

Approved Jan.22.2022

Austin ISD *Plans*
Long-range
● ● ● **Planning**

Long-range Planning Committees

APPROVED Meeting Minutes

November 30, 2021 (6:00 pm - 8:30 pm)

Joint Work

Call to Order

The meeting was called to order at 6:07 pm by Karla Rivera-Figueroa.

Public Comment

No public comments.

Equity by Design Process Check-in and Meeting Goals

The meeting goals were explained to the committee, as well as where we are at in the Equity by Design process.

Committee Work

Refer to individual committee pages for agenda items and meeting notes.

Joint Work

Approval of Joint Minutes

- September 30, 2021: Approved as presented.
- November 13, 2021: Approved as presented.

Next Steps and Future Agenda Items

- Post-meeting survey
- Co-chairs meeting (date pending)
- December 14 (6-8:30 pm) - Long-range Planning Committees meeting

Adjourn

The meeting was adjourned at 8:36 pm by Melissa Laursen.

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Members in Attendance:

Aiden Woodruff, Angela Schneider, Cuitlahuac Guerra-Mojarro, Lisa Flores, Michael Franco, Valerie Turullols, Gail Maduro-Johnson, Pamela Jessie, Brent Hasty, Heather Masters, Sandy Chilton, Sachi Edson

Members Absent:

Crosville Williams, Yenni Rosales, Lucienne Cannata, Michele Freeman, Lisa Heflin, Pamela Jessie, Tara Bordeaux, Laura Martinez

Staff Support in Attendance:

Dr. Jobi Martinez (Epic), Rebeca Carranza-Hicks (DLR), Anton Blewett (DLR), Elizabeth Casas, Erin Bown-Anderson, Nekia Becerra, Nikki Foley-Demby, Leslie Stephens, Miguel Garcia

Unmet Needs from Community Conversations and Focused Outreach

- Draft Unmet Needs Statement: Learners at all AISD schools need a continuum of services to help them transition from remote learning to traditional face to face instruction in order for students to remain on track with their current grade-level and expected developmental milestones.

Revised Statement: Learners at all AISD schools need a continuum of services to help them transition from grade to grade as well as between remote learning and traditional face to face instruction for students to continue their trajectory of progress towards personal learning goals.

Discussion

- Expected developmental milestones feel ableist
 - Unmet needs was missing lapses in literacy instruction
 - Isn't expansive enough given range of services and support needed
 - Challenging relevance
 - Qualify reasons for remote (not only COVID)
 - Plan to provide compensatory services for missed services due to COVID
- Draft Unmet Needs Statement: All AISD students need access to instructional models that embed appropriate scaffolds and align vertically, across-grade levels, in order for students to progress independently, regardless of external support, and transition smoothly from one year to the next.

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Revised Statement: All AISD students and parents need broader access to consistent, grounded, and innovative instructional models with vertical alignment that are supported by leadership and embed appropriate scaffolds across-grade levels for students to progress independently, regardless of external support, and transition smoothly from one year to the next.

Discussion

- Name the programs we are going to expand (ie, dual language)
 - What reads is generic, what about literacy
 - Campus by campus investigation needed to understand educational models and delivery; personal experience: literacy varied tremendously
 - Philosophy of campuses needed for parents
 - Instructional models needed to be aligned with underserved communities
 - Currently, emphasis on broad, varied programs but we need a clear focus on core programming and academic offerings (discernable, high impact for parents, students); trend emerging to get to core focus of offerings
 - Focus on instruction (versus offerings); lack of clear, coherent instructional theory
 - Be weary of spreading ourselves thin
- Draft Unmet Needs Statement: Working and low-income families need access to affordable daycare services in order to allow older children to focus on their education.

Revised Statement: AISD families and educators need access to affordable daycare services, including before and after school, for them to prioritize their children's education.

Discussion

- Does this belong within the scope of AISD? Given how stretched the District is already, and challenges implementing at scale.
 - How many students drop out / leave school as a result of lack of daycare?
 - How many older students are missing school / days?
- Draft Unmet Needs Statement: All AISD PK & Kindergarten students need school policies to allow for their parents to participate in the day-to-day activities, in order to receive the emotional support they need to be successful in their transition into school.

Revised Statement: No changes

- Draft Unmet Needs Statement : All AISD families need access to safe, right-sized, and instructionally-sound PK programs in order to increase kinder readiness across all communities.

Revised Statement: No changes

- Draft Unmet Needs Statement: Newly-arrived international students in AISD need additional instructional, social, and emotional support, in order to ease their transition into the school, their community, and the United States.

Revised Statement: All AISD families need access to safe, inclusive, full day, right-sized, age appropriate, and instructionally-sound PK programs that center children’s social and emotional development, including parent development, in order to increase kinder readiness across all communities.

