

CONSENSUS REMINDER

- Aim for consensus
- If consensus cannot be obtained:
 - revise as necessary to gain greater support
 - majority vote last resort
- Voting must be done during meetings by an open method (no private methods such as email, private chat or ballot)

What is consensus?

Consensus means that **all members consent to a decision.**

Consent does not necessarily mean that each member agrees completely with a particular decision, just that they are willing to go along with the decision rather than block it.

MINUTES

Minutes are records of meeting highlights, and are not intended to provide a high level of detail. At a minimum, minutes shall include: attendance of members, staff, and visitors; the time the meeting was called to order and adjourned; the outcome of any votes or other actions; and a brief synopsis of the meeting proceedings.

Please note needed edits here only for **your** committee*

1. No revisions, accepted as provided

Does everyone agree (consensus) on minutes with any edits?

*joint section will be approved together during the joint portion of the meeting after breakouts

Creating Unmet Needs Generations: Activity Directions

Goal of exercise: *read through feedback and determine if key theme is aligned with the feedback*

Instructions: [45 minutes - go to unmet needs activity if you finish early]

1. Review feedback from community members
 - Feedback was gathered through Community Conversations Series #1, phone outreach to parents of students at identified underserved schools, Parent Support Specialists interviews, and parent meetings such as Campus Advisory Councils and PTAs.
 - Feedback is categorized into key themes, with summaries of what was heard and supporting quotes from interviews / community members.

1. Review key themes
 - Discuss, refine, and affirm key themes are in alignment with the feedback

Creating Unmet Needs Generations: Activity Directions

Goal of activity: *read through and synthesize feedback from community engagement and interviews to generate unmet need statements.*

Instructions: [50 minutes - go to “Bonus Work” activity if you finish early]

1. Choose a key theme to focus on. Discuss, refine and affirm: who a particular group is; what is the groups’ need; and why that need is important. Discuss, refine and affirm the draft unmet needs statement.

- Specific directions and examples about how to generate an unmet needs statement is listed on each slide.
- Draft statements may be revised as your committee sees fit. Enter the revised statement in red font below the initial draft.

Reminder: For each unmet needs statement, your committee will be conducting a root cause analysis at a future meeting.

1. Repeat this process for the remaining unmet needs statements.

Creating Unmet Needs Generations: Activity Directions

Instructions Continued...

3. Consider connections with other committees
 - Below each unmet needs statement, add the name of any committee(s) you think would be a good partner to involve in addressing a given unmet need.

3. Bonus Work: If your committee finishes unmet needs statements early, move to the bonus work and follow the same process for general comments that were gathered.

Safety, Security, and Resiliency DRAFT

Lack of supervision leads to student behavior issues

Safety in the classroom - students feeling unsafe due to behavior of other classmates

- o cultural differences of normalcy of reporting behaviors
- “Feels unsafe in the classroom, her son will wear a beanie, but classmates will grab it and throw it around.”
- “There are differences culturally from kids/family country of origin - can report sexual harassments or other concerns that works differently here than in home country.”

2 Mentions: (1) AISD Staff/Educator, (1) Parent

Bullying incidents because of limited supervision

- o on bus, before school, after care, MS level, generally
- “There's kids in this neighborhood that bully a bunch of kids, specifically mine. The issue was they were supposed to ride the bus, but because those kids ride the bus. It's an everyday issue.”
- “The only complaint is about son in Middle school. A lot of bullying and fights at school. Feels like teachers and staff are not doing enough to prevent fights – its sad. Son was saying that his friend was getting bullied and tried to defend him with words. Tried to talk to the bully to stop bullying his friend. The bully tried to fight the son and he backed off because did not want to fight. Son is doing well with teachers, but they turn an eye when it comes to bullying.”

4 Mentions: (4) Parents

Lack of educator attention during outdoor activities (leads to fighting)

- “The parent also has an issue with teachers being inattentive during recess or outdoor activities. The students can be seen fighting but since the teachers are talking amongst each other nothing will be done.”

1 Mention: (1) Parent

Lots of fighting on campus (or any fighting at all) is a concern for parents

- “Wishes there was more security at her other's kid's secondary schools. Recent altercation at her child's high school that was very concerning. Wants to ensure her kids safety.”

2 Mentions: (2) Parents

Crosswalks/intersections near campuses need to be improved for student safety

- “Son walks to school - crosswalk at Pleasant Valley and Teri Road needs to be improved.”

2 Mentions: (2) Parent

Walkway from parking lot is not well lit

- “Walkway from parking lot not well lit.”

