Long-range Planning Committees
APPROVED Meeting Minutes
September 30, 2021 (6:00 - 8:30 pm)

I. **Call to Order**

The meeting was called to order at 6:03 pm by Melissa Laursen.

II. **Welcome**

Dr. Mays (Chief of Schools) welcomed everyone. He discussed the purpose of the meeting, and introduced what the long-range plan is and what the plan is not.

III. **Public Comment**

There was no public comment.

IV. **Charter**

The structure of the long-range planning committees was discussed as well as the committee's charge. Highlights of the discussion included decision-making procedures, and committee responsibilities. Regarding decision-making, the goal is for the committees to reach consensus and avoid majority votes.

Requirements for regular meetings and subcommittee meetings were also discussed.

V. **Equity by Design Process, Timeline, Time Commitment**

Matias Segura (Chief of Operations) discussed Equity by Design and how the process will be aligned with this model. He broke down the steps to show how the work of the committees aligns with each of the steps. Lastly, he explained the proposed timeline and commitment that is required of committee members.

VI. **Co-chair Selection Process**

The roles of the co-chairs were reviewed, including the co-chair selection process. It was mentioned that the community member co-chairs will transition to the Bond Steering Committee. Members interested in serving in this role were asked to submit their interest by October 19. Election of co-chairs will occur at the October 26 meeting.

VII. **Break**

A break was taken from 6:30-6:35 pm.

VIII.   Committee Member Introductions and Questions
See individual committee pages.

IX.   Q&A

Committees were asked to identify their top two questions from the breakout session.

1. What does Academics look like in a bond?
2. Are we a long-range planning committee or are we the pre-bond steering committee?
3. We understand the intent of leading with equity, but would like to be sure about the clear steps and expectations for the next following meetings and how do we prepare for the work ahead? How do we get to the root of the inequities which impact overall access for children? Will we receive data to understand the disparities?
4. How will decisions be made, and what role/weight will the committee's proposals have? Will each committee's recommendations be voted on separately, or will items be bundled together? How do we ensure that specific requests and proposals are funded? Will the work in the committees serve as a "think tank" or will it be final recommendations?
5. What are all the pieces of information we can get access to as the planning team (data, projections, education plans, existing resources available inside of school, outside of school, asset maps, determination of resource and program deserts, etc) to facilitate the process overall?
6. What is the equity goal and in that same question what is the current equity of access experience for our students and families?
7. How much is being revamped from previous projects (bond, Facilities Master Plan, school closures)? Where are we starting? What is the status of FABPAC ? What about the legacy work from past endeavors? What are our goals for the Facilities Committee and what effect can we actually have on outcomes?
8. What are the things we will be doing to get the support of the community (especially lower-economic) that do not trust us anymore and how can we get them involved?
9. Is the Technology Committee based on developing a bond plan or a technology plan?

10. How can we address the underserved community, schools and their location, girls are underserved. Is flexibility an option in the LRP and can we define that?

11. How do we ensure that the long-range plan is actually not just quick fixes and they are actually long range plans to maintain for the long term and duration to keep maintenance costs lower? When we say long range planning is that to fix what we need years past or for planning for future?

12. Need a thorough explanation on why closing facilities or building it. What are we basing these decisions on?

13. What will the upcoming bond cover? With bonds, there's a certain amount of money attached to the bond. If we come up with a list, who decides what goes into the bond?

14. We would like elaboration on the equity by design chart and how AISD will be engaging with the community. How do we make sure equitable decisions are made since the district is so large and diverse, how do we make sure all needs are met and no one gets forgotten and is there data for this?

AISD planning teams provided answers to several of the questions above. Answers to all questions will be provided to committee members prior to the October 26 meeting.

X.   Next Steps and Future Agenda Items

- Data Webinar - October 12
- Future Committee Meetings - October 26

The meeting was adjourned by Melissa Laursen at 8:31 pm.

Austin ISD *Plans*

Academics & Career and Technical Education

Members in Attendance:
Angela Schneider, Cuitlahuac Guerra-Mojarro, Lisa Flores, Lisa Heflin, Sandy Chilton, Yenni Rosales

Members Absent: Aiden Woodruff, Crosville Williams, Heather Masters, Laura Martínez, Lucienne Cannata, Michael Franco, Michele Freeman, Pamela Jessie, Valerie Turullols, Brent Hasty

Staff Support in Attendance: Erin Bown-Anderson, Eric Johnson, Nekia Becerra, Omar Gomez

VIII. Committee Member Introductions and Questions

Committee members were asked to share their questions about the process, and identify their top two questions for the Q & A agenda item. The top two questions are shown as *italicized*.

Questions
1. *Are we a long-range planning committee or are we the pre-bond steering committee?* It seems like a performative effort. Is the goal to actually create a long-range plan or a checkbox? My children's schools closed three times in three decades, and kids moved teachers due to leveling.
2. *What does Academics look like in a bond?*
   a. Academics is the guiding star.
   b. What kind of alignment of programming or new programs, we don't know how to build new centers, facilities, etc.
   c. If there is a vision for Academics programs, facilities need to reflect the needs of that program. Could impact transportation. Could impact technology. We hear a lot about access to equitable programs and opportunities across the city.
3. Students with disabilities being meaningfully included with general education. Where is our district-wide inclusion model?

