Brooke Elementary
School Changes Implementation Team Meeting

Date: Thursday, June 4 | Fecha: jueves, 4 de junio de 2020

Time: 3:15 p.m. | Hora: 3:15 p.m.

Location: Virtual via Zoom | Lugar: virtual vía Zoom

Agenda

1. **Introductions/Contact Information | Presentaciones/Datos**
2. **Establish Agreements: Can We Agree to… | Establecer acuerdos: Podemos aceptar…**
    a. Share the space (help all voices be heard) | Comparte el espacio (ayuda a que se escuchen todas las voces)
    b. Listen to all points of view | Escucha todos los puntos de vista
    c. Hear the experiences of others | Escucha las experiencias de los demás.
    d. Seek to understand, not just to be heard | Trata de entender, no solo trates de ser escuchado
    e. What is said here, stays here, what is learned here, leaves here | Lo que se dice aquí se queda aquí, lo que se aprende aquí, se va aquí
    f. Anything else? | ¿Algo más?
3. **Updates | Noticias**
    a. SEL/Counseling support
        i. Brooke/Linder/Govalle counselors met - discussed future student leaders and students that would benefit from check-ins
        ii. Students who are not going to Govalle/Linder - what is going to happen to support those student transitions?
            1. To/from list with all Brooke students and destination school will be reviewed and personally contacting receiving counselors before the school year starts so no students will be left out.
    b. PTA Items - PTA President
        i. PTA has met after remote-learning, focus shifted from physically present to closing the organization out.
        ii. Budget
            a. Wanted to spend down budget to ensure the funds stayed with Brooke community that raised them.

b. Funds went directly to teachers to obtain equipment to teach in virtual world.
c. Distributed the rest of the funds to students split by each teacher. Example: third grade put together learning packets/info to be distributed over summer. Teachers were given space to find the best way to spend the funds based on individual needs.
d. Brooke PTA bank account will be closed by end of fiscal year in June - teachers asked to deposit funds ASAP.

iii. Distributed items purchased through the PTA
1. Staff created inventory since PTA could not enter building.
2. At last meeting, vote was taken on larger items (washer/dryer) asked AISD to move those items.
3. Smaller items (appliances/cash boxes/etc) - decided PTA gave the right to Principal Vargas/PTA leadership to determine where items are distributed. Survey sent to PTA membership.

c. Other School Items (Grant Funded/Donated/Privately Purchased/District Funded) - Mary Alvirez, Ali Ghilarducci, Griselda Galindo-Vargas
i. Review table of items at Brooke and proposed relocation
1. Some items for life skills are moving to Linder as the Govalle life skills unit at Govalle is already outfitted with the supplies.
2. Appreciated Brooke PTA and the feedback sought to distribute supplies.
3. Document was created with Ali Ghilarducci and Mary Alvirez, who also put a call out for any additional items. A more structured documentation could have been possible if the school was not closed due to COVID-19 in March.

d. Staff Physical Move |Mudanza física del personal - Sheri Albin
i. Commend Ms. Galindo-Vargas for hard work, staff, Jose the custodian have the campus looking fantastic. Things are organized and beautiful.
ii. Teacher items will start moving Monday, June 8. Confident things will go smoothly. Things are packed very securely and we'll get them to the right spaces.
iii. We're ready and it's because Ms. Galindo-Vargas and Jose did a great job in getting the school organized.
iv. Move dates: June 8-11 - may not need all of those dates because things are organized well.
v. Linder move: telephone tree, Sheri will be on-point and will be contacting schools giving status updates.
vi. Items from Brooke will follow teacher if you are doing the same assignment at your new school. Example: if you're a PE teacher at new school, some of your items will follow you. However, if your home campus has a full set of materials.

vii. Which community are we consulting about art?
    1. Anytime you have engagement, we start by planning the process. We're starting out with the folks in this group and asking if there are people not in this group that should be part of the process.
    2. We want to talk to different people.

e. Artwork - Mary Alvirez, Ali Ghilarducci
    i. Recap: We value artwork at Brooke, want to try not to be premature about where the artwork is going to go. Right now we don't know how Brooke is going to be repurposed. Depending on how it's repurposed, perhaps art should stay — example: if Brooke becomes a community center, community may want it to stay.
    ii. Discussion with Operations Officer Matias Segura: moving artwork needs to be done carefully to not damage. This would be a bigger process than SCIT to decide where the artwork would be moved.
        1. Matias and Operations Coordinator Leslie Vegwill be on campus at Brooke tomorrow to catalog the artwork.
        2. Matias Statement: (get from Mary to paste here)
    iii. Ali is making a list of names of individuals interested in being part of a possible committee or conversation. Anyone interested should email alison.ghilarducci@austinisd.org
    iv. There is a risk to art if we move it so we are trying to only move it once. We want to go through a more thoughtful process.
    v. Comment: AISD has an obligation to engage in both English and Spanish, Spanish-speaking community did not know about art conversations
        1. We talked about opening of survey during first SCIT, each SCIT newsletter is in English and Spanish
        2. We have not been promoting repurposing conversation at all because it has been paused, but we will promote in both English and Spanish
        3. District can do mail-out to general neighborhood and work with neighborhood associations to engage

f. Outdoor Features - Darien Clary
    i. Tracking sheet from Sustainability
    ii. Darien, Anne Muller, Sheri, Principals make up the group having conversations.
    iii. Identifying eco-features at Brooke with photo documentation. Options:
        1. Stay in place
        2. Go to another school
        3. Stay in place for a certain amount of time then go to another school.
    iv. Walked the Linder and Govalle sites to see where the best relocation sites. Linder will receive the bulk of what is on the list.