1 Mention: (1) AISD Staff/Educator

Inequitable and nonfunctional distribution of security and support resources

Campus security is not being equitably provided (privileged campus prioritized)

- “Only now do they have police at Webb MS, because Brentwood students are now located there in portables while their school is under construction - the police were not there before Brentwood was there, and the police will most likely leave when Brentwood leaves.”

1 Mention: (1) AISD Staff/ Educator

Portables don't have access to fire/emergency alarms

- “Portables don't hear fire/emergency alarms.”

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Not all campuses have a secure perimeter around grounds for student safety and vandalism concerns

- “Please remove portables. They are a security issue. Anyone can jump fence, or gates are left open at times. Instead, we need an additional building, a physical building, for safety.”
- “Neighborhood is not the safest, stray dogs come on property, and it is easy for anyone to access the school property.”

4 Mentions: (1) CAC Meeting, (2) AISD Staff/Educator, (1) Parent

PSS positions are understaffed, can't provide the level of service required

- “PSS job is very important; they are the faces of AISD.”
- “65-70 PSS's currently in district - with 8 open positions, many are talking about quitting because they are overwhelmed and don't feel good or supported.”

1 Mention: (1) AISD Staff/Educator

Physical environment takes away from safety and security

Dismissal process could be better

- “The dismissal process can be better.”

1 Mention: (1) Parent

Relationship between campus PD and students

Desire for campus PD to be positive role models for students

- “I'm OK with the police presence (they're gone now, were just directing traffic). They need to have their presence known because the school has adolescents that are trying to push buttons. They should be positive role models (friendly and cordial) for students.”

1 Mention: (1) Parent

Stronger, more proactive safety and security measures are desired.

Parents want to see more visible efforts to control campus security (e.g. metal detectors, secure entries, security personnel)

- “Families fear that the district is waiting for something bad to happen before they actually do something – put in more secure measures in place.”
- “Child found a bullet in the cafeteria, gave it to a police officer.”

6 Mentions: (5) Parents, (1) AISD Staff/Educator

Security camera coverage is insufficient

- “Security cameras don't cover enough area.”

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- “The city bus is right there, right by dollar tree, have to walk all the way down there to catch it. My son is only in 7th grade and goes by himself. Too dangerous these days.”

2 Mentions: (1) CAC Meeting, (1) Parent

Walking route to the school is not safe/monitored/maintained

- “It's really dangerous for the kids to cross underneath the 183. Two of my sons have had to walk there before, said it was unsafe.”

4 Mentions: (2) Group Parent Interview, (1) AISD Staff/Educator, (1) Parents

Concerns over neighborhood safety affecting children's physical safety and mental well-being

- “There are safety concerns (high-traffic roadways, drugs) around the feeder school. So, families who must walk to school have concerns sending their kids there, and they send their kids to charters instead.”

3 Mentions: (2) Parents, (1) Group Parent Interview

Concerns over neighborhood safety affecting staff/educator's physical safety and mental well-being

- “The big problem with the feeder middle schools is the surrounding area - homelessness, drugs, etc.; how can the staff take care of themselves with mental health, when the district is not properly supporting them or the students?”

2 Mentions: (1) AISD Staff/Educator, (1) Parent

Neighborhood is unsafe for walking/waiting for bus

- “Dad takes kids to school himself-he feels safer, doesn't feel comfortable letting kid wait at bus stop because there are drug addicts on the street.”
- “School bus should come into the complex - currently kids have to cross street to get to bus, not safe.”

2 Mentions: (2) Parents

Procedures are not equally enforced

Mask Mandates/COVID protocols not being enforced in schools/buses or followed by parents

- “Wishes the bus drivers could pass out masks to the kids - sometimes kids don't have masks on the bus, and they don't get them until they get to school.”

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Unmet Needs Generation

Unmet Needs Generations

Unmet Needs Generations prioritize unmet need themes into a single, concise sentence: who a particular group is, the groups' need, why that need is important (or the result of meeting that need).

Unmet Needs Generations help define “what” we will need to investigate before looking to root causes (the why) and solutions (the how). Unmet Needs Generations are a guiding force as we move into root causes, assets, and exemplars.

Example: Immigrant families (group) need after school access to fields throughout the year (need) in order to build and sustain their community (goal).

- **Who:** Secondary campus staff/educators, bus (transportation for students)
- **What:** additional proactive support to reduce incidents of bullying and violence
- **Why:** to create a safer learning environment

Unmet Needs Generation Draft:

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.

(Potential Root Cause: Trauma)

Potential Solution: Support of students to deal with trauma in productive ways, engage with UT and HT students in mentorship, (counseling, relationship building, family support, emotional support, student peer support, etc.)

