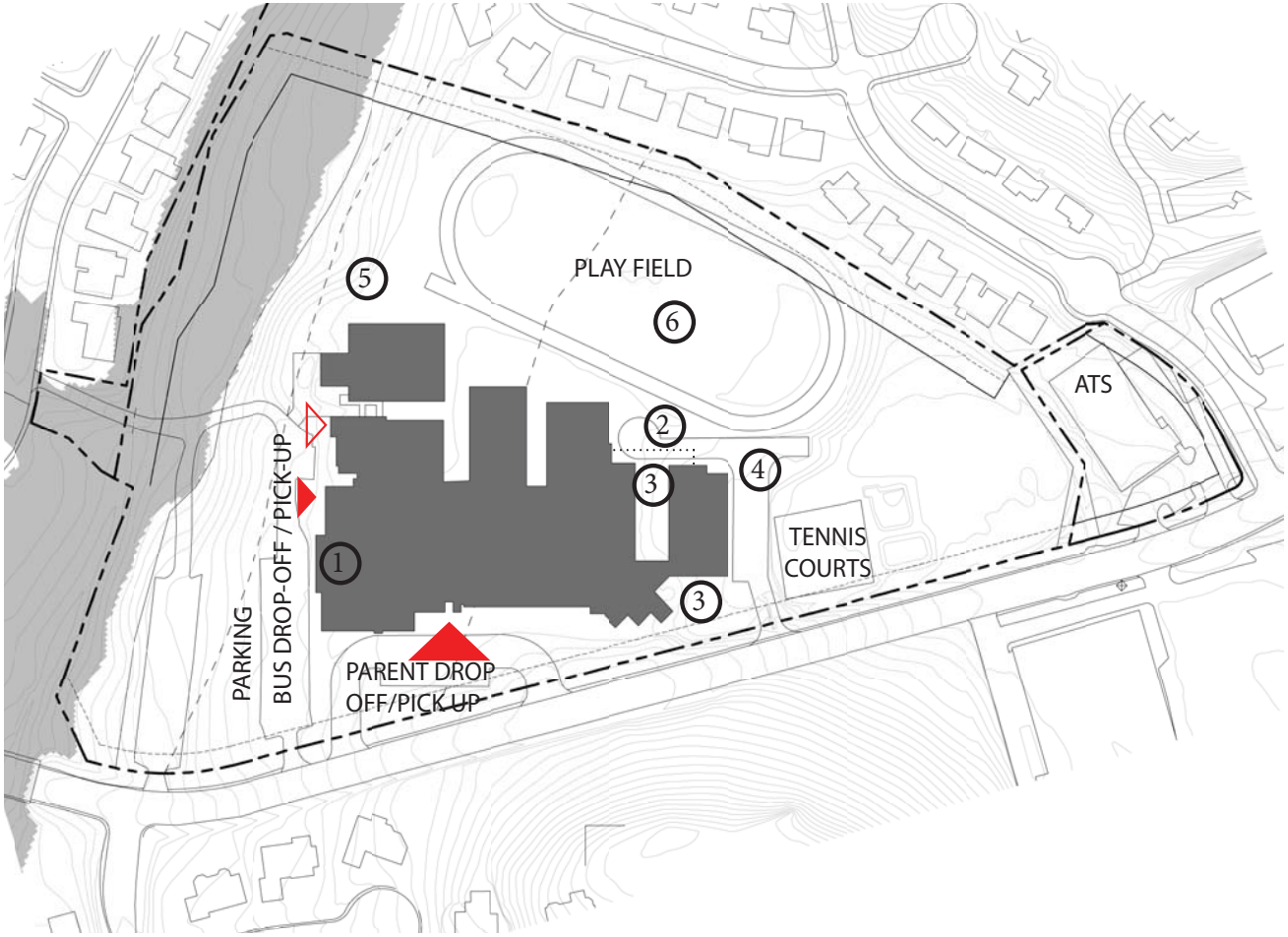
Work Type	Area
New Construction	2,120 SF
Heavy Remodel	30,335 SF
Medium Remodel	16,130 SF
Refurbish	32,722 SF

New Construction Heavy Remodel Medium Remodel Refurbish



Hill Country Middle School

Site Concept



Legend:

1. Construct music addition
2. Add security fence
3. Create/Improve outdoor learning settings
4. Create additional parent pick-up loop at existing drive
5. Reduce paving in water quality zone
6. Renew synthetic turf field

Property Line

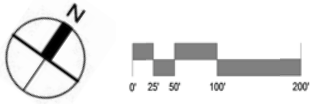
Setback

Water Quality Zone

Main Entry

Secondary Entry

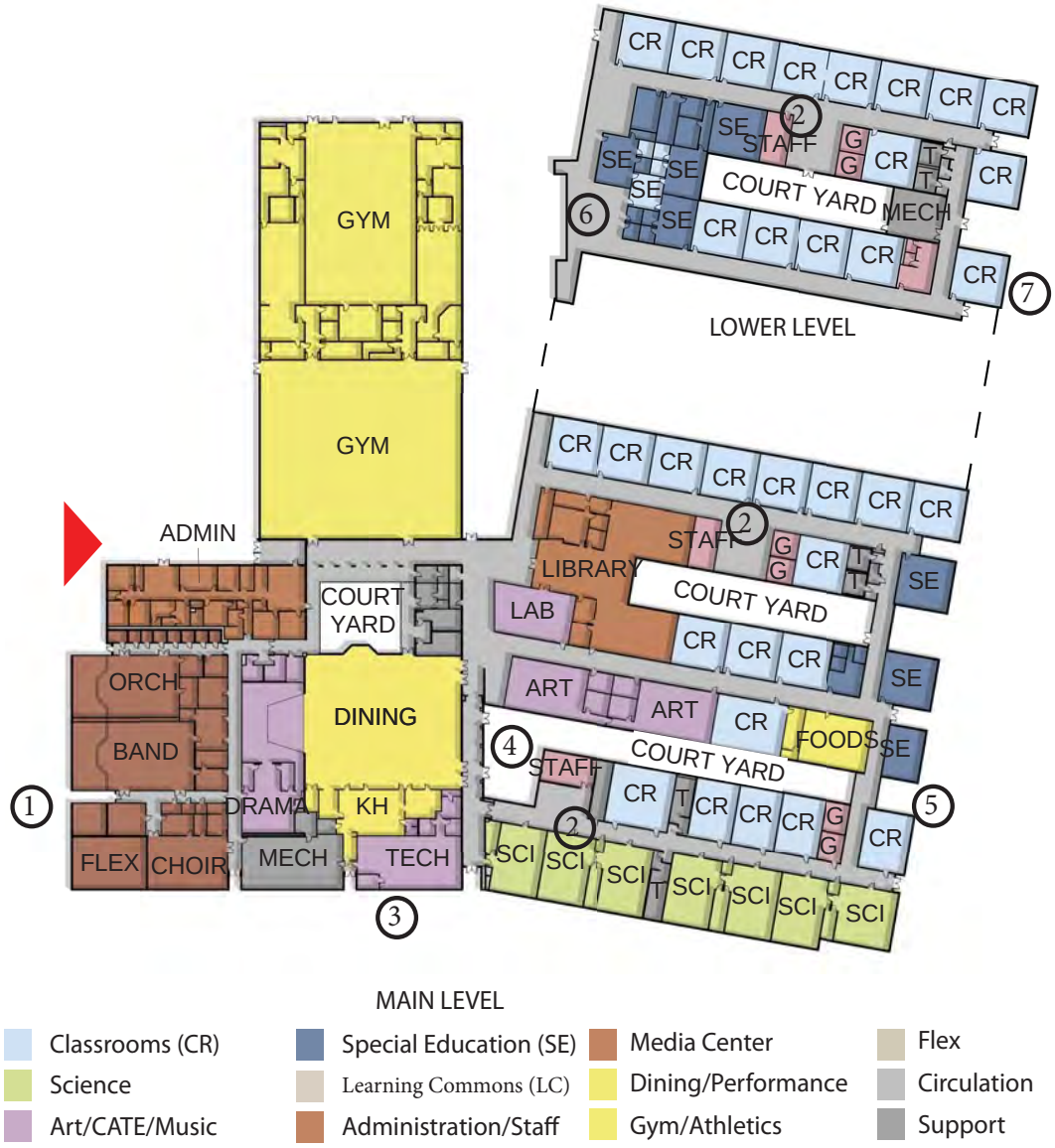
Service Entry



West Ridge Middle School

Conceptual Utilization

Design Capacity:	**1050**
Sections/Grade:	**50**

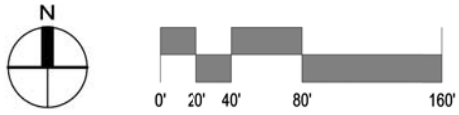


Classrooms (CR)
Science
Art/CATE/Music
Special Education (SE)
Learning Commons (LC)
Administration/Staff
Media Center
Dining/Performance
Gym/Athletics
Flex
Circulation
Support