Discussion:

- Identify and define “right-size”; from committee expert: 1 to 16, 2 to 22; 2 to 17
 - Does that ratio change for dual-language? No, the same.
 - Identify dual language ES schools without dual-language Pre-K to ensure vertical alignment
 - 3 to 4: social skills and executive functioning (what’s best for the age, less academic)
 - Developmentally appropriate
 - Disconnect between academic centered versus play-based (and awareness for parents of what a 3-4 old needs)
 - Currently, play-based curriculum; emphasis on learning experience
 - Staff, educators communicating (*) to parents; parent development
 - What does kinder ready really look like? We need a District-wide definition of what it is.
 - Equity in expectations for “kinder readiness”
- Draft Unmet Needs Statement: All AISD PK & Kindergarten students need school policies to allow for their parents to participate in the day-to-day activities, in order to receive the emotional support they need to be successful in their transition into school.

Revised Statement: Newly-arrived international students and families in AISD need additional instructional, social, and emotional support, at the District and campus level, in order to ease their transition into the school, their community, and the United States.

Discussion:

- What is the current approach? Welcome center provides resources for transition
- Request for more information at campus level
- Parent support and training that’s currently offered; literacy, writing, job training
- Parent engagement plan provides money for interpreters, childcare; but personal experience shows that implementation is limited (need to determine how accessible)

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- Draft Unmet Needs Statement: All AISD students need access to foreign language or dual-language learning opportunities, regardless of circumstance, in order for them to acquire a second language.

Revised Statement: All AISD elementary students need access to inclusive dual-language learning opportunities, and all AISD secondary students need access to inclusive LOTE (Languages other than English) opportunities, meeting students where they are at, regardless of circumstance, in order to support language acquisition.

- Additional unmet need: Parents need enhanced communication and support for students in two-way dual programs, including educators and staff alignment across campuses, in order to support language acquisition.

Committee Conversations

Committee members were asked to contribute to the unmet needs, and were asked “what else is missing that will have a substantial impact on our students” and “what is working well”?

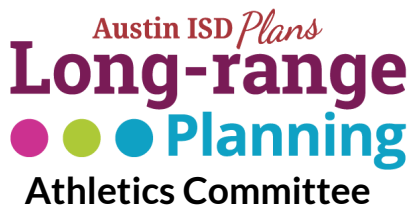
- More discussion and data points
- Students and families need access to a continuum of transition services for post-secondary
- Over reliance on private funding for essential physical materials (books and educator resources)
- Information for parents regarding district-wide and campus programming
- Over reliance on central services for special education (programs haven’t been studied, lack evidence and research); no data to back efficacy, outcomes like graduation, literacy
- Staffing formulas; educator and student input is missing
- Balanced enrollment; over- and under-enrolled, large class sizes, stress on educators

Approval of Individual Committee Minutes

- Discuss November 13, 2021 minutes

The November 13 meeting minutes were approved.

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Members in Attendance:

Barbara Spears-Corbett, Clint Small, Jessica Cardenas, Jacob Anderson, Allison Baldwin, Abdul Mustafa, Rodney Greene, Veronica Fernandez, Jennifer Shuttlesworth, Joe Frank Martinez, Donetta Dean-Gibbs, Eric Wright

Members Absent: Erin Zehr, Sanchit Rai, Shalanda Byers

Staff Support in Attendance:

Brian Norgaard (Epic), Shanna Crutchfield (Vanir), Grace Corsi (DLR), Leal Anderson, Anthony Mays, Laura Stout, Sheila Henry, Ali Ghilarducci

Unmet Needs from Community Conversations and Focused Outreach

- Draft Unmet Needs Statement 2: Lack of access to health screenings coupled with prohibited access to athletic programs to students with academic struggles excludes them from participating in athletics, which could serve as a catalyst for greater engagement in school.

Revised Statement: Students and families in underserved communities need increased access to/awareness of information about athletics services, requirements for participation and participation cost to ensure equitable participation in athletics.

- Draft Unmet Needs Statement 3: Campuses lack updated athletic facilities to support a variety of athletic programs to meet the diverse interests and needs of students and the community.

Revised Statement: Students (especially historically underserved student groups & communities) need access to updated athletic facilities (including fields, tracks, and courts) to support a variety of athletic and outdoor learning programs to create more equitable opportunities for athletic participation and student success.

- Draft Unmet Needs Statement 4: Athletic and PE facilities require modernization to ensure equitable access to ADA compliant facilities for all students.

Revised Statement: Students of all physical abilities require access to educators (e.g. adaptive PE teachers) and facilities that can ensure equitable participation and meet their needs.

Committee Conversations

Committee members were asked to contribute to the unmet needs, and were asked “what else is missing that will have a substantial impact on our students” and “what is working well”?