4. Found disparity- the funding is not equitable across the district. Finding supplies for a simple lab, I am funding that myself. Proper tools to give our students. How many times do we buy the latest technology and then abandon it after the first year?

5. How do we make sure our facilities work in our lower socio-economic schools?

6. Why do we have extra committees on the long range plan if it centers Academics?

7. Do we want facilities designed based on programs that are stagnant?

8. If our committee covers anything that has to do with Academics, what does that look like? Overcrowded classes? Staffing? Leveling? Access to programs? IB/AP? What are we not allowed to touch?

9. Would we be having a long-range planning meeting if we weren't having a bond? The Superintendent wants a contract so now we want a bond. Very frustrated with the processes prior. They voted on a bond to go to facilities, and then money went to closures.

10. Does a baseline exist for AISD regarding basics? What is the baseline and how do we gather that? Metrics? Teachers? All of it?

11. Are we considering test scores or other measures for schools?

12. Are academic enrichment activities equitable? What support is needed?

13. We don't advocate for trade schools/military. We only present college, but the reality is that college isn't for everyone. We need to give different options besides the degree behind the name. We need to balance programs with technical pathways. Potentially look at the European programs.

14. What needs to be defined about what is needed in a building for learning? Can we have that defined?

15. How are students interacting moving from moving face to face to virtual? Are we considering the virtual element? How are we going to help Spanish speaking parents with this curve? In school and out? Consideration of teachers' interaction with students.

16. What is the status of the Educational Specifications? Which Ed Specs will be used for the 2022 bond?

17. What is the role and function of libraries?

Additional Comments

1. Literacy- Middle School children who have fallen through the cracks. We don't have great intervention, particularly around students' with learning disabilities. Robust, equal access, particularly for emergent bilinguals and students receiving special education

services who aren't trained in phonics education. Literacy opens doors. If you can't read on grade level, you can't have the same experience.

2. Coordination of CTE for students in special education. There is a long rich history of people with disabilities and the 4Fs. Would like to overlap beyond Clifton.

3. Concerned that new buildings are designed without neurodiversity in mind. Some don't like interventions in glass rooms. Some students have behavioral outbursts and glass might not be the best. Universal design for neurodiverse and people with disabilities.

Athletics Committee

Members in Attendance:
Abdul Mustafa, Barbara Spears-Corbett, Chike Obianwu, Donetta Dean-Gibbs, Erin Zehr, Jacob Anderson, Jennifer Shuttlesworth, Joe Frank Martinez, Shalanda Byers, Abdul Mustafa

Members Absent:
Clint Small, Jahmal Fenner, Sanchit Rai

Staff Support in Attendance:
Leal Anderson, Lou Mora, Laura Stout, Sheila Henry, Tracilynn Wright

VIII.   Committee Member Introductions and Questions

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Questions
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2. *How will decisions be made, what role/weight will the committee proposals have? Will each committee be voted on separately, or will items be bundled together? How do we ensure that specific requests and proposals are funded? Will the work in the committee serve as a "think tank" or will it be final recommendations?*

Visual & Performing Arts Committee

Members in Attendance:

Antonio Ross, Charles Mead, Charlotte Blanch, Devereaux Morkunas, Elisabeth Wilborn, Gabriel Estrada, Jennifer Church, Mohneesha Washington, Nadia Khan, Nhi Lieu, Para Agboga, Ruth Lim, Valerie Tyler

Members Absent: Ted Barnhill, Zachary Gibson

Staff Support in Attendance: John Green-Otero, Alan Lambert

VIII.   Committee Member Introductions and Questions

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Questions
1. *What is the equity goal and in that same question what is the current equity of access experience for our students and families?*
2. *What are all the pieces of information we can get access to as the planning team (data, projections, education plans, existing resources are available inside of school, outside of school, asset maps, determination of resource and program deserts, etc) to facilitate the process overall?*
3. How can better connect the long-range facility bond process with the other elements of education, how can the educational and staffing needs be considered with whatever decisions get made?
4. When we don't have enough staff, who is picking up the slack?
5. What is the district planning, in terms of staffing levels for example, then we can see what will be delivered with what is being designed?
6. What does the district think is happening in terms of AISD's current pathway through our Fine Arts current system?
7. How do students who are wanting or needing to access higher level arts courses get access? How are we increasing access to those who are systemically or historically lacking access?
8. How does the district communicate to students and families what their opportunities

are?

9. Who is funding any/all programming that occurs in our schools?
10. What are the current long-range plans for Visual and Performing Arts?
11. Where do we get current data on our programs for their current needs?
12. What are the factors to consider when making program cuts, teacher cuts, or additions?
13. What are the current staffing formulas for programs?
14. Where are after-school arts programming and enrichment opportunities, who has them, how are they funded, and who has access?
15. Can we get a copy of these questions?

Additional Comments

1. Long-term sustainability with current staffing budget, catching kids up who have missed out, and other strategic plans.

