

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 comments.

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.

Facilities DRAFT

Facilities don't support key educational and everyday functions

Facilities unable to support programming (need maintenance/renovation)

- “Fine arts - no practice rooms, poor ventilation leads to mold in instruments. We don't have good dance or theater rooms, cafeteria stage is outdated and a lot of the outlets for lighting don't work, no proper dressing room.”

6 Mentions: (3) AISD Staff/Educator, (1) CAC Meeting, (1) Parent, (1) Group Parent Meeting

Technology infrastructure doesn't support student devices/needs

- “More outlets in classrooms, now that everyone is on devices.”

1 Mention: (1) CAC Meeting

Preference for single-user restrooms over group restrooms

- “I don't know if this sounds... when kids say, "wanna go restroom." They should have the single bathrooms.”

1 Mention: (1) Parent

More student restrooms needed. Not enough for the number of students

- “There are few bathrooms and many students. They are not enough.”

1 Mention: (1) AISD Staff/Educator

Building is outdated and doesn't support learners

- “Issues include heavy doors in the PK/K units - the students struggle to open the doors.”

1 Mention: (1) AISD Staff/Educator

Inadequate spaces for staff/educators

- “Dining room for teachers.”
- “No mothers room.”

2 Mentions: (2) AISD Staff/Educator

Common spaces do not meet staff, student, and community needs

Undersized or outdated library/media center

- “We need a bigger, modern library. Nothing has changed since 1970. While that may not seem like long ago, a lot has changed. We need modernized tables, computers, technology, and a bigger selection of media. Our current library is too small. Having a more modernized library would support students. I want students to walk into a nice library, see that it's beautiful, get excited, and think: ‘We get to go to the library!’”

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

Cafeteria is undersized/needs improvements

- “We need a bigger cafeteria. Ours is too small. It hasn't changed since the 1970s. Because there isn't enough space, the kids eat in shifts. Pre-K lunch starts at 10:00 AM, but they just ate. The kids aren't hungry yet, but they "have to do it." Because we don't have the space, lunch starts early.”

1 Mention: (1) AISD Staff/Educator

Spaces for community lacking - both gathering, private meetings, and PSS Services

- “Need is growing because refugees are coming - need dedicated room for these parents/community, many times don't have any other place to go - need support have experienced trauma due to transition and other changes in life.”

5 Mentions: (3) AISD Staff/Educator, (1) Parent, (1) Group Parent Interview

Outdoor amenities/spaces do not meet student needs

Lack of outdoor learning + outdoor athletic spaces + outdoor dining spaces

- Empty portables are occupying space that can be used for athletics/student use
- play areas need updating

- “The portables have been empty for more years. We could use that land for more activities for our kids.”
- “More access to outdoor spaces - for academic and recreational use, like sports. (including an area for SPED students).”

6 Mentions: (2) AISD Staff/Educator, (1) CAC Meeting, (2) Group Parent Interviews, (1) Parent

Insufficient campus playscapes/ shared playscape requirements

- “A playscape protected from the sun would be nice. An awning would prevent sunburns, hot equipment, and provide cover when it rains.”
- “Safety concerns on playground - no mulch of cushioned ground.”

7 Mentions: (3) Parents, (1) Group Parent Interview, (3) AISD Staff/Educator

Need outside restrooms for use during recess

- “More restrooms outside for recess time.”

1 Mention: (1) Parent

Need covered walkways for protection from elements

- “We need covered walkways to protect from the rain.”

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Facilities don't respond well to growth (increased enrollment)

Portables are inadequate for enrollment/learning

- “6th grade is in portables, too small, can't fit 25+ kids in, unsafe in inclement weather.”

1 Mention: (1) CAC Meeting

Need better long-range planning for campus growth/space for future growth

- “Making sure the campuses have adequate space for the planned grades and number of students - plan for the future of a campus, not the current.”

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Facility Improvements Create Concern of Gentrification

Facility improvements feel like gentrification

- “Gentrification is a big concern for me. There are some cracks in the walls, and it will get fixed, but if it is gentrified then won't feel like our own school. As a Hispanic woman, it's weird for us to feel like we don't belong at the school when the school is gentrified. Less black and Hispanic people at the school because of gentrification.”

1 Mention: (1) Parent

Facility Accessibility & Safety Concerns

No accessible access to/from upper levels (emergency issue)

- “But I can speak to the impact of recent improvements. Beyond basic needs, our principal asked the staff, "What are you lacking, what do you need?" The principal fulfilled many of these requests. We have an elevator now, ramps leading up into the school, accessibility is easier.”