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- Lack of access to youth sports creates a barrier to participation in athletics at the high school level.
 - Agree!! Same at Travis and Navarro – kids haven’t played baseball in youth leagues because they don’t have access. Also challenges with fundraising.
- Students need access to practice times that better enable participation (not just after school)
- Field access is a huge issue – one field for nine teams, unsafe conditions and overuse, lack of ability to grow grass. Need turf fields. Other practice fields are portables and an agricultural barn, so no room left to practice. Causes issues with scheduling. (need turf, lights!!)
- Navarro - Weight room in poor condition (former theater/stage), not adequately sized to house the amount of students and have to rotate kids in 25 minute blocks. Have been here for 21 years and weight room equipment has not been replaced in that time – safety concerns for students. Same thing at Travis – no upgrades in years, outdated facilities.
- Need improved secondary gyms to allow competitions to take place simultaneously.
- Locker rooms undersized, not enough to provide individual lockers, no longer repairable due to being outdated.
- Agree with everything stated – equipment, lights, fields
- Biggest thing is parent involvement – challenging, wanting a lot but sometimes don’t. Finding ways to include parents because they can help their kids and get them more involved. (Have 5 children and have pushed them to stay involved). Hard for coaches because taking care of the kid side.
- Need more updated uniforms (every 2 years) – even the smallest uniform does not fit my 13 yo. Uniforms need to be more inclusive.
- JUSTIFICATION: historical data to show the importance of athletics and how it impacts academics – what improvements does athletics offer to the students? We need to supply it (will be included in the research phase). Studies and proof that this works. Not only underserved but benefits ALL students in all sports. Similar to arts.
- Improved rigor of PE programs – tied into programs and facilities to address elementary school access to/experience in sports.
- Looking for more data to justify what we’re trying to do. People don’t recognize the importance of athletics.
- More robust outcomes/planning around elementary athletics – starting earlier! Not everyone has investment in good coaches, summer camps to address steep learning curves if they start late.
- Potential to host ES schools for free for sports at MS and HS campuses to provide access/participation – can we hire college kids and train them as coaches?
- Challenge to raise funds for uniforms and other needed goods. (e.g. down \$4,000 as is for uniforms)
- From student – as a student on the swim team on a smaller campus, there are equity issues across access to all sports (large vs. small) – for example fewer swim lanes. Need equal access to resources for athletics across all schools.
- All middle school feeders in all vertical teams need dedicated athletic periods. 6th graders need access to pre-athletic periods to help "catch up" to surrounding districts. All middle schools need equitable weight rooms and access to fundamental strength and agility training.
- How about parents funding student athlete’s meals before games. Other districts have parents pay in advance for food to be brought in for football before games.
- Adaptive physical education!

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- Offering a variety of sports at the elementary level – looking at those things to make our kids more successful. The earlier kids can play, the more comfortable and better they will be in MS, HS.
- From a bond perspective, what would have the biggest impact on the most kids for the least amount of money is turf and lights at all high school campuses. Will impact every program at every high school and middle school – would be the biggest bang for the buck. Would solve transportation, practice time, access to fields, getting kids to play earlier.
- From student – transportation is another issue. At the beginning of the year, cheerleading had no transportation to any games. A lot of other sports can't play at games because they don't have transportation.

Approval of Individual Committee Minutes

- Discuss November 13, 2021 minutes

The November 13 meeting minutes were approved.

Approved Jan.22.2022

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Visual & Performing Arts Committee

Members in Attendance:

Charles Mead, Devereaux Morkunas, Valerie Tyler, Brian Benavides, Nadia Khan, Elisabeth Wilborn, Ruth Lim, Inés Pia Gahr (new student)

Members Absent:

Luzvic Backstrom, Nhi Lieu, Ted Barnhill, Zachary Gibson, Antonio Ross, Charlotte Blanch, Jennifer Church, Mohnesha Washington, Prince Pen, Para Agboga, Gabriel Estrada

Staff Support in Attendance:

Kyra Hardwick (Epic), Korey White/Anton Blewett (DLR), Alan Lambert, Andrea Serra, John Green-Otero

Unmet Needs from Community Conversations and Focused Outreach

- Draft Unmet Needs Statement #1: Quality, affordable after-school care is lacking. Who, what, and why were unchanged but the statement was changed to the one below and received consensus.

Revised Statement: Who: students and families
What: quality and affordability of after-school care
Why: to provide for the needs of students and families who require after-school care

Students of PK-12 families who require or desire after-school programs should have access to safe, quality, affordable programs, such as sports, fine arts programs, tutoring, etc.

- Draft Unmet Needs Statement #2: Understaffing and a lack of training. The who, what, and why were unchanged, but the statement was revised to the one below and received consensus.

Revised Statement: In order to meet the needs of all students and families and provide an empathetic, strengths-based, and culturally-sensitive environment across all programs and campuses, we must have adequate numbers of well-trained staff and administration.