1. Darien shared map of Linder to see where eco-features could go.
2. Locations must be acceptable for students and eco-features. May need facility upgrades like sidewalks.

v. Next looking at costs for moving eco-features.
vi. Brooke has above-ground and in-ground gardens that the community uses. Darien will make note of ask from the community.
    1. If community would want access, we'd have to ask operations what access would look like after the campus closed.
vii. For next meeting with operations: Track/field, basketball court, and awning for the court, maintenance of flowers, access to gardens, will water stay on?

g. Registration | Registro - Griselda Galindo Vargas
    i. Total 292 students at the end of the year. Five new students registered through pandemic so Brooke ended the year with 297 students.
    ii. 90 students that have not registered and of those, 15 students were not able to be contacted at all.
    iii. 75 students - ½ of those students are in the process of registering but did not complete it, most of those are families of 2-3 children so we are trying to help with technology to get everyone registered.
h. End-of-year Events - Griselda Galindo Varga
    i. Parade
        1. Brooke had different grade levels at different times of the day
            a. Opportunity to talk to teachers/families
        2. We have about 40 bags leftover and Ms. Vera-Bedolla has offered to do some porch drop-off so students can get items.
    ii. Talent show
        1. Gave generational families a way to share their stories.
i. SCIT Fund Expenditures - Mary Alvirez, Ali Ghilarducci
    i. Mary worked with Ms. Galindo-Vargas to identify needs for SCIT funds
        1. Funds bought stuffed lions for goodie bags
        2. Regular meetings with Operations Officer Matias Segura - asks principals to provide needs.
        3. Translations/interpretation funds are funded through SCIT funds. Translates SCIT minutes/newsletters.
        4. SCIT funds provided balloons for parade.
    ii. Did Brooke receive additional funding for translation? Did Brooke and Pease get the same amount to cover celebrations?
        1. Pease did not have any expenses for translation and interpretation because all Pease families speak English.
        2. Anything for the most part that was requested went through a process of approval. We wanted to ensure Pease and

Brooke had celebrations that the communities needed and we worked with principals to make that happen.

iii. These are not necessarily SCIT funds, but overall School Changes funds, which also contributed to the Connector Model that resulted in extra staffing at Govalle and Linder.

iv. There are still some staff that waiting to see if they'll continue their livelihood. We were told that we would have the same jobs or better. This has been a stressful change.

1. Staff will have employment. Kudos to Principal Galindo-Vargas who has advocated for individual staff.
2. There are currently five staff who are waiting for placement.

v. There will be additional funds for a larger celebration if the Brooke community would want that.

j. Additional questions

i. Emotional support for staff who has not been placed at a new campus for employment?

1. Reach out to Pam Martin — their focus is on the children — but for those five staff that are not placed, it is stressful.
2. Brooke staff went into spring break feeling hopeful that they'd have jobs - Question: what was the deadline for staff to be placed in jobs?
    a. Mary will reach out to human capital to get more info.
    b. Priority was given to teachers/staff from Pease/ Brooke, but then eventually other teachers who were not affected by School Changes were added to the list. Brooke/Pease staff were given to principals first for special consideration.
    c. Deadline for Brooke/Pease and for any other teacher in the priority pool all guaranteed positions - at that point it will be a placement. Mary can find out the date of that deadline.

ii. Repurposing

1. As far as repurposing, the first part of the process is a site assessment. The district was in the process to do an RFP on the site assessment - put on pause due to COVID-19.
2. Another part of first step is a survey where we ask folks what they want the site to be if it's not a school.
    a. The survey is still open.
3. The process will take 1-2 years and was put on pause but could resume in the coming months.

4. **Additional SCIT Meetings | Próximos eventos**

5. **Adjourn | Cierre**

In attendance | en asistencia: Gloria Vera-Bedolla, Pamela Friel, Will Lisska, Mary Alvirez, Paula-Reyes, Ali Ghilarducci, Cristina Nguyen, Christine Mederos, Darien Clary, Steven Morris, Sam DeSanto, Christopher Cain, Sheri Albin, Elizabeth Lujan, Bill Creel, Ruth Tovar, Melissa Rodriguez, Jena Razavi, Jessica Wilson, Ana Arredondo, Amber Fowler, Griselda Galindo-Vargas, Loriann Stephenson, Lacy Murphy, Margaret Perez, Laura Castillo