Legend:

1. Construct music addition to provide flex studio and address key space needs
2. Provide staff collaboration, small group, and flexible open spaces, each wing
3. Update tech lab for hands-on learning
4. Improve courtyard for flexible learning space
5. Construct link for secure connection between wings
6. Remodel to open up between lower and upper levels
7. Enhance outdoor learning settings

Main Entry
Secondary Entry
Service Entry

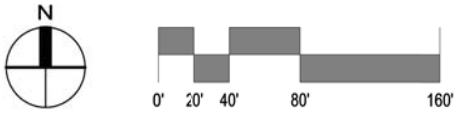


West Ridge Middle School

Conceptual Scope

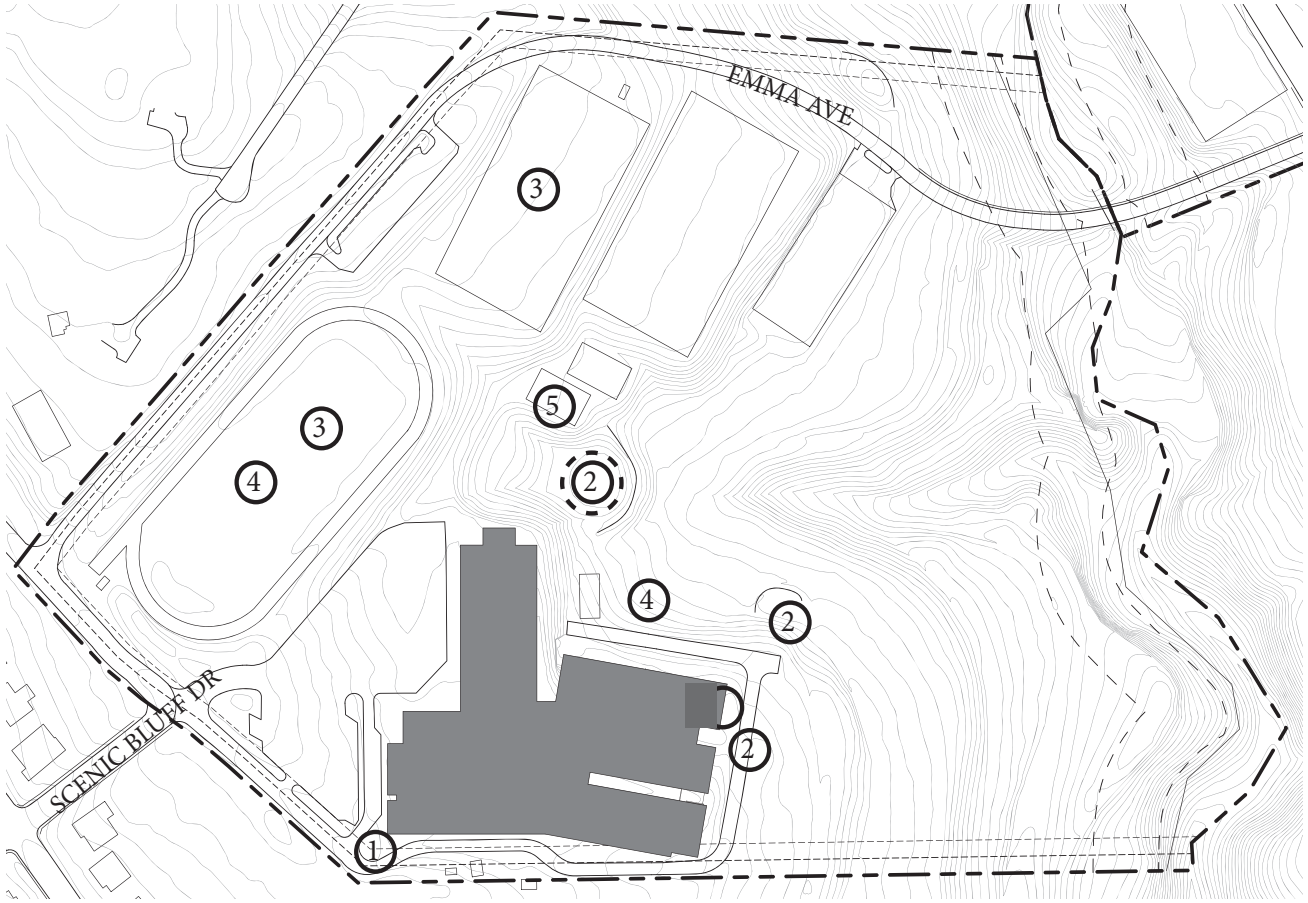
Work Type	Area
New Construction	4,409 SF
Heavy Remodel	12,402 SF
Medium Remodel	5,715 SF
Refurbish	151,440 SF

New Construction Heavy Remodel Medium Remodel Refurbish



West Ridge Middle School

Site Concept



Legend:

1. Construct music addition
2. Create/Improve outdoor learning settings
3. Renew turf field; add synthetic turf to one addition at field
4. Improve field lights, bleachers, restrooms for better utilization
5. Reduce paving (basketball court)

Property Line

Setback

Water Quality Zone

Main Entry

Secondary Entry

Service Entry

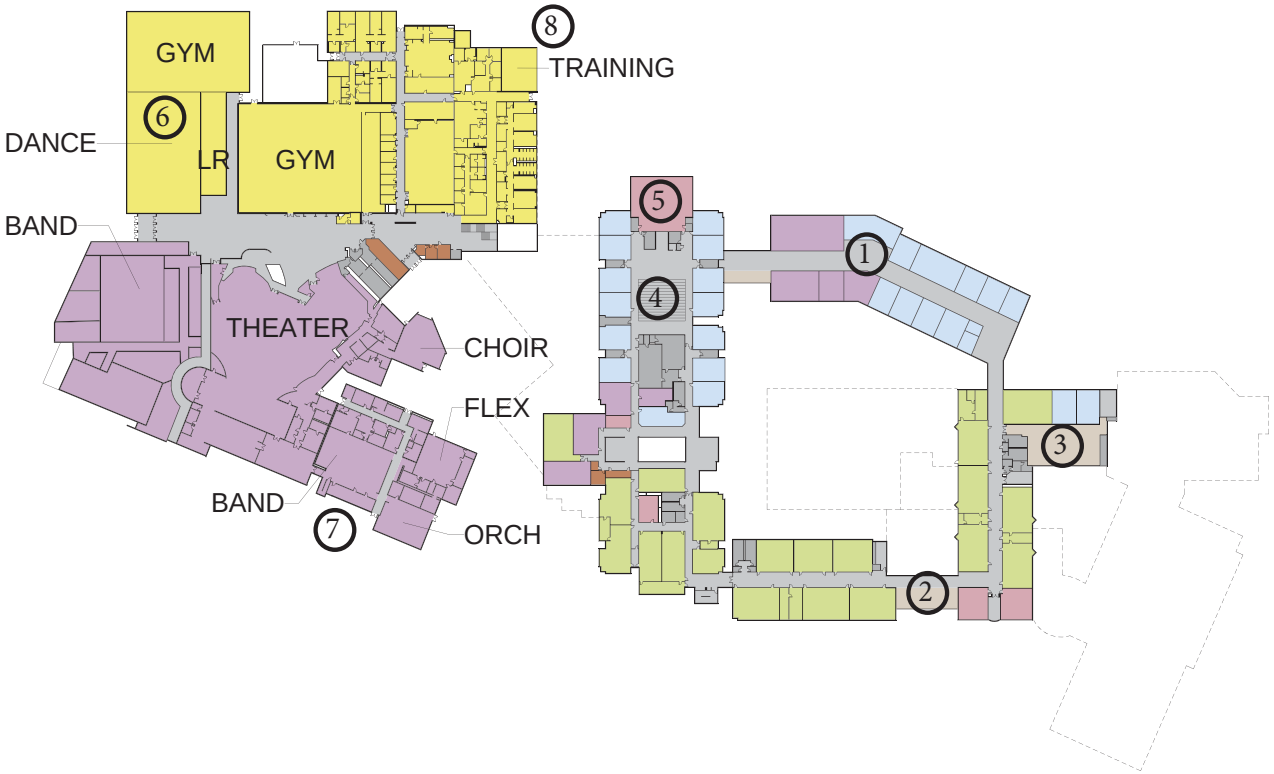
N

0' 40' 80' 160' 320'

Westlake High School

Conceptual Utilization - Upper Level

Design Capacity:	**2990**
Learning Stations:	**127**



Legend:

1. Add new 2-story academic addition / STEM center
2. Add connecting bridge with informal learning settings
3. Create large group flexible learning setting
4. Create collaborative learning stairs
5. Add faculty collaborative space
6. Add new activities addition with gym/ dance/support
7. Add new band wing and reconfigure existing for choir
8. Add for training room