Committee Conversations

Committee members were asked to contribute to the unmet needs, and were asked “what else is missing that will have a substantial impact on our students” and “what is working well”?

Teacher [who] Retention [what] – issue among middle schools/high schools; really hinders a lot of the other stuff we are trying to do in the district. Affects training, etc.[why].

- Examples of teachers who serve in multiple roles, some of it is spread too thin, classes are too big, spaces aren't appropriate, admin support and culture, leadership, spaces aren't safe for teachers – hard to recruit

VAPA teachers, in general

- Overworked hours, no ability to grade writing on Blend, too many meetings, extra duties, lack of administrative support
- Parent lens – students are active participants in choir and participated in other VAPA programs; fine arts didn't translate well to zoom, lost enrollment and lost staff; recordings, tryouts, etc are hard to do through zoom. This is a concern moving forward.

Resources in general – training, leadership

- Professional development specific to fine arts – don't typically pertain to VAPA teachers; time can be utilized better. Surrounding districts get various fine arts professional development paid for – conference, clinics, etc. and AISD teachers have paid out-of-pocket (depends on supportive admin per campus)
- Capital outlay - needs
- Each teacher is created separately, and it is only going into one school, not shared across the district.
- We no longer have VAPA administration who can come out to clinic our groups or work with students. They are too busy with admin work or meetings.
- Braintrust within faculty is not utilized. There hasn't been a great way to help each other. Amazing resources, but no one is taking on this "job".
- Institutional memory and skills shared during professional development time.
- Lack of art specialist at district admin level; who finds/schedules resources/staff to visit other campuses
- General limitations with the number of existing staff
- Consider community resources as a part of offerings
- Students who don't know they have talent until a "talent show" or behavior in class... if students don't have access in elementary school, they don't know that they have a talent. Ex. dance at elementary, may choose never to explore these in middle school/high school .
- Don't use terms like "extra-curricular"
- Audit of AISD VAPA and findings are out there, one recommendation was: staffing of fine arts admin is not enough for the programs that exist (find resource)
- **What works:** "All-city" events; **What needs help:** funding of "All-City" events. Needs more uniformity and support.

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- **Potential Statement:** The district must establish VAPA staffing minimums in AISD's staffing formula, separate from general staffing formula, and a VAPA department structure that has the capacity to offer the full range of VAPA programs to all students at every campus.
- **Background:** last semester, all staffing was turned over to principals, no staffing formula. Loose guidelines and campus by campus. Driven by student choice, if they don't know about the offerings, they won't know to select it. If you don't have a guarantee that the programs will be there, there is almost no chance that it will continue to be there. There have never been guidelines for VAPA. Gets to equity issue. Disparity keeps growing under the current approach, resulting in further inequities.
- **Potential Statement:** The district must work with the Austin Ed Fund as well as other philanthropic and arts partners to provide financial and material resources necessary to provide well-staffed VAPA aftercare programs to all students at every campus.
- **Additional Notes:** lack of partnerships available that are nonprofits - independently funded and that provide high quality programming, that's not essentially just day care. Schools that are more economically disadvantaged, don't see these programs because the primary discussion and needs are food/clothes for students. After school care comes in the form of boys/girls clubs. Working with private companies after school has potential to increase inequities.
- I was thinking about more of a focus on programs that have grant funding so the cost of the program is not transferred to the parent. But again, it was just a question about how to get more opportunities for the children.
- Basic ed funds need to be tasked with supporting basic/emergency needs but also basic program/course offerings.
- The district needs to work out the free part. Programs at our school that are free IF you go through the financial aid process are not serving all kids because it's not straightforward.

Approval of Individual Committee Minutes

- Discuss November 13, 2021 minutes

The November 13 meeting minutes were approved unanimously. The only clarification was that the group was unaware that they needed to adjust the title statements for the unmet needs activity and wanted to address it in a subsequent meeting.

Facilities

Members in Attendance:

Will Louis, Andrew Rottas, April Clark, Gloria Vera-Bedolla, Kelsey Campbell, David Contreras, Steve Wilson, Ivy Le, Ryan Turner, Sara Alicia Costa,

Members Absent:

Zachary Lyons, Nyeka Arnold, Darrick Norton, Demo Odems, Noelia Oquendo, Sarah Macomber Happ

Staff Support in Attendance:

Carlecia Wright (Epic), Taryn Kinney (DLR), Oscar Martinez (DLR), Abby Weiss, Beth Wilson, Melissa Laursen, Richard Hamett, Alejandro Delgado, Jim Dillard

Unmet Needs from Community Conversations and Focused Outreach

- Discuss, refine, and affirm draft unmet needs statements

Committee members participated in an activity to review draft unmet needs statements, and refine as needed. These statements will be utilized at a future meeting to conduct a root cause analysis. A member requested to include the community feedback used to create the unmet need statements when doing the root cause analysis for context.