Relationship between campus PD and students

Desire for campus PD to be positive role models for students

- “I’m OK with the police presence (they’re gone now, were just directing traffic). They need to have their presence known because the school has adolescents that are trying to push buttons. They should be positive role models (friendly and cordial) for students.”

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Example: Immigrant families (group) need after school access to fields throughout the year (need) in order to build and sustain their community (goal).

- **Who: Students**
- **What: Police to be positive role models to students**
- **Why: proactively create a safer environment for all students**

Unmet Needs Generation Draft:

Students need Austin ISD PD to develop and encourage positive relationships to proactively create safer learning environments for all students.

Inequitable and nonfunctional distribution of security and support resources

Campus security is not being equitably provided (privileged campus prioritized)

- “Only now do they have police at Webb MS, because Brentwood students are now located there in portables while their school is under construction - the police were not there before Brentwood was there, and the police will most likely leave when Brentwood leaves.”

1 Mention: (1) AISD Staff/ Educator

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Not all campuses have a secure perimeter around grounds for student safety and vandalism concerns

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4 Mentions: (1) CAC Meeting, (2) AISD Staff/Educator, (1) Parent

PSS positions are understaffed, can't provide the level of service required

- “PSS job is very important; they are the faces of AISD.”
- “65-70 PSS's currently in district - with 8 open positions, many are talking about quitting because they are overwhelmed and don't feel good or supported.”

1 Mention: (1) AISD Staff/Educator

***this belongs in another committee**

Parents want to see more visible efforts to control campus security (e.g. metal detectors, secure entries, security personnel)

- “Families fear that the district is waiting for something bad to happen before they actually do something – put in more secure measures in place.”
- “Child found a bullet in the cafeteria, gave it to a police officer.”

6 Mentions: (5) Parents, (1) AISD Staff/Educator

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Example: Immigrant families (group) need after school access to fields throughout the year (need) in order to build and sustain their community (goal).

- **Who: Students and staff**
- **What: Consistent and operational safety and security features throughout all campuses**
- **Why: safe learning environment for all**

Unmet Needs Generation Draft:

Students and staff need consistent and operational safety and security features throughout all campuses in order to have a safe learning environment for all.

More proactive, Community based, safety & security measures desired

City bus stop too far from campus or home (safety concern)

- "The city bus is right there, right by dollar tree, have to walk all the way down there to catch it. My son is only in 7th grade and goes by himself. Too dangerous these days."
- 2 Mentions: (1) CAC Meeting, (1) Parent

Walking route to the school is not safe/monitored/maintained

- "It's really dangerous for the kids to cross underneath the 183. Two of my sons have had to walk there before, said it was unsafe."
- 4 Mentions: (1) Group Parent Interview, (1) AISD Staff/Educator, (2) Parents

Concerns over neighborhood safety affecting children's physical safety and mental well-being

- "There are safety concerns (high-traffic roadways, drugs) around the feeder school. So, families who must walk to school have concerns sending their kids there, and they send their kids to charters instead."
- 3 Mentions: (2) Parents, (1) Group Parent Interview

Concerns over neighborhood safety affecting staff/educator's physical safety and mental well-being

- "The big problem with the feeder middle schools is the surrounding area - homelessness, drugs, etc.; how can the staff take care of themselves with mental health, when the district is not properly supporting them or the students?"
- 2 Mentions: (1) AISD Staff/Educator, (1) Parent

Neighborhood is unsafe for walking/waiting for bus

- "Dad takes kids to school himself-he feels safer, doesn't feel comfortable letting kid wait at bus stop because there are drug addicts on the street. Bus should come on both sides of the complex - so that kid doesn't have to walk through complex through bushes and by drug addicts."
 - "School bus should come into the complex - currently kids have to cross street to get to bus, not safe."
- 2 Mentions: (2) Parents

Crosswalks/intersections near campuses need to be improved for student safety

- "Son walks to school - crosswalk at Pleasant Valley and Teri Road needs to be improved."
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Example: Immigrant families (group) need after school access to fields throughout the year (need) in order to build and sustain their community (goal).

- **Who:** Students and staff
- **What:** get to and from school safely
- **Why:** be able to focus on teaching and learning when in school.

Unmet Needs Generation Draft:

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.

Procedures are not equally enforced

Mask Mandates/COVID protocols not being enforced in schools/buses or followed by parents

- “Wishes the bus drivers could pass out masks to the kids - sometimes kids don't have masks on the bus, and they don't get them until they get to school.”

3 Mentions: (3) Parents

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Example: Immigrant families (group) need after school access to fields throughout the year (need) in order to build and sustain their community (goal).