Main Entry

Secondary Entry

Service Entry

N

Classrooms (CR)
Science
Art/CATE/Music

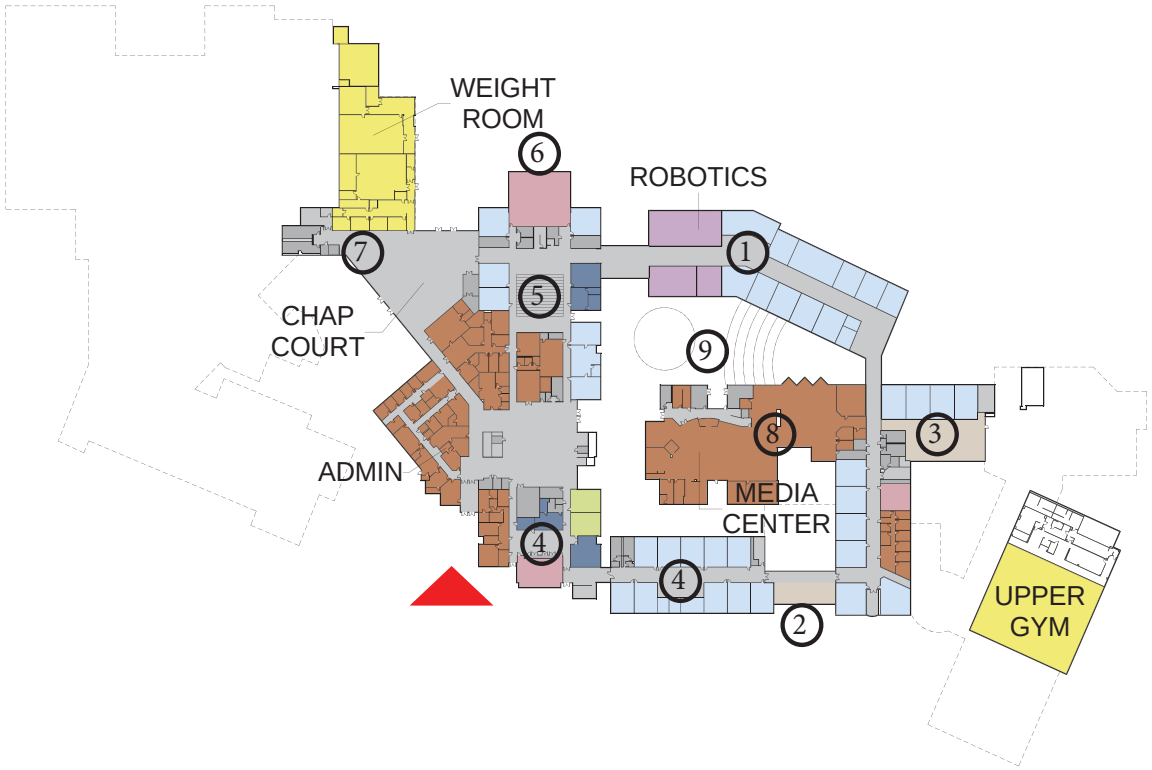
Special Education (SE)
Learning Commons
Administration/Staff

Media Center
Dining/Performance
Gym/Athletics

Flex
Circulation
Support

Westlake High School

Conceptual Utilization - Main Level



Legend:

1. Add new 2-story academic addition / STEM center
2. Add connecting bridge with informal learning settings
3. Create flexible learning setting
4. Create collaborative learning commons
5. Create collaborative learning stairs
6. Add faculty collaborative space
7. Open up stairway to Level 3
8. Combine media centers into one learning environment
9. Create an outdoor learning courtyard

Main Entry

Secondary Entry

Service Entry

N

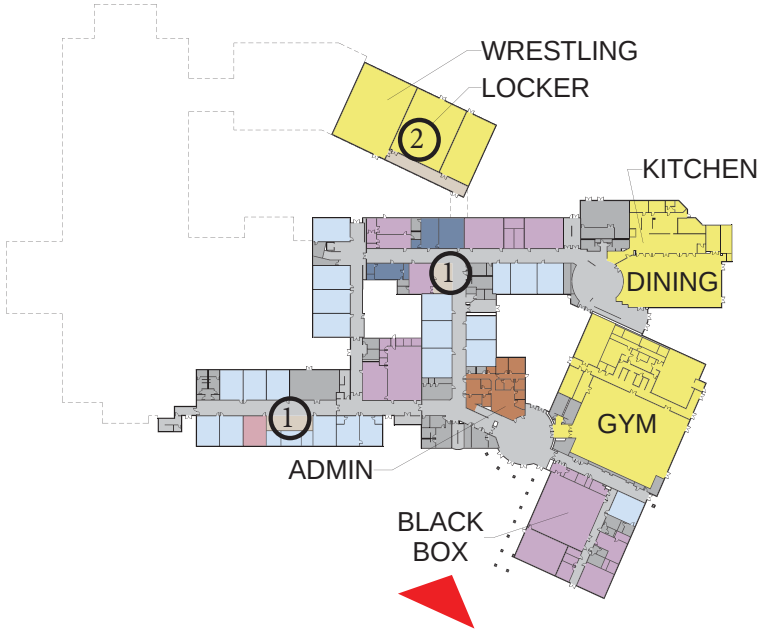
Classrooms (CR)
Science
Art/CATE/Music

Special Education (SE)
Learning Commons
Administration/Staff

Media Center
Dining/Performance
Gym/Athletics

Flex
Circulation
Support

Westlake High School
Conceptual Utilization - Lower Level



Legend:

1. Create Collaborative Learning Commons
2. Add locker rooms and wrestling practice as part of new addition

Main Entry
Secondary Entry
Service Entry

N

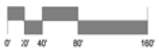
Classrooms (CR)
Science
Art/CATE/Music
Special Education (SE)
Learning Commons
Administration/Staff
Media Center
Dining/Performance
Gym/Athletics
Flex
Circulation
Support

Westlake High School

Conceptual Scope - Upper Level

Work Type	Area
New Construction	120,000 SF
Heavy Remodel	46,720 SF
Medium Remodel	7,360 SF
Refurbish	200,000 SF

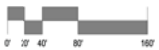
New Construction Heavy Remodel Medium Remodel Refurbish