- Draft Unmet Needs Statement 1a: Students and staff/educators need access to functional, program- specific, age-appropriate, and user-appropriate facilities to support teaching and learning.

Revised Statement: All students and staff/educators need access to functional, program- specific, age-appropriate, and user-appropriate facilities to support current, high-performing teaching and learning.

- Draft Unmet Needs Statement 1b: N/A

Revised Statement: All students and staff/educators need everyday needs met through a school building that accommodates all bodies and their physical needs.

- Draft Unmet Needs Statement 6: Student, staff/educators and visitors should have equal and safe access to, through and out of district facilities.

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Revised Statement: Students, staff/educators and visitors should have equal and safe access to and navigability through district facilities.

Wayfinding and signage were discussed and the committee decided it may be a separate unmet need.

- Draft Unmet Needs Statement 7: Students, staff/educators, families and community should have a safe and welcoming experience when accessing district sites.

Revised Statement: Students, staff/educators, families and community should have a safe, welcoming, and navigable experience when accessing district sites through any transportation method.

In addition to the last meeting's comments it was suggested that the district collaborate with COA and TXDOT on sidewalks to create safe routes for walkers.

- Draft Unmet Needs Statement Bonus 1: Policies and priorities that create school boundaries need to be reviewed to determine potential adjustments to balance enrollment to better support student learning.

Revised Statement: Policies and priorities that create school boundaries, transfer, and resources/programs need to balance enrollment to better support equitable student learning in accordance with best practices.

It was suggested by a committee member for the district to research best practices to create new policies around boundaries to help balance enrollment, resources, and programs. Also, a member stated they would like the district to periodically reevaluate boundaries. It was brought up that the committee also needs to think about transfer policies and how they impact enrollment and boundaries. Lastly, it was recommended the district also look at boundaries to better support equitable student learning through examining and repairing past damage from lines drawn to segregate by race and income.

Committee Conversations

Committee members were asked to contribute to the unmet needs, and were asked “what else is missing that will have a substantial impact on our students” and “what is working well”?

Goal: Understand things that are missing or not working well

- Lack of temperature control/AC
- Age of campuses and upkeep is concern

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- Attendance boundaries – boundary size has contributed to low enrollment at particular campuses, boundaries have not adjusted to age of families in zone
- Dual-language program offerings are very confusing and inaccessible – impacts enrollment in programs
- Lots of trauma around campuses being included in potential closure list – issues of trust
- School building is old – electrical needs outweigh the supply
- Historic schools are concerned that school closure is constant concern
- Need to understand that AISD values historic schools and community history – difficult to rebuild communication because of these concerns. Boundary adjustments and low enrollments feeds into these concerns
- Middle schools – should not do away with playgrounds or play equipment in middle years – need opportunities to stay active and play
- Teachers/staff should have a place to be comfortable – rest areas are necessary – take care of our educators because they take care of our kids
- Parents feeling policed and judged when they enter facilities – cameras/ police
- In-district transfer – framed with characteristics of white supremacy culture, families of color do not feel that they can speak up because of how it is facilitated
https://www.thc.texas.gov/public/upload/preserve/museums/files/White_Supremacy_Culture.pdf
- Portables are used too long
- Need small group spaces for specialist
- People hesitant to enroll because of closure lists
- Communication/publicity around amazing programs lacking
- Lack of knowledge around services offered in MS – transferring out of ES is challenging
- Playgrounds – need more and they need to be covered, difference/quality between playgrounds in some neighborhoods vs. others
- Natural light in classrooms is priority – like a prison without windows
- Storage – band specifically – storage has been transitioned to offices
- Water fountain access for water bottle refill
- Sports fields are not maintained – dangerous
- Communication with maintenance department is challenging
- Fine arts programs are not consistent across district
- Transfer policy needs to be revisited

Goal: Understand things that working well

- Communication with community – lots of it
- I love the dual-language programs
- All-girls middle school
- Leadership is key-campus-level leadership is key – the right principal can make all the difference
- COVID adaptations are working well – eating, drop-off
- Special Education seems to be back on track after tumultuous time
- Communication is working well, better than last administration

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- Started MS this year, really excited with all the afterschool clubs and electives, like having another set of electives after school
- Magnet program and academy are not stratified at all – feels good, doesn't feel like a school within a school
- Community involvement – parents are involved building outdoor learning environs
- Staff and campus leadership work hard draw in and pay back investment from community and parents
- Social emotional learning is working
- Capital improvements (HVAC) is working
- Community support/involvement is remarkable
- Clubs afterschool – diversity and variety in extra-curriculars available
- 2nd and 3rd grade classrooms – cloak room – to store personal stuff – clears classroom
- New building – new classrooms are great to accommodate different modes of learning, natural lights, different group sizes, and sharing between classrooms

Approval of Individual Committee Minutes

- Discuss November 13, 2021 Minutes

The November 13 meeting minutes were adopted with no objections.