Facilities

Members in Attendance:

Andrew Rottas, April Clark, David Contreras, Demo Odems, Lisa Sanders, Rebecca Cohen, Ryan Turner, Sara Alicia Costa, Zachary Lyons

Members Absent:

Darrick Norton, Gloria Vera-Bedolla, Ivy Le, Nyeka Arnold, Sarah Macomber Happ

Staff Support in Attendance:

Abby Weiss, Melissa Lausen, Beth Wilson, Ali Ghilarducci, Karla Riveria , Taryn Kinney , Eduardo Ramos, Alejandro Delgado

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Questions

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2. *What are the things we will be doing to get the support of the community (especially lower-economic) that do not trust us anymore and how can we get them involved?*
3. Can the district request that the consultant commit to sharing updates on the Equity Audit process during the long-range planning process.
4. Will there be discussions about restoring and keeping our historic schools, unlike in the past?
5. How were the committee members chosen?
6. How much flexibility do we have with educational specifications, in regards to the idea of a one size fits all approach.
7. What is the process for future maintenance for modernized schools, such as Eastside? There was a lack of collaboration between maintenance and designers. A long-term maintenance plan is needed.

8. Are we still following the guidelines/timeline set up in the Facilities Master Plan? What priorities are we going to decide on what school gets what and how do we handle them?

9. How will the facilities affect enrollment in the district and will we be able to coordinate with enrollment as part of our work?

Safety, Security, & Resiliency Committee

Members in Attendance:

Amanda Mortl, Annette Palacios, Courtney Perry, Erica Leak, Felicity Maxwell, Francisca Cruz-Schindler, Gabriel Keller, Lindsey Baker, Lyssette Galvan, Leah Kelly

Members Absent:

Margaret Zapata, Shontay Olson, Christi Cox

Staff Support in Attendance:

Chief Gonzalez, Assistant Chief Barrera, Lt. Freshour, Jessica Conant, Dave Herrera, Darien Clary

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2. *We would like elaboration on the equity by design chart and how AISD will be engaging with the community. How do we make sure equitable decisions are made since the district is so large and diverse, how do we make sure all needs are met and no one gets forgotten and is there data for this?*
3. Are we here to create a wish list to improve security?
4. Is there a timeline for this? Is there somewhere that document lives? What are the milestones and end points?
5. What are we tasked with doing so it is consistent with each committee and how does that fit in with the equity by design model?
6. There has been a lot of talk about a bond and I'm wondering how that fits in with Resiliency?
7. When we say long range are we talking about 3-5 years or what is the timeline?
8. Is it a good idea to make personal wishlists and bring it back later to the group? And when do we get to incorporate everyone's ideas and wants?

9. How can I be equitable to make decisions, when I don't know other's situations throughout the district?

Transportation, Food Services & Maintenance Committee

Members in Attendance:
Adolphus Anderson, Anastasia Teague, Mary Selby, William Marshall, Amir Emamian

Members Absent:
Andrea Troncoso, Ashley Blumoff, Diana Croll-Guard, Jennifer Wenzel, John Green, Maria de los Angeles Desantos Quezada, , Melissa Jimenez

Staff Support in Attendance:
Justo Ramierez, Mike Rios, Louis Zachary, Kris Hafeizedeh, Christne Steenport

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2. *Need a thorough explanation on why closing facilities or building it. What are we basing these decisions on?*

Technology Committee

Members in Attendance:

Austin McElroy, Bronwyn Merritt, Caroline Tipton, Jessica Mraz, Joseph Thompson, Matthew Holzgrafe, Nevin Hall, Shelly Duggal, Stephanie Perrone

Members Absent:

Alexandria Diaz, Charlie Jackson, Gabriel Sepulvado, Jayden Ashford, Jenna King, Lyria Zeh, Mary Janecek-Friedman, Sarah Ruttan

Staff Support in Attendance:

Sean Brinkman, John Kohlmorgan, Oscar Rodriquez, Daniel Inglish, Edward Hill, Jim Cook

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Questions

1. *How can we address the underserved community, schools and their location, girls are underserved. Is flexibility an option in the LRP and can we define that?*
2. *Is this committee based on developing a bond plan or a technology plan?*
   ○ Are we coming with a bond or something more like teaching and implementing technology in general, learning from home options via bond, or how tech can make learning better. Figure out what technology looks like in the future, how it's used everyday, and if it's working.
3. Having student, teachers will help with the experience. Will there be research opportunities?
4. Is scope of commitment just equipment or student facing initiatives?
5. Are we looking at partnerships with community members, to further access tech? Brainstorm? What can be asked for in bond, maybe what we want schools to look at? Having wifi busses was critical in the past, will they be part of the mission later? Connectivity at home, any student connectivity, all are possible what roles we play?

6. As a teacher, we see our tech issues and challenges. How can we get teacher and staff input (there seems to be a lack of that), how to address tech that doesn't work? We need to plan with expert voices like teachers at every level with what works.
7. What do we want for the future and how do we make it a reality? Not disconnected from ultimate vision. A plan or vision for the future?

Additional Comments
1. Let's look at the past and find out what works well.