Westlake High School

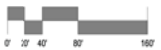
Conceptual Scope - Main Level

New Construction Heavy Remodel Medium Remodel Refurbish



Westlake High School

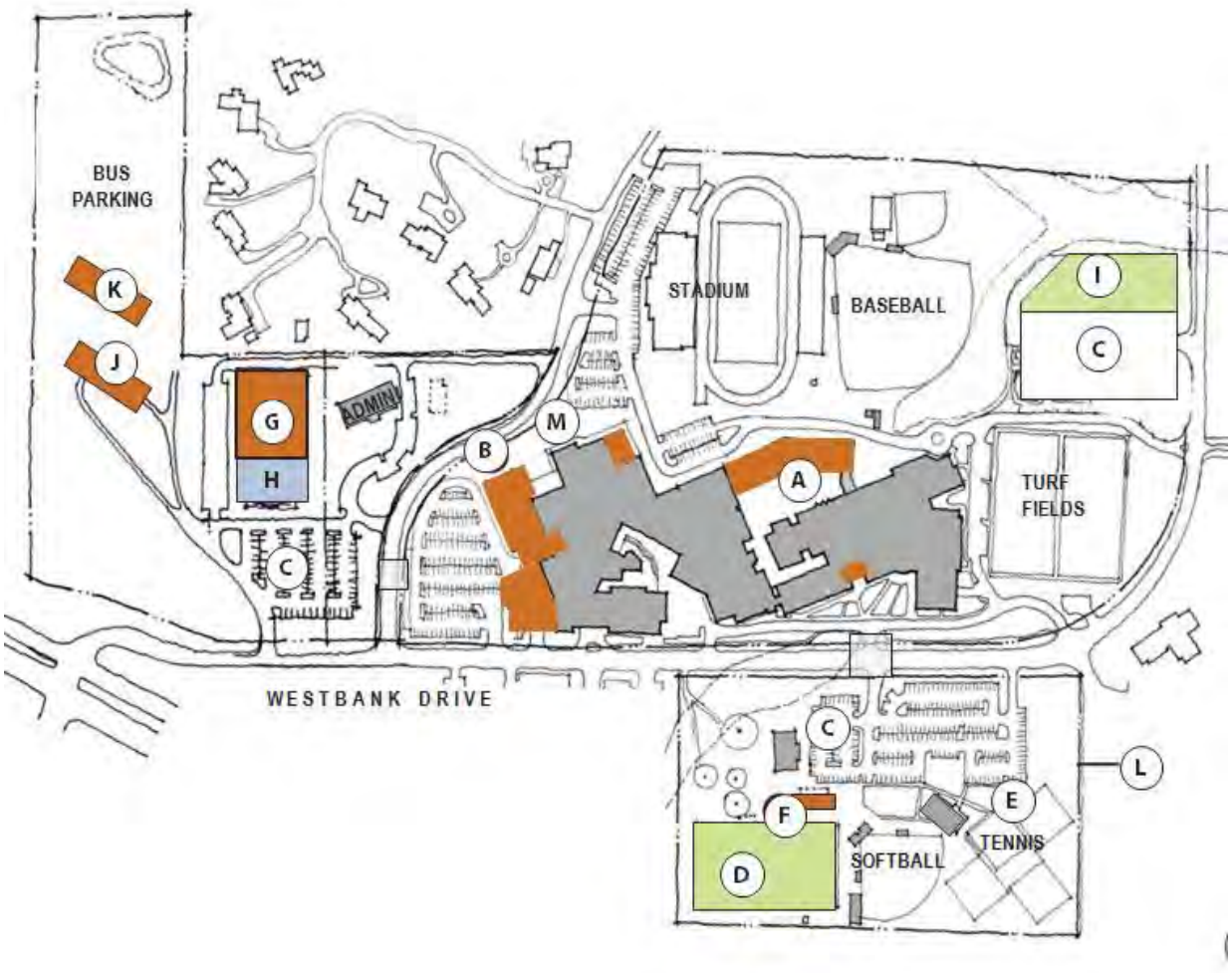
Conceptual Scope - Lower Level



New Construction Heavy Remodel Medium Remodel Refurbish

Westlake High School

Site Concept



A. Create classroom addition
B. Build activities addition
C. Construct new student parking
D. Install turf & storage at Lacrosse/ Soccer Field
E. Add lights to Tennis
F. Relocate buildings and grounds to Shriner
G. Add Multi-purpose facility
H. Add Outdoor pool facility
I. Future parking expansion
J. Construct District Support Center (IT, NOC, M&O)
K. Locate Transportation, Grounds, Warehouse
L. Add security fence at Tennis
M. Simplify site circulation

Property Line

Building to be Removed

Main Entry

Secondary Entry

Service Entry

N

District Support Center
Site Concept

Scope:

New Construction	
30,500 SF	

Main Entry

Service Entry

Elements to include:

A. **Transportation Maintenance Facility** (Bus Garage) – 7000-8500 sf
Stand-alone building; needs 3-5 bays (1 with hoist, 1 with pit, 1 for small engines).

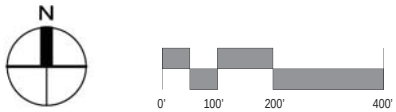
B. **Site facilities** to include vehicle wash in a covered area; propane and diesel fueling stations (4), and Bus Parking, for 56 77-passenger buses, 20 'white fleet' vans.

C. **District Support Facility** – 15,000-16,000 sf Two-level structure. Consolidate the departments of Facilities, M & O, Grounds, Information Technology (IT), Transportation (Dispatch), Safety & Risk Management and Facility Rentals, and provide space for collaboration, shared training/break room. Incorporate Network Operations Center (NOC).

D. **Warehouse and Dock** – 5,000-6,000 sf
Sized for "just-in-time" approach, with office for 1-3, and yard. Lower level of Support Facility.

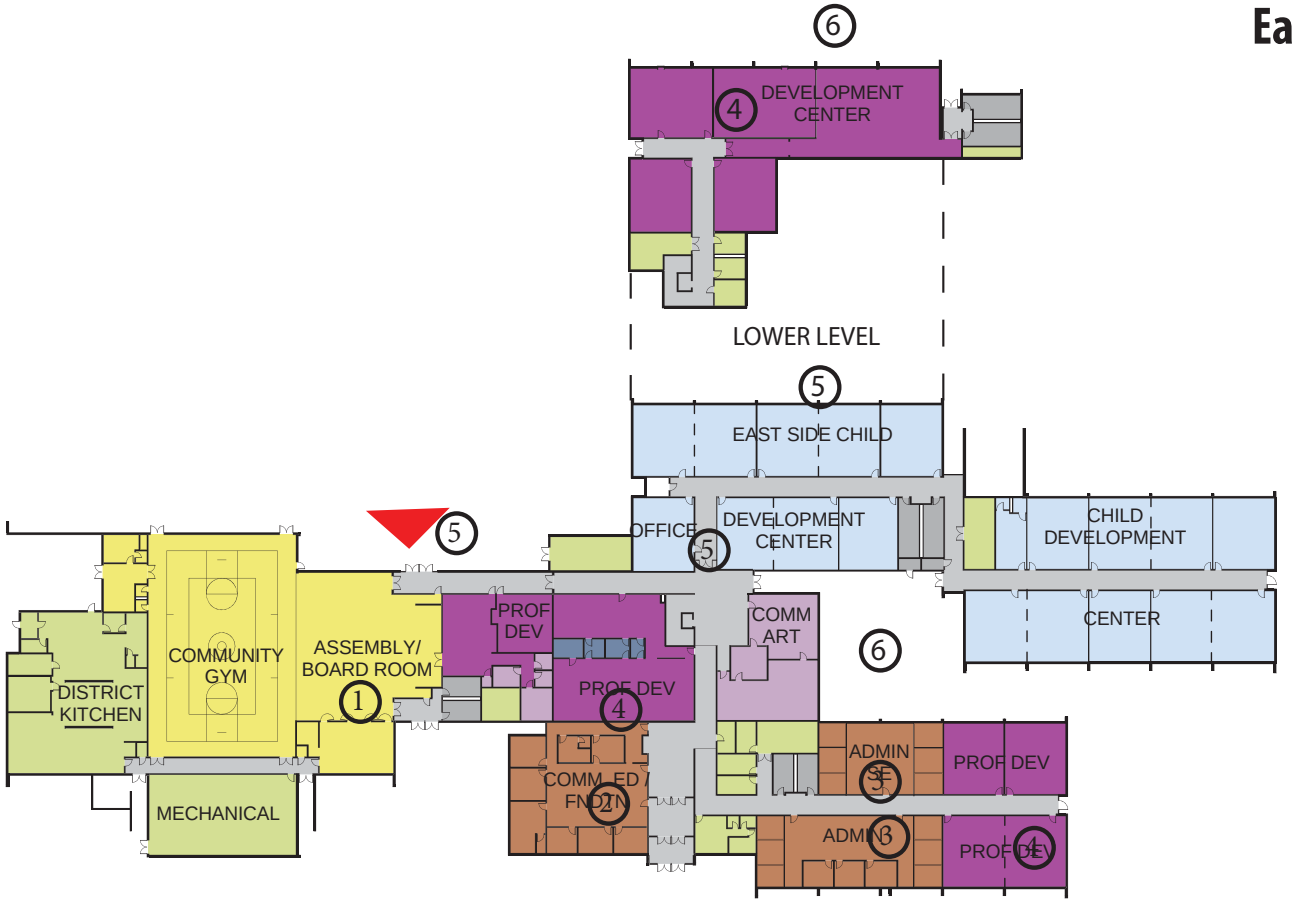
E. **Parking** for staff and drivers

F. Potential water quality **pond**



Eanes ISD Community Learning Center

Conceptual Utilization



Legend:

1. Enhance for Board Room and Elementary, Middle, and Community Performances
2. Relocate Community Education and Education Foundation Offices
3. Relocate some Administrative offices - linked to Professional Development Center
4. Create profesional Development Learning/meeting spaces
5. Remodel classroom wing into Child Development Center with its own secure entry
6. Develop outdoor play and learning settings