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Safety, Security, & Resiliency Committee

Members in Attendance:

Lyssette Galvan, Erica Leak, Felicity Maxwell, Francisca “Tina” Cruz-Schindler, Daniel Dawer, Lindsey Baker, Amanda Mortl, Gabriel Keller, Leah Kelly

Members Absent: Annette Palacios, Shontay Olson, Margaret Zapata

Staff Support in Attendance:

Bethany Shaw, Lt. Beverly Freshour, Jessica Conant, LaTonya Pegues (Epic), Charles Brant (DLR), Darien Clary, Bill Easley, Matias Segura

Unmet Needs from Community Conversations and Focused Outreach

- Draft Unmet Needs Statement 1: Staff, students, and educators on secondary campuses, and buses, need additional support in order to reduce bullying incidents and acts of physical violence for a safer learning environment.

Revised Statement: Staff, students, and educators on secondary campuses, and buses, need additional support in order to maintain a learning environment where students and staff feel physically and emotionally safe.

- Draft Unmet Needs Statement 2: Students need Austin ISD PD to develop and encourage positive relationships to proactively create safer learning environments for all students.

Outcome: No changes, however the committee had the following comments: *Is this adequate feedback (1 response) to constitute an Unmet Need? Need more input to address the topic, specifically student feedback from the underserved student groups.*

- Draft Unmet Needs Statement 3: Students and staff need consistent and operational safety and security features throughout all campuses in order to have a safe learning environment for all.

Revised Statement: Students and staff need more standardized operational safety and security plans throughout all campuses in order to have a safe learning environment for all. Consistent features that are reviewed and revisited at regular time frames

- Draft Unmet Needs Statement 4: Students and staff need to be able to get to and from school safely to be able to focus on teaching and learning when in school.

Outcome: No changes

- Draft Unmet Needs Statement 5: Students and staff need all safety protocols to be followed consistently across the district to ensure a safe environment for all.

Outcome : No changes

- Draft Unmet Needs Statement 6: Students, parents, and staff need safer designed building footprints and sites to maintain the safety of students, parents, and staff while on campus.

Outcome : No changes, however, the committee would like to have more input in order to address this topic. Varies widely by campus.

Committee Conversations

Committee members were asked to contribute to the unmet needs, and were asked “what else is missing that will have a substantial impact on our students” and “what is working well”?

What is missing or not working well:

- Parents needs to feel safe and feel that their children are safe at school (and on the way to and from) middle school
- Not enough information or input on role of AISD PD in schools
- Need something around physical safety issues (cameras, etc.)
- More student feedback is needed from underserved groups
- Not a lot/enough about resiliency. Some people may not know what that means.
 - Need to explain AISD’s definition and goals
- Echo need to address resiliency and the school’s roles in climate
 - Resiliency
 - Buildings and environmental impacts
 - Physical, emotional safety and Identity safety: school culture.
- School disciplinary procedures and classroom and campus level that leads to student safety being compromised.
- Student resiliency vs. building resiliency
- Hate crimes (populations not identified in our list, questions not answered)
- Be prepared for emergencies (winter storm) for special needs and underserved communities.
- Disciplinary procedures and trauma; what harm is happening on campuses?
- Not a lot about mental health in our statements.
- Food insecurity, financial insecurity and housing insecurity.
- Think of security in a bigger way.
- Religious or ethnic groups not included in AISD underserved groups.
- Principals and staff are understaffed and overworked and leads to instability in the classrooms and behaviors. Behavior specialists are non-existent now. Universal, district wide issue.
- Lack of ability to focus on jobs because they have to focus on other things (manning bathrooms)

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and cafeterias etc.). Lack of specialized staff (trained) to better supervise the children so teachers can focus on teaching.

What is working well:

- Assets:
 - Community in Schools (CIS): so effective in de-escalating and making schools safer
 - Council for at risk youth (CARY)
 - Safe Routes to School
 - Brain lab/cool down rooms: place where kids can go to self-regulate, vent, and release frustrations (didn't know that not all schools have that. Even kids that don't have an Individualized Education Program (IEP) should have access to this resource
- Parent Support Specialists are helping
 - Private therapist on campus?
- Better communication of what resources are at schools is needed. This falls under standardization of all schools.

Approval of Individual Committee Minutes

- Discuss November 13, 2021 minutes

The November 13 meeting minutes were **approved** (minor typo change: duplicate "to lead" removed)

Transportation, Food Services & Maintenance Committee

Members in Attendance:

Adolphus Anderson, Anastasia Teague, Mary Selby, Amir Emamian, Diana Croll-Guard, William Marshal, Ashley Blumoff

Members Absent:

John Green, Andrea Troncoso, Melissa Jimenez

Staff Support in Attendance:

Nevin Kamath (Epic), AJ Sivakumar (DLR), Christine Steenport, Kris Hafezizadeh, Louis Zachary, Yolanda Dohoyas, Rebecca Cohen

Unmet Needs from Community Conversations and Focused Outreach

The committee finished working on the Food Services unmet needs statements that they were not able to complete at the previous meeting.