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

Parking & Circulation are Inadequate

No parking/inadequate parking for parents and visitors

- “There is no parking area for parents and visitors. It is not welcoming. There is no drop off area and it is dangerous to leave students on the streets.”

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

No separation between buses and cars

- “No separate spaces for buses during pickup/drop off.”

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Inadequate spaces for staff/educators

- "Dining room for teachers."
- "No mothers room."

2 Mentions: (2) AISD Staff/Educator

Committee comments:

-Can these be separated in to 2 separate themes? FCA related & ESA related

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).

EDUCATIONAL:

- Who: students and staff/educators
- What: need functional, age-appropriate, user-appropriate, and forward-thinking facilities
- Why: to support teaching, learning

Unmet Needs Generation Draft:

"**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."

PHYSICAL:

- Who: students and staff/educators
- What: need functional, age-appropriate, and user-appropriate facilities
- Why: to support fundamental physical needs

"**All students and staff/educators need everyday needs met through (mother's room, dining space, restroom numbers, door operation);**
"The community needs the school buildings to accommodate all bodies and their physical needs."

Facilities DRAFT

Common spaces do not meet staff, student, community, and enrollment needs

Undersized or outdated library/media center

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Spaces for community lacking - both gathering, private meetings, and PSS Services

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5 Mentions: (3) AISD Staff/Educator, (1) Parent, (1) Group Parent Interview

Committee Comments:

- add enrollment to title
- Consider COVID and other potential health concerns in Common Spaces
- These comments need to be considered with enrollment of school - under enrolled vs. over..
- Can we balance capacities across school campuses by improving investments in historically underserved campuses?
- Identify overlap/connections with other committees.
- Plan lunch lines effectively to ensure students have sufficient time to eat. Both serving function in addition to sufficient cafeteria/dining space. Need to encourage healthy nourishment by making the eating experience efficient and pleasant. Outdoor eating spaces and alt. eating spaces will serve more students to insure their needs. Consider Grab & Go options. Meet people where they are at.

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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, staff/educators and community
- **What:** size and functionality of common spaces (library, cafeteria, etc.)
- **Why:** to support both everyday use and large campus and community events

Unmet Needs Generation Draft:

“Students, staff/educators, and community need access to appropriately sized, well-maintained, functional, and culturally sensitive common spaces to support full-range of everyday use and campus and community events in partnership with community resources and voice.”

Outdoor amenities/spaces do not meet student needs

Lack of outdoor learning + outdoor athletic spaces + outdoor dining spaces

- Empty portables are occupying space that can be used for athletics/student use
- play areas need updating
- “The portables have been empty for more years. We could use that land for more activities for our kids.”
- “More access to outdoor spaces - for academic and recreational use, like sports. (including an area for SPED students).”

6 Mentions: (2) AISD Staff/Educator, (1) CAC Meeting, (2) Group Parent Interviews, (1) Parent

Insufficient campus playscapes/ shared playscape requirements

- “A playscape protected from the sun would be nice. An awning would prevent sunburns, hot equipment, and provide cover when it rains.”
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Committee Comments:

- Outdoor spaces need to accommodate community needs after hours, not just school needs
- Athletic fields are not taken care of, turn to mud after rain storms also create holes in the ground. those issues will lead to injuries with band students and athletic students whose those fields. Not enough fields for use of athletics and band marching field. Also, maintenance issue - sprinkler management, etc.
- Provide more shaded spaces to enable use. Regulate wildlife - insects - unsanitary outdoor spaces.
- Provide diversity of outdoor spaces that support diverse student needs - learning environments, eating, gathering before/after-school.
- Review safety of playground equipment regularly. Empower campus staff to advocate for safety.

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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: staff/educators, parents, students, community
- What: outdoor spaces that better support learning, dining, recreation, and circulation
- Why: to improve health, safety, and comfort

Unmet Needs Generation **Draft:**

“Students, staff/educators and, where appropriate, community need appropriate access to well-maintained, diverse outdoor spaces to fully support learning, dining, recreation, and circulation to improve health, safety, and comfort.”

Facilities don't respond well to growth (increased enrollment)

Portables are inadequate for enrollment/learning

- “6th grade is in portables, too small, can't fit 25+ kids in, unsafe in inclement weather.”

1 Mention: (1) CAC Meeting

Need better long-range planning for campus growth/space for future growth

- “Making sure the campuses have adequate space for the planned grades and number of students - plan for the future of a campus, not the current.”

1 Mention: (1) AISD Staff/Educator

Committee comments:

- This is an overall comment that affects all themes.
- May need to be a district approach towards growth.
- Portables have temp. control is issue, doesn't always include plumbing. Should not be permanent solution.