Main Entry

Secondary Entry

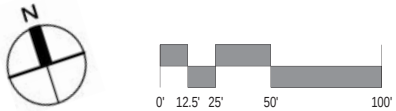
Service Entry

Classrooms (CR)
Science
Art/CATE/Music

Special Education (SE)
Learning Commons
Administration/Staff

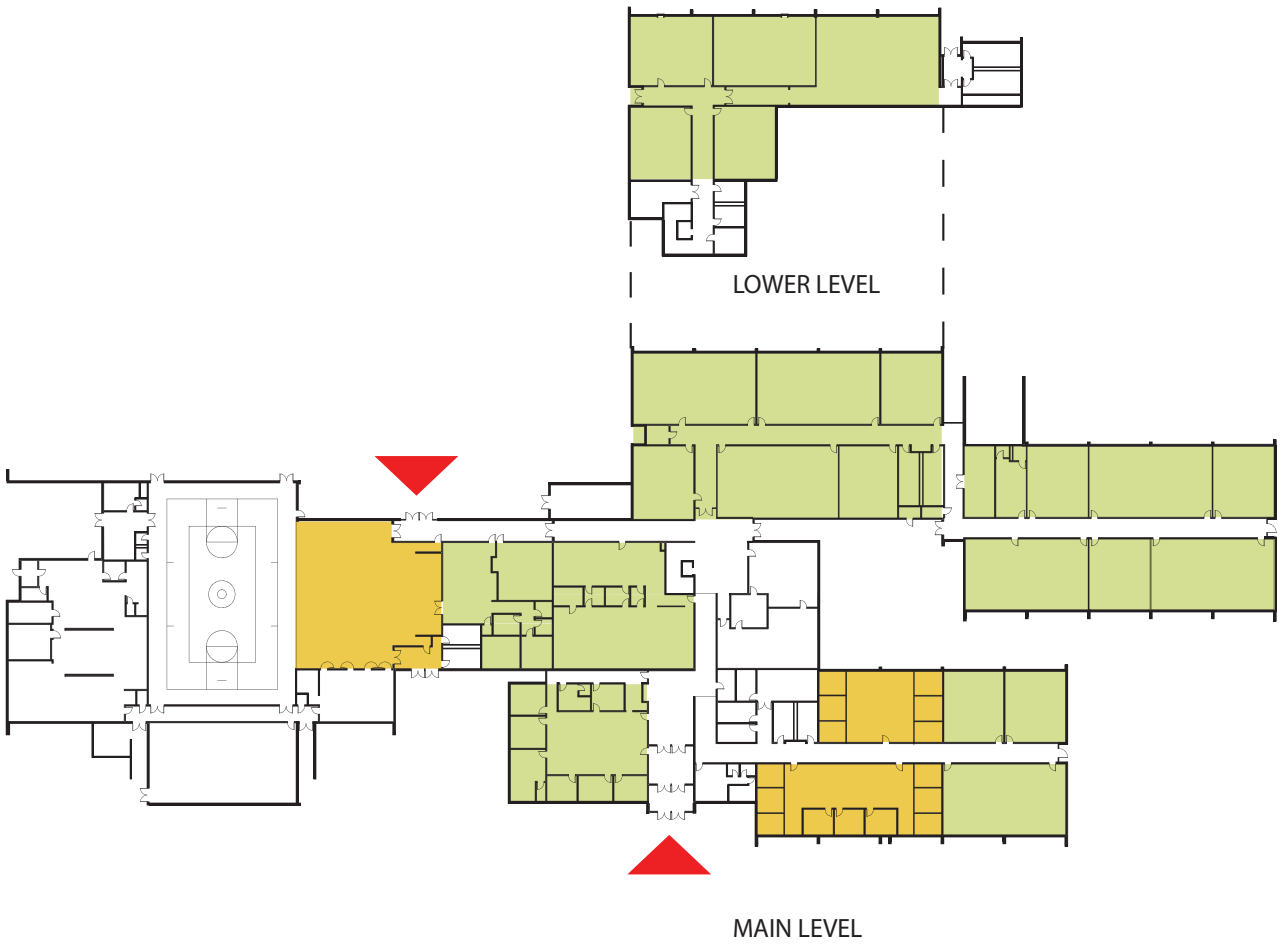
Media Center
Dining/Performance
Gym/Athletics

Flex
Circulation
Support



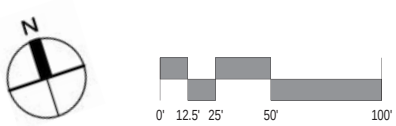
Eanes ISD Community Learning Center

Conceptual Scope



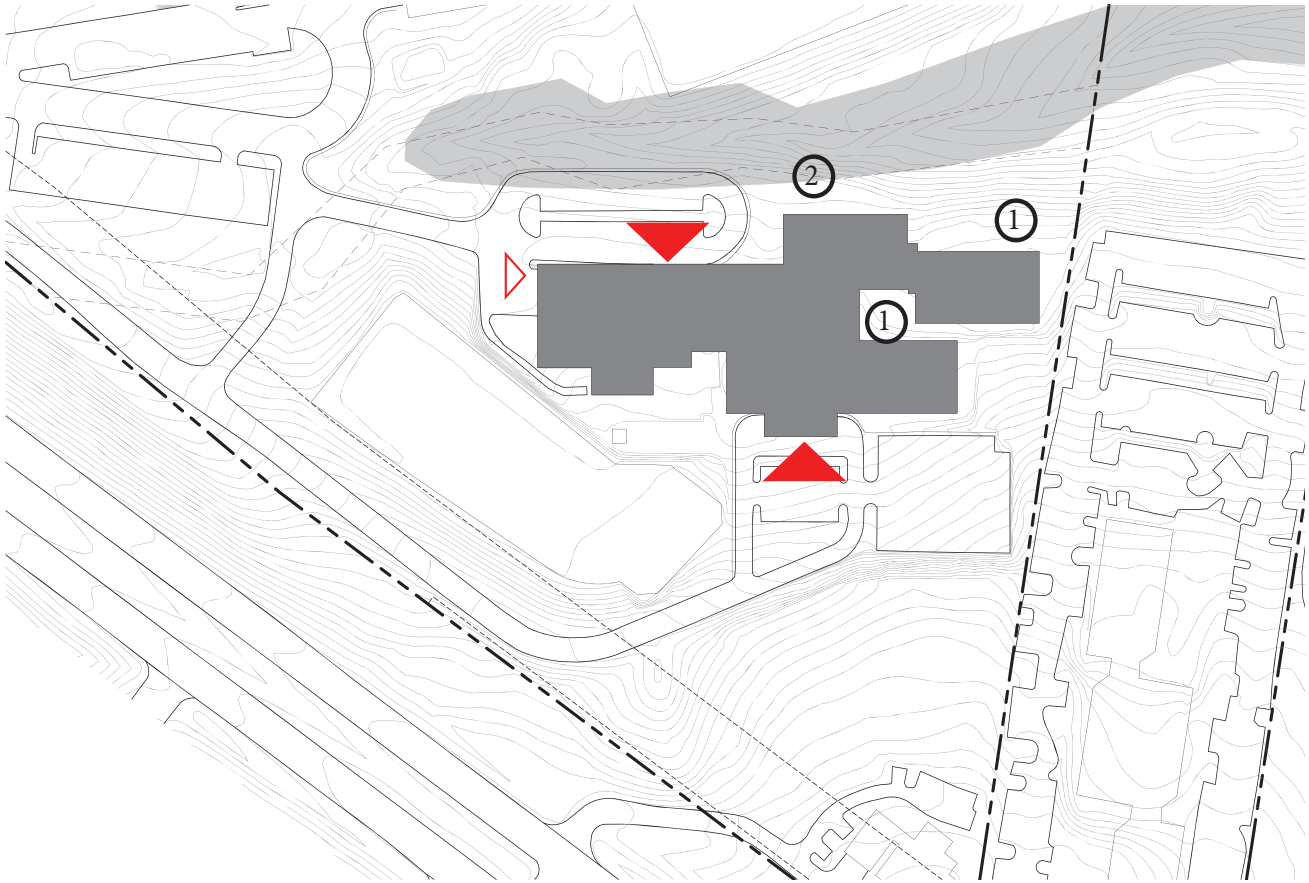
Work Type	Area
New Construction	0 SF
Heavy Remodel	8,400 SF
Medium Remodel	38,700 SF
Refurbish	32,300 SF

New Construction Heavy Remodel Medium Remodel Refurbish



Eanes ISD Community Learning Center

Site Concept



Legend:

1. Creat new/improved outdoor play for Child Development Center
2. Install outdoor learning setting

Main Entry

Secondary Entry

Service Entry

PHASING AND PROJECTED COSTS

F. PHASING AND PROJECTED COSTS

F.1 Introduction:

Critical parts of the Eanes ISD Master Plan are the estimated costs and proposed phasing for implementation of the Master Plan recommendations. Many factors are considered and assumptions made in order to provide a baseline for planning purposes; while the Master Plan is not intended to serve as Planning for a Bond Initiative exclusively, some of the recommendations may be incorporated into immediate and future Bond Initiatives.

This chapter describes the methodology involved and the assumptions utilized when generating cost estimates, shows the cost estimates on a per-facility basis, and then proposes two implementation phasing strategies. One implementation strategy groups the Master Plan recommendations into two "packages", while the other groups implementation recommendations into three "packages".

Cost Projection Methodology

A Bond Initiative for school projects to improve learning space typically includes funding for the following four categories:

A) Master Plan Building and Site Improvements – scope related to needs identified in Master Planning to improve learning space. This category includes the construction cost for new/remodeled areas, refurbishing, site improvements, furniture to support learning, and technology infrastructure costs related to construction.

B) Improvements arising from Facility Condition Assessment and Report – cost to repair, replace, or in some cases upgrade building systems, e.g. exterior materials, flooring or mechanical and electrical systems. The costs in this category were taken from the Facility Condition Assessment Report by Alpha Facilities Solutions, Inc. (Alpha Report) for improvements coming 'due' through 2018, five years out. At a few buildings, the Alpha information was augmented by a mechanical engineer study undertaken by the District, and the newer information included as a line item.

C) District-Identified Facility Improvements outside Alpha Report - roofing, parking lots/ roadways, site utilities, amenities.