- Draft Unmet Needs Statement- Food Services #1: Students feel that meal offerings are unattractive and limited for those with cultural or dietary restrictions.

Revised Statement: All students need access to appealing, healthy, tasty food (regardless of dietary restrictions) to support students' social-emotional learning.

- Draft Unmet Needs Statement- Food Services #2: Students need access to faster food service and adequate food quantity to make sure they have food when they need it.

Revised Statement: Students across all campuses need sufficient time to eat and equitable access to sufficient food portions for breakfast, lunch, and snack/dinner because hungry kids can't learn.

- Draft Unmet Needs Statement- Food Services #3: Families struggling with food access need access to healthy, fresh food to meet the nutritional needs of students and their families.

Revised Statement: Families struggling with food access and food insecurity need access to healthy, fresh food to meet the nutritional needs of students and their families so they can learn.

- Draft Unmet Needs Statement- Maintenance: The lack of scheduled maintenance of aging facilities & grounds is impacting the ability of students to effectively & safely learn thereby negatively impacting student performance.

Revised Statement: Campuses and community members that donate resources need consistent and clear processes and procedures around donated resources so all campuses have equitable access to safe and well maintained resources.

Committee Conversations

Committee members were asked to contribute to the unmet needs, and were asked “what else is missing that will have a substantial impact on our students” and “what is working well”?

- Academics – frustrated with the curriculum that’s being pushed because it’s not allowing educators to address the independent needs of each student to consume material in the best way for them (not always the best way for the students); there are set lists of bullet pointed curriculum (connected to TEKS) but it’s being heavily monitored around the sequence, resulting in formulaic teaching
- Transportation + Facilities + VAPA – wish the district had a reimbursement for those parents who had to take their child to a different type of school because the neighborhood campus didn’t have access to the resource in my area (had to take child to McCallum across town in order to get access to a Fine Arts academy); many other children in the same position in that neighborhood; either have the same type of facilities and programming across town or support families in getting kids to the programs they need
- Facilities – what’s the plan for the population growth in South Austin? Only two big high schools in South Austin and those are already getting overpopulated; with the declining enrollment, can we afford to build schools if they’re empty?
- Academics – live in a community where lots of parents send their kids to private schools; blatant lack of equity in feeder patterns and vertical programming that results in stress for parents; also see stark differences between closely located campuses (within a few miles of each other); want kids to go to public school
- Boundaries/Enrollment – we shouldn’t be paying top dollar for schools that are only half full (not good use of money), but other overcrowded schools are falling apart? It’s all interconnected – if we fix only a few things, then it infuriates those who aren’t getting fixed
- Enrollment is falling – the key is why is enrollment falling? We have facilities and programming, so why is enrollment falling? Why are parents sending their kids to non AISD schools?;
- Austin is also no longer affordable; there’s a demographic swing to the edges/rural areas that’s creating the enrollment downfall. What can we do to keep the student population growing in Austin when the cost of living in Austin is getting so high? – that goes back to state funding and recapture
- Also need to look at family composition of communities – where are families?
- Context - We need to understand what boundaries do and don’t do? Can we as an organization create vibrant and engaging schools? Magnets aside, students are still not going to their neighborhood schools – how can we improve the school communities and the educational

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experience? We can begin to see people sending their kids to great schools in their areas. Boundaries can clean up some alignments, but can't be a magic wand.