- **Who:** Students and staff
- **What:** all safety protocols to be followed consistently across the district
- **Why:** to ensure a safe environment for all

Unmet Needs Generation Draft:

Students and staff need all safety protocols to be followed consistently across the district to ensure a safe environment for all.

Physical environment takes away from safety and security

Dismissal process could be better

- "The dismissal process can be better."

1 Mention: (1) Parent

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Example: Immigrant families (group) need after school access to fields throughout the year (need) in order to build and sustain their community (goal).

- Who: Students, parents, and staff
- What: safer design and layout of the building footprint and site
- Why: to maintain safety of students, staff, and parents while on campus.

Unmet Needs Generation Draft:

Students, parents, and staff need safer designed building footprints and sites to maintain the safety of students, parents, and staff while on campus.

Resources for underserved families are lacking

Newer campuses with need lack partnerships/resources from external partners/corporations

- "This is a brand new school that needs more partners and donations from corporations because the kids need assistance and it is not a title 1 school"
- "It is difficult for parents and students to access internet and get computers to do homework at home."

1 Mention: (1) AISD Staff/Educator

Internal Language Translation services (Non-Spanish)

- "Very hard to reach refugee families because of language challenges."
- "Big events translated to Arabic, but without being able to speak their language is really tough; need more language support."

1 Mention: (1) AISD Staff/Educator

Equitable distribution of technology and resources across campuses

- "Resources: It's a little lack of communication and distribution. For example, need more resources for ESL families than others."

2 Mentions: (1) Parent, (1) AISD Staff/Educator

Students experiencing extreme poverty rely on school to shower, wash clothes, etc.

- "If they don't have water at home, they come to school to take a shower. They need to wash clothes at school. Use SPED areas of buildings to wash clothes, take showers, etc. Not enough vouchers or funds to support the kids that need help. PSS are spending their own money to buy these supplies."

1 Mention: (1) AISD Staff/Educator

Gentrification of area is resulting in shifting priorities away from students/families in need

- "I feel the kids in walking distance aren't given as much care as other students. The resources that the newer families have their need aren't met as much. Right before the pandemic there was a group of parents really trying to change the meal plans to be gluten free and trending but the bigger issue is so many kids just need to come to be fed."

1 Mention: (1) Parent

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Example: Immigrant families (group) need after school access to fields throughout the year (need) in order to build and sustain their community (goal).

- **Who:** underserved students and families
- **What:** where and what resources exist at schools
- **Why:** to assure students and families receive what they need to be successful

Unmet Needs Generation Draft:

"Underserved students and families need resources to meet their basic needs."

Colorism and racism are not effectively taught

Students need to learn about colorism and racism

- "Advise students about racism and colorism"

1 Mention: (1) AISD Parent Phone Interview

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Example: Immigrant families (group) need after school access to fields throughout the year (need) in order to build and sustain their community (goal).

- **Who:** students
- **What:** methods of teaching and current curriculum
- **Why:** to support anti-racism and cultivate inclusivity in schools and the community

Unmet Needs Generation Draft:

"Students need to be effectively taught about colorism and racism to support anti-racism and cultivate inclusivity in schools and the community."

Goal: Understand things that are missing or not working well

What do you feel is NOT working for your child(ren)?

- Can you share an example?
- Why is that important to you?

Tell us more about programs or resources that you wish you had, but don't have today.

Goal: Understand things that are working well that your participant wants to see more of

Can you tell us more about what's working well for your child(ren)?

- Can you share an example?
- Why is that important to you?

What programs, services, and/or community partners have you used at your school(s) that you want to see more of?

- Can you tell us more about why these are so important to your child(ren)?

Austin ISD Long-range Planning

Safety, Security, and Resiliency - Unmet Needs Committee Members



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3 Mentions: (2) Parents, (1) Group Parent Interview

Concerns over neighborhood safety affecting staff/educator's physical safety and mental well-being

- “The big problem with the feeder middle schools is the surrounding area - homelessness, drugs, etc.; how can the staff take care of themselves with mental health, when the district is not properly supporting them or the students?”

2 Mentions: (1) AISD Staff/Educator, (1) Parent

Neighborhood is unsafe for walking/waiting for bus

- “Dad takes kids to school himself-he feels safer, doesn't feel comfortable letting kid wait at bus stop because there are drug addicts on the street.”
- “School bus should come into the complex - currently kids have to cross street to get to bus, not safe.”

2 Mentions: (2) Parents

Procedures are not equally enforced

Mask Mandates/COVID protocols not being enforced in schools/buses or followed by parents

- “Wishes the bus drivers could pass out masks to the kids - sometimes kids don't have masks on the bus, and they don't get them until they get to school.”

3 Mentions: (3) Parents