D) Technology Updates - District-wide upgrades to network, wireless, display technologies, computers, tablets, and other devices.

The costs assembled in this document and the Phasing scenario(s) include items A and B only.

F. PHASING AND PROJECTED COSTS

F.2 General Notes on Summary of Projected Costs:

The projected costs on the following pages have been developed by the Consulting Team, working with SpawGlass Construction to establish initial cost parameters for the Austin, Texas area. They represent 'Order of Magnitude' costs to establish a reasonable budget for implementation. As projects are selected for implementation, campus teams will need to confirm scope against a more developed design.

Corresponding to the vertical columns in the spreadsheets attached, there are several components to the total project cost for each site or project at a site:

1. **Area:** costs are based on a specific square footage of area affected, as illustrated in the Conceptual Scope diagrams in Section E. Area calculations were rounded to the nearest 10 square feet. In some cases this is the area of addition, or a site area. In a few cases, the pricing is based on a lump sum, and area is described as '1 job'.
2. **Cost per Square Foot / Unit**:. A dollar amount per square foot (or other unit, in some cases) is used to establish a reasonable budget for construction. Values were identified with SpawGlass Construction for the different levels of construction, based on historic costs in the Austin area and current cost trends. These values reflect typical quality of construction for schools in the area.
3. **Construction Cost.** This calculated total is the product of the area times the cost per unit.
4. **Soft Costs Allowance**. To allow for total anticipated project costs, to include architect professional fees as well as contingencies, a factor of 30% is applied. This 30% is comprised of: 10% construction contingency (for unforeseen conditions that may arise during construction), 10% District contingency (for potential district-initiated changes to the project), 8% professional fees, 2% other expenses (legal and financial costs).
5. **Total Project Cost.** This calculated total is the sum of the construction cost plus the 30% soft costs allowance.

Rows in the spreadsheets for each site correspond to specific scopes of construction:

A. **New Construction.** Includes additions and free-standing new construction.
B. **Heavy Remodeling.** Areas where changes include demolition and new interior walls, and substantial mechanical/electrical infrastructure.
C. **Medium Remodeling.** Areas where some walls and doors are moved, and finishes affected, but limited needs for changes to mechanical/electrical systems.
D. **Refurbishing.** Areas of the buildings that do not need physical reconfiguration, but do need refreshing to promote positive learning environments. The learners, staff and community should perceive that the whole school has been upgraded for 21st century learning. Refurbishing could include: a fresh coat of paint (with the potential to address the desire for color), replacement carpet, new ceilings or door repair where needed, and replacement lighting in some places.
E. **Furniture.** The line items for furniture are based on a "per-classroom" allowance, to provide largely new, ergonomic and flexible furniture for learning areas. The number of classrooms was increased to address needed updates to furniture in Media Centers and Dining areas.

F. PHASING AND PROJECTED COSTS

F. **Technology Infrastructure.** The Technology infrastructure estimates cover equitable infrastructure in new, renovated and/or expanded facilities. Technology Bond funds to provide District-wide upgrades to Network, Wireless, Display Technologies, Computers, Tablets, and other devices are not included in Master Plan estimates.

G. **Site Development.** Square foot or 'job' costs to cover the scope of work outside the facilities in the Site Concept diagrams. This line addresses costs to provide outdoor learning areas.

H. **Alpha High+Medium Items**. Projected cost from the Forecasted Needs lists for projects through 2018. As explained in F.3, below, the overlap between these items and refurbishing or remodeling is identified.

F.3 Avoiding Duplication of Costs Between Categories A and B :

In many of the recommended improvements, there is crossover between the areas to be remodeled or refurbished and the priorities included from the Alpha Report. Typical overlap is in the Refurbishing category for improvements such as new ceilings, paint or door repair. The overlap in costs has been eliminated through a deduction line-item under the Alpha costs. For structures, or portions of buildings, where demolition is recommended, the Alpha costs have not been included.

At a few buildings, the Alpha information was augmented by mechanical engineer study undertaken by the District, and the newer information included as a line item.

Additional Items listed with the totals of the Summary of Projected Costs:

1. **Alpha Low Items.** Projected cost from the Facility Condition Assessment Forecasted Needs lists for projects 'coming due' between 2019 and 2022.
2. **Escalation.** Inflation is addressed in the form of an "Escalation" factor. In the Summary of Costs, an average15% was added to the total budget. Note that under the phasing options, escalation was broken out by "package", with 10% applied to the projects carried out in 3 years, 15% applied to projects out 6 years, and 20% budgeted for projects out 10 years.

F. PHASING AND PROJECTED COSTS

Summary of Projected Costs

Facility	Area		Cost per Sf/Unit	Construction Cost	Soft Costs Allowance 30%	Total Project Cost
Barton Creek Elementary						
Existing Area	***83,730***	*sf*				
New Construction	1,620	gsf	$200	$324,000	$97,000	$421,000
Heavy Remodeling	20,300	gsf	$75	$1,523,000	$457,000	$1,980,000
Medium Remodeling	18,800	gsf	$35	$658,000	$197,000	$855,000
Refurbish	44,630	gsf	$12	$536,000	$161,000	$697,000
includes Alpha C1020 and C3010, hallway flooring in wings						
Furniture	54	qty	$15,000	$810,000	$243,000	$1,053,000
Technology Infrastructure	40,720	gsf	$5	$204,000	$61,000	$265,000
Site Development	10,000	gsf	$25	$250,000	$75,000	$325,000
					Subtotal	$5,596,000
Alpha High+Medium Items	$850,000					
Deductions for Remodel/Refurb	$564,000			$286,000	$86,000	$372,000
					Barton Creek Elementary Total	**$5,968,000**
Bridge Point Elementary						
Existing Area	***94,230***	*sf*				
New Construction	0	gsf	$200	$0	$0	$0
Heavy Remodeling	19,420	gsf	$75	$1,457,000	$437,000	$1,894,000
Medium Remodeling	8,320	gsf	$35	$291,000	$87,000	$378,000
Refurbish	66,490	gsf	$12	$798,000	$239,000	$1,037,000
includes Alpha C3010, D5090, C1020						
Furniture	59	qty	$15,000	$885,000	$266,000	$1,151,000
Technology Infrastructure	27,740	gsf	$7	$194,000	$58,000	$252,000
Site Development	800		$25	$20,000	$6,000	$26,000
					Subtotal	$4,738,000
Alpha High+Medium Items	$2,261,000					
Add'l for Mechanical Replacement	$1,660,000					
Deductions for Remodel/Refurb	$477,000			$3,444,000	$1,033,000	$4,477,000
					Bridge Point Elementary Total	**$9,215,000**

F. PHASING AND PROJECTED COSTS

Summary of Projected Costs

Facility	Area		Cost per Sf/Unit	Construction Cost	Soft Costs Allowance 30%	Total Project Cost
Cedar Creek Elementary						
Existing Area	***75,980***	*sf*				
New Construction	4,200	gsf	$200	$840,000	$252,000	$1,092,000
Heavy Remodeling	4,800	gsf	$75	$360,000	$108,000	$468,000
Medium Remodeling	13,700	gsf	$35	$480,000	$144,000	$624,000
Refurbish	57,480	gsf	$12	$690,000	$207,000	$897,000
includes Alpha - Gym: C1030, D5090, C1020, C3020; CR: C3010, C3020						
Furniture	45	qty	$15,000	$675,000	$203,000	$878,000
Technology Infrastructure	22,700	gsf	$7	$159,000	$48,000	$207,000
Site Development - *include. addtl $500,000-flooding*	1	job	$500,000	$500,000	$150,000	$650,000
					Subtotal	$4,816,000
Alpha High+Medium Items	$3,721,000					
Additional mechanical Replacements	$300,000					
Deductions for Remodel/Refurb	$788,000			$3,233,000	$970,000	$4,203,000
					Cedar Creek Elementary Total	**$9,019,000**
Eanes Elementary						
Existing Area	***65,000***	*sf*				
New Construction	20,730	gsf	$200	$4,146,000	$1,244,000	$5,390,000
Canopy Replacement	1	job		$500,000	$150,000	$650,000
Heavy Remodeling	12,000	gsf	$75	$900,000	$270,000	$1,170,000
Medium Remodeling	8,970	gsf	$35	$314,000	$94,000	$408,000
Refurbish	39,760	gsf	$12	$477,000	$143,000	$620,000
includes Alpha - All: C3010, C3020; Bldg A: C3030; Bldg J: C1020						
Furniture	58	qty	$15,000	$870,000	$261,000	$1,131,000
Technology Infrastructure	41,701	gsf	$5	$209,000	$63,000	$272,000
Site Development	1	allow		$400,000	$120,000	$520,000
					Subtotal	$10,161,000
Alpha High+Medium Items	$1,793,000					
Deductions for Remodel/Refurb	$537,000			$1,256,000	$377,000	$1,633,000
					Eanes Elementary Total	**$11,794,000**
Eanes Elementary						
New Construction - Gym Expansion	5,000	gsf	$225	$1,125,000	$338,000	$1,463,000
					Eanes Elementary Gym Expansion Total	**$1,463,000**