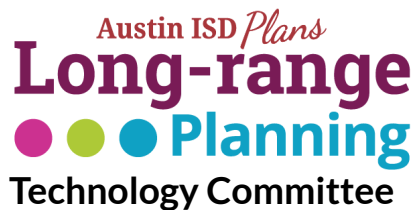
- SSR – the newer schools have secure vestibules for the entry sequence – the older schools don't actually have that (on the CAC for their campus but keeping a close eye on the door doesn't really make parents comfortable that it's actually secure)
- Academics – concerns around the lack of availability of substitute teachers (teacher shortage in COVID); at their campus, the individual teachers have to find their own substitutes for their classes – this is really stressful for teachers, and some substitutes are already covering more classes, and it's all contributing to teacher burnout
- Food Services – even if food is served hot, it's not always hot by the time the kids get seated to eat; temperature of the food could be a menu issue (plan for foods that retain heat/stay warmer longer)
- Food Services – snacks not provided equitably across all campuses; Some campuses provide snacks to schools, but the teachers provide it themselves (whatever the district leaves for the after school, that's what we give); some parents pack a snack (campuses encourage/ask parents); some campuses/teachers ask parents to volunteer snacks for the classroom supply
- Outdoor Learning at Blanton ES - The campus garden has been really good – our campus has chickens (the chickens hatching was the highlight of Pre-K through 2nd grade); kids liked messing around in the garden and helping the chickens hatch
- Outdoor Learning – have seen goats and chickens and other animals to learn about that haven't seen at any other school districts
- At Pecan Springs they grew onions – growing of the food to take home makes kids really happy
- +1 to gardens (Boone has a great garden), and having a butterfly garden – community built
- Always seeing principal at pickups/dismissal directing traffic – sets a good example and is visible and accessible to parents
- 311 added a stop sign near the school (having partners/resources to help make community safer so kids can walk to school/limit speeding in a school zone) – got police to help enforce
- School nurse is very strict but amazing; wish she had more support (has to balance 2-3 campuses); takes time with everyone and is strict but that makes parents feel safe with kids at school because the nurse is on top of it
- Community gardens are viewed as potential solutions based on experiences by committee members at their own campuses/communities (Garden initiative can be tied to facilities planning to encourage food access and healthy eating (garden to café program))

Approval of Individual Committee Minutes

- Discuss November 13, 2021 minutes

The November 13 meeting minutes were approved by all members.

Approved Jan.22.2022



Members in Attendance:

Nevin Hall, Austin McElroy, Jenna King, Caroline Tipton, Jessica Mraz, Stephanie Perrone, Joseph Thompson

Members Absent: Charlie Jackson, Matthew Holzgrafe, Alexandria Diaz, Lyria Zeh, Jayden Ashford, Kevin Baker, Sarah Ruttan

Staff Support in Attendance:

Yvonne Harris (Epic), Andrew Cline (DLR), Sean Brinkman, John Kohlmorgan, Oscar Rodriguez, Jon Hurley, Jay Johnson, Anthony Mays, James Cook, Samantha Dula, Ed Hill, Lauren Forlenza-Hen & Terry Casey (Interpreters)

Unmet Needs from Community Conversations and Focused Outreach

- Draft Unmet Needs Statement #1: Technology Literacy

Revised statement: Parents and staff need official ongoing technical training regarding software platforms and clear communications if/when the platform changes to better facilitate learning at home/school and maintain proper district-to-parent communications.

- Draft Unmet Needs Statement #2: Technology Not Functioning

Revised statement:: "Students, parents & staff need consistently, functioning, purposeful technology to support the learning environment that is constantly changing."

- Draft Unmet Needs Statement #3: Facility Mismatch with Technology

Outcome (unchanged from Nov 13): "Schools & district facilities where teaching or training occur need technology that is appropriate for the facility and the mode of education to support learning & district communication."

- Draft Unmet Needs Statement #4: Technology Curriculum

Revised statement: Committee believes this should be a theme, but no specific data points were discussed to be re-distributed from the original three themes.

- **BONUS WORK Parent Engagement & Communication** Draft Unmet Needs Statement #1: Austin ISD has not held itself accountable

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Revised statement: AISD needs transparency and to put systems/metrics in place to hold themselves accountable if community trust is to be regained.

- **BONUS WORK Parent Engagement & Communication Draft Unmet Needs Statement #2:** Barriers to parent engagement and lack of communication

Revised statement: Families and students need required, consistent opportunities for family engagement, communication & options in timing, format, multilingual, accessible & commitment to support student achievement.

Committee Conversations

Committee members were asked to contribute to the unmet needs, and were asked “what else is missing that will have a substantial impact on our students” and “what is working well”?

- Would like exposure to robotics classes, intro to programming, games (e.g. “Go” & other programming games).
- Understanding how the internet works, its infrastructure and from a social studies perspective.
- Facilities Issues – Wi-Fi issues in far reaching classrooms, consistent student printer issues/malfunctions. Generally, student experience with technology could be improved at times.
- 1-1 Chromebooks for students are a benefit; with improvements coming.
- Missing opportunities for programming curriculum at younger ages.
- Education for utilization of the internet for research.
- 1-1 Chromebook are a benefit.
- More training for parents to use AISD platforms to assist engagement with students.
- Consistency across the platforms for how teachers display information to students & parents. Assignments & grades being distributed from various platforms causes confusion.
- Better control for what students have access to on Chromebook. Have heard of security concerns within the district for circumventing digital security.
- Separate school computer is a benefit.
- Mom to students who are deaf – technology is not consistently accessible for students with needs. Teachers & staff need to vet software & technology that is ready for use for anyone with a disability & training on how to manipulate the software to support special needs use / engagement.
- Removal of advertisements on student technology platforms. These are distractions & unwarranted in an educational environment.

Approval of Individual Committee Minutes

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Approved Jan.22.2022

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The November 13 meeting minutes were approved by consensus.