F. PHASING AND PROJECTED COSTS

Summary of Projected Costs

Facility	Area		Cost per Sf/Unit	Construction Cost	Soft Costs Allowance 30%	Total Project Cost
Valley View/New Forest Trail Elementary						
Existing Area	***71,820***	*sf*				
New Construction	15,700	gsf	$200	$3,140,000	$942,000	$4,082,000
Heavy Remodeling	9,450	gsf	$75	$709,000	$213,000	$922,000
Medium Remodeling	13,320	gsf	$35	$466,000	$140,000	$606,000
Refurbish - painting, floor finishes	49,050	gsf	$12	$589,000	$177,000	$766,000
includes Alpha - All: C3010, C3020; Bldg A: C3030; Bldg J: C1020						
Furniture	54	qty	$15,000	$810,000	$243,000	$1,053,000
Sprinklers	71,820	sf	$2	$144,000	$43,200	$187,200
Technology Infrastructure	87,520	gsf	$7	$613,000	$184,000	$797,000
Site Development	7,000		$25	$175,000	$53,000	$228,000
					Subtotal	$8,641,200
Alpha High+Medium Items	$1,571,000					
Additional Mechanical Replacements	$2,500,000					
Deductions for Remodel/Refurb	$289,000			$3,782,000	$1,135,000	$4,917,000
					Valley View/New Forest Trail Total	**$13,558,200**
New Valley View Elementary and West Side CDC - at River Hills Site						
New Construction	115,000	gsf	$200	$23,000,000	$6,900,000	$29,900,000
Fields and Playgrounds	2		$500,000	$1,000,000	$300,000	$1,300,000
Furniture (incl. MC, Dining, Office)	80	qty	$15,000	$1,200,000	$360,000	$1,560,000
Fixed Equipment	115,000	gsf	$2.50	$288,000	$86,000	$374,000
Technology Infrastructure	115,000	gsf	$5	$575,000	$173,000	$748,000
Technology Infrastr-Fiber to Site	1	LS	$225,000	$225,000	$68,000	$293,000
Site Development	10	acre	$100,000	$1,000,000	$300,000	$1,300,000
					New Valley View Elementary and West Side CDCTotal	$35,475,000

F. PHASING AND PROJECTED COSTS

Summary of Projected Costs

Facility	Area		Cost per Sf/Unit	Construction Cost	Soft Costs Allowance 30%	Total Project Cost
Hill Country Middle School						
Existing Area	***146,280***	**sf**				
New Construction	2,120	gsf	$200	$424,000	$127,000	$551,000
Heavy Remodeling	30,340	gsf	$75	$2,276,000	$683,000	$2,959,000
Medium Remodeling - flooring	16,130	gsf	$40	$645,000	$194,000	$839,000
Refurbish - paint, flooring	99,810	gsf	$12	$1,198,000	$359,000	$1,557,000
includes Alpha C3010, C3020						
Furniture	69	qty	$15,000	$1,035,000	$311,000	$1,346,000
Technology Infrastructure	148,400	gsf	$5	$742,000	$223,000	$965,000
Site Development	4,000		$25	$100,000	$30,000	$130,000
					Subtotal	$8,347,000
Synthetic turf Field Renewal	80,000	sf	$5	$400,000	$120,000	$520,000
Alpha High+Medium Items	$2,704,000					
Deductions for Remodel/Refurb	$1,630,000			$1,074,000	$322,000	$1,396,000
					Hill Country Middle School Total	**$10,263,000**
West Ridge Middle School						
Existing Area	***169,560***	*sf*				
New Construction	4,400	gsf	$200	$880,000	$264,000	$1,144,000
Heavy Remodeling	12,400	gsf	$75	$930,000	$279,000	$1,209,000
Medium Remodeling	5,720	gsf	$35	$200,000	$60,000	$260,000
Refurbish (3)	151,440	gsf	$8	$1,212,000	$364,000	$1,576,000
includes Alpha C3030, C3010, C3020						
Furniture	69	qty	$15,000	$1,035,000	$311,000	$1,346,000
Technology Infrastructure	22,520	gsf	$5	$113,000	$34,000	$147,000
Provide Synth Turf @ Field 2-WRMS	80,000	sf	$12	$960,000	$288,000	$1,248,000
Site Development	4,000		$25	$100,000	$30,000	$130,000
					Subtotal	$7,060,000
Synthetic turf Field Renewal	80,000	sf	$5	$400,000	$120,000	$520,000
Alpha High+Medium Items	$6,285,000					
Deductions for Remodel/Refurb	$1,867,000			$4,418,000	$1,325,000	$5,743,000
					West Ridge Middle School Total	**$13,323,000**

F. PHASING AND PROJECTED COSTS

Summary of Projected Costs

Facility	Area		Cost per Sf/Unit	Construction Cost	Soft Costs Allowance 30%	Total Project Cost
Westlake High School						
Existing Area	***573,780***	*sf*				
New Construction - gyms and LRs	27,000	gsf	$200	$5,400,000	$1,620,000	$7,020,000
New Construction - Music Addn	23,000	gsf	$225	$5,175,000	$1,553,000	$6,728,000
New Construction - 3 story acad.	60,000	gsf	$200	$12,000,000	$3,600,000	$15,600,000
New Construction - links&other	12,000	gsf	$200	$2,400,000	$720,000	$3,120,000
Heavy Remodeling	46,720	gsf	$75	$3,504,000	$1,051,000	$4,555,000
Medium Remodeling	7,360	gsf	$35	$258,000	$77,000	$335,000
Refurbish	200,000	gsf	$12	$2,400,000	$720,000	$3,120,000
includes Alpha C3030, C3010						
Furniture	118	qty	$15,000	$1,770,000	$531,000	$2,301,000
Technology Infrastructure	376,080	gsf	$5	$1,880,000	$564,000	$2,444,000
Demolition	20,000	sf	$10	$200,000	$60,000	$260,000
Site Development	30,000	gsf	$25	$750,000	$225,000	$975,000
Parking (40+80 Spaces)	120	ea	$2,000	$240,000	$72,000	$312,000
Replace Synth Turf @ Fields	3	ea	$400,000	$1,200,000	$360,000	$1,560,000
Synth Turf Practice Field	80,000	sf	$12	$960,000	$288,000	$1,248,000
					Subtotal	$49,578,000
Alpha High+Medium Items	$3,308,000					
Deductions for Remodel/Refurb	$1,350,000			$1,958,000	$587,000	$2,545,000
					Westlake High School Total	**$52,123,000**
Central Support Facility (M+O, IT, Warehouse, Grounds, Transp.)						
(assumes that all are new, on Shriner)						
New Construction-M&O, IT,NOC	16,000	gsf	$200	$3,200,000	$960,000	$4,160,000
New Construction -Warehouse	5,500	gsf	$150	$825,000	$248,000	$1,073,000
New Construction - Grounds	1,000	gsf	$150	$150,000	$45,000	$195,000
New Construction - Transportation	8,000	gsf	$150	$1,200,000	$360,000	$1,560,000
Furniture	25,000	gsf	$8	$200,000	$60,000	$260,000
Technology	25,000	gsf	$33	$825,000	$248,000	$1,073,000
Site Development - Shriner	150,000	gsf	$10	$1,500,000	$450,000	$1,950,000
					Central Support/Transportation Total	**$10,271,000**

F. PHASING AND PROJECTED COSTS

Summary of Projected Costs

Facility	Area	Cost per Sf/Unit	Construction Cost	Soft Costs Allowance 30%	Total Project Cost
Eanes ISD Community Learning Center (Old FTE)					
	79,430 *sf*				
New Construction	0 gsf	$200	$0	$0	$0
Heavy Remodeling	8,400 gsf	$75	$630,000	$189,000	$819,000
Medium Remodeling	38,700 gsf	$35	$1,355,000	$407,000	$1,762,000
Refurbish	32,330 gsf	$12	$388,000	$116,000	$504,000
includes Alpha - D5090, C3010					
Furnishing - (half relocated)	40 qty	$6,000	$240,000	$72,000	$312,000
	79,430 sf	$3.50	$278,000	$83,000	$361,000
Technology	79,430 gsf	$5	$397,000	$119,000	$516,000
Site Development	5,000 gsf	$25	$125,000	$38,000	$163,000
				Subtotal	$4,437,000
Alpha High+Medium Items	$1,928,000				
Deductions for Remodel/Refurb	$777,000		$1,151,000	$345,000	$1,496,000
				Community Learning Center Total	**$5,933,000**
Pool					
New Construction	10,000 gsf	$200	$2,000,000	$600,000	$2,600,000
Technology	10,000 gsf	$5	$50,000	$15,000	$65,000
Site Development	10,000 gsf	$25	$250,000	$75,000	$325,000
				Pool Total	$2,990,000
Multipurpose Facility					
New Construction	30,000 gsf	$175	$5,250,000	$1,575,000	$6,825,000
Technology	30,000 gsf	$5	$150,000	$45,000	$195,000
Site Development	30,000 gsf	$25	$750,000	$225,000	$975,000
				Multipurpose Facility Total	$7,995,000
				Master Plan Total (without Alpha)	**$162,608,200**
				Alpha High & Medium Items Adjusted Total	**$26,782,000**
				Alpha Low Items Total	**$27,118,000**
				Average Escalation 15%	$32,476,000
				Grand Total	**$248,984,200**

F. PHASING AND PROJECTED COSTS

F.4 Phasing:

The charge to the Master Planning Team was to suggest 3, 6 and 10-year packages of improvements. Because the projects have interdependent components, it is likely that any roll-out will involve construction most years over a 10-year period to complete the recommendations.

There are many factors to be considered in establishing the order that projects might be carried out. Some of these are listed, with application to the proposed phasing:

- Swing space: This is the major factor in determining sequence and influenced:
  - o Constructing the proposed new elementary building and West side Child Development Center space first will provide capacity to relocate learners from other buildings and provide expansion space there.
  - o Replacement of activity areas at the high school must be built first to enable demolition of the original wing.
  - o Replacement of the Transportation and District Support Facilities should be constructed early in the process to free up space on the high school campus and allow construction there.
- Efficiency of scale: Larger projects are generally less expensive overall. The proposed Phasing keeps all the scope at one facility together for most of the campuses (WHS is an exception). It is possible to bundle components from multiple campuses to achieve the same effect.
- Overlapping scope: Where possible, it is more cost efficient to make all improvements that affect a building at the same time, for example incorporating whole-building installation of sprinklers with new construction. However, if the building is occupied, it is often necessary to construct new before remodeling.
- Perceptions and Equity: It may be desirable to make improvements at all schools in a grade level close to the same time, to enhance equity and address needs across the whole district. For example, the middle school improvements could occur in parallel because they are independent of other sites.
- Auxiliary enterprises: CDCs and Community Education, though they contribute to the operational funds of the District, have lower priority than the core mission. Thus the Eanes Community Learning Center is proposed to be developed late in the phasing.

Two options for packages of improvements are included on the following pages, one of which has a single group of projects for the first six years, and the second that splits that first phase in two. Both options have the same scope of improvements for ten years out. Projected costs are included to show distribution of the scope. These proposals address the large moves. Fine-grained phasing will need to be studied further, to determine what construction might occur during the summer months versus where construction will take longer and require a school to vacate a portion of their building or relocate entirely.

F. PHASING AND PROJECTED COSTS

Phasing and Rough order of Magnitude Costs

11/25/2013

	Project Cost	*Alpha Costs*	*Esc.*	*Totals*	*In $M*
Package 1 (2014-2018)					
New Valley View Elementary and CDC at West side Location *After this, students move to new Valley View/CDC, including VVE, VVE CDC and BCE CDC.*	$35,475,000			$35,475,000	$35.5 M
VV/New Forest Trail: Construct addition, remodel	$8,641,200	$4,917,000		$13,558,200	$13.6 M
Barton Creek Remodeling, Additions	$5,596,000	$372,000		$5,968,000	$6.0 M
Bridge Point Remodeling	$4,738,000	$4,477,000		$9,215,000	$9.2 M
Cedar Creek Remodeling, Additions *(CDC students relocated)*	$4,816,000	$4,203,000		$9,019,000	$9.0 M
Eanes Elementary - Remodeling, Additions *(could relocate most students to FTE)*	$10,161,000	$1,633,000		$11,794,000	$11.8 M
Construct **Central Support/Transportation at Shriner**	$10,271,000			$10,271,000	$10.3 M
HCMS -Remodeling, addition	$8,347,000	$1,396,000		$9,743,000	$9.7 M
WRMS - Remodeling, addition, site work	$7,060,000	$5,743,000		$12,803,000	$12.8 M
High School - construct Activities/Music Additions, Faculty Collaboration, 3rd Floor Connector, Field renewal	$18,428,000	$0		$18,428,000	$18.4 M
Package 1 Totals:	**$113,533,200**	**$22,741,000**		**$136,274,200**	**$136.3 M**
Package 1 Totals with 12% Avg. Escalation:	*12%*	*$16,353,000*		**$152,627,200**	**$152.6 M**

PHASING SEQUENCE OPTION 1
(continued)

Package 2 (10 years)

High School - Multiple phases: demo, add 3-story wing, remodel, site work.	$31,150,000	$2,545,000	$33,695,000	$33.7 M
Synthetic turf field renewal at **Middle Schools**	$1,040,000		$1,040,000	$1.0 M
Expanded gym at **Eanes Elementary**	$1,463,000		$1,463,000	$1.5 M
Redevelop FTE for **Eanes ISD Community Learning Center**	$4,437,000	$1,496,000	$5,933,000	$5.9 M
Pool - Outdoor 50M	$2,990,000	$0	$2,990,000	$3.0 M
Multipurpose Facility	$7,995,000	$0	$7,995,000	$8.0 M
Facility Assessment Later Priority Items	$27,118,000		$27,118,000	$27.1 M
Package 2 Totals:	**$76,193,000**	**$4,041,000**	**$80,234,000**	**$80.2 M**
Package 2 Totals with 20% Escalation:	*20%*	*$16,047,000*	**$96,281,000**	**$96.3 M**
Grand Total			**$248,908,200**	**$248.9 M**

F. PHASING AND PROJECTED COSTS

Phasing and Rough order of Magnitude Costs

11/25/2013

	Project Cost	*Alpha Costs*	*Esc.*	*Totals*	*In $M*
Package 1A (3 years)					
New Valley View Elementary and CDC at West side Location *After this, students move to new Valley View/CDC, including VVE, VVE CDC and BCE CDC.*	$35,475,000	$0		$35,475,000	$35.5 M
Construct **Central Support/Transportation** at Shriner	$10,271,000	$0		$10,271,000	$10.3 M
HCMS -Remodeling, addition	$8,347,000	$1,396,000		$9,743,000	$9.7 M
WRMS - Remodeling, addition, site work	$7,060,000	$5,743,000		$12,803,000	$12.8 M
High School - construct Activities/Music Additions, Faculty Collaboration, 3rd Floor Connector, Field renewal	$18,428,000	$0		$18,428,000	$18.4 M
Package 1A Totals:	**$79,581,000**	**$7,139,000**		**$86,720,000**	**$86.7 M**
Package 1A Totals with 10% Avg. Escalation:	*10%*	*$8,672,000*		**$95,392,000**	**$95.4 M**
Package 1B (6 years)					
VV/New Forest Trail: Construct addition, remodel	$8,641,200	$4,917,000		$13,558,200	$13.6 M
Barton Creek Remodel	$5,596,000	$372,000		$5,968,000	$6.0 M
Bridge Point Remodel	$4,738,000	$4,477,000		$9,215,000	$9.2 M
Cedar Creek Remodeling, after CDC students relocated	$4,816,000	$4,203,000		$9,019,000	$9.0 M
Eanes Elementary - remodel/add to Eanes. *(could relocate most students to FTE)*	$10,161,000	$1,633,000		$11,794,000	$11.8 M
Package 1B Totals:	**$33,952,200**	**$15,602,000**		**$49,554,200**	**$49.6 M**
Package 1B Totals with 15% Avg. Escalation:	*15%*	*$7,433,000*		**$56,987,200**	**$57.0 M**

PHASING SEQUENCE OPTION 2
(continued)

Package 2 (10 years)

High School - Multiple phases: demo, add 3-story wing, remodel, site work	$31,150,000	$2,545,000	$33,695,000	$33.7 M
Synthetic turf field renewal at **Middle Schools**	$1,040,000		$1,040,000	$1.0 M
Expanded gym at **Eanes Elementary**	$1,463,000		$1,463,000	$1.5 M
Redevelop FTE for **Eanes ISD Community Learning Center**	$4,437,000	$1,496,000	$5,933,000	$5.9 M
Pool - Outdoor 50M	$2,990,000	$0	$2,990,000	$3.0 M
Multipurpose Facility	$7,995,000	$0	$7,995,000	$8.0 M
Facility Assessment Later Priority Items		$27,118,000	$27,118,000	$27.1 M
Package 2 Totals:	**$49,075,000**	**$31,159,000**	**$80,234,000**	**$80.2 M**
Package 2 Totals with 20% Avg. Escalation:	*20%*	*$16,047,000*	**$96,281,000**	**$96.3 M**
Grand Total			**$248,660,200**	**$80.2 M**

SEE VOLUME 2 APPENDIX