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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/educators
- **What:** ability for facilities to accommodate enrollment growth
- **Why:** to better serve students, educators, community

Unmet Needs Generation **Draft:**

“Students and staff/educators need facilities and district strategies that can accommodate future enrollment growth in a structured, equitable, and systematic way, accounting for the full-range of campus uses while remaining student-centered.”

Facility Improvements Create Concern of Gentrification

Facility improvements feel like gentrification

- “Gentrification is a big concern for me. There are some cracks in the walls, and it will get fixed, but if it is gentrified then won't feel like our own school. As a Hispanic woman, it's weird for us to feel like we don't belong at the school when the school is gentrified. Less black and Hispanic people at the school because of gentrification.”

1 Mention: (1) Parent

Committee comments:

Concern around the word "gentrification". Can we remain student-centered, provide safe space for students to learn.

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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 families of color
- **What:** school enrollment and student demographic changes
- **Why:** loss of neighborhood/school identity and culture

Unmet Needs Generation **Draft:**

“Students and families of color need to feel heard, welcomed, and valued in their schools and neighborhood.”

Facility Accessibility & Safety Concerns

No accessible access to/from upper levels (emergency issue)

- “But I can speak to the impact of recent improvements. Beyond basic needs, our principal asked the staff, “What are you lacking, what do you need?” The principal fulfilled many of these requests. We have an elevator now, ramps leading up into the school, accessibility is easier.”

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

Committee Comments:

- Possibly have 2 comments - Safely secure appropriate access to campuses. Separately - Need to ensure inclusion by meeting ADA.

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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:** persons with physical disabilities
- **What:** school amenities for safe access and egress
- **Why:** all persons should have safe and equal access to district facilities

- **COMMITTEE DID NOT HAVE TIME TO REVIEW THIS STATEMENT**

Unmet Needs Generation **Draft:**

“Student, staff/educators and visitors should have equal and safe access to, through and out of district facilities.”

Parking & Circulation are Inadequate and Unsafe

No parking/inadequate parking for parents and visitors

- “There is no parking area for parents and visitors. It is not welcoming. There is no drop off area and it is dangerous to leave students on the streets.”

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

No separation between buses and cars

- “No separate spaces for buses during pickup/drop off.”

1 Mention: (1) AISD Staff/Educator

Committee comments:

- Add "and unsafe" to end of title
- Review comments from other committees around safe passage to/from school at start/end of school and afterschool activities.
- Additional comments in Transportation Committee around this issue.

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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, staff/educators, families and community
- **What:** site parking, bus circulation and pick up/drop off areas
- **Why:** assure safe and welcoming access to district sites

- **COMMITTEE DID NOT HAVE TIME TO REVIEW THIS STATEMENT**

Unmet Needs Generation **Draft:**

“Students, staff/educators, families and community should have a safe and welcoming experience when accessing district sites.”

School boundaries cause enrollment issues

School zoning/assignments are causing enrollment issues and transportation/access issues

- “Sanchez: New to Sanchez, in shock that the needs at this Title 1 school are so different from the needs at her previous Title 1 school (McBee). The families need a bus to get there, they do not have cars to drive, the school is not located close to the families they serve. They have more needs than other Title 1 schools, but the money they receive is the same. In recent years, there are a lot of refugee students, but there are not proper services to support these families.”
- “Williams: Transportation is a big issue. The zone is like a vertical rectangle with the school in the middle, a bus is provided for the area to the South, but not the area to the North. Families do not have reliable transportation, which impacts attendance; transportation needs to be provided to all students if the district cares about attendance and accessibility for our families. Funding is tied to attendance, so, we need to invest money in transportation so our students can get to school.”
- “Pickle: The school is cornered by major roadways, and many of the parents do not have vehicles. The district needs to relook at the attendance areas, because some students that are zoned to Reilly transfer into Pickle, because Pickle is closer for the parents if they need to get to their child at school. Parents don't understand why they are assigned to a school that is further away; many parents walk their children to school, and bad weather can be an issue getting their kids to school.”

1 Mention: (1) AISD Staff/Educator

Inequitable boundary practices have kept enrollment (and funding) low

- "AISD repeatedly shrunk the attendance area for Joslin in the past. One of the reasons Joslin has struggled. People who have kids in the neighborhood, their kids are grown. The school has a profound history of trying to address the inequitable boundary practices. The school has been gerrymandered to grow every school around it and not once have the boundaries been expanded."

1 Mention: (1) CAC Meeting, Joslin ES

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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 families
- **What:** boundaries of under- and over-enrolled schools
- **Why:** to balance enrollment and support student learning

- **COMMITTEE DID NOT HAVE TIME TO REVIEW THIS STATEMENT**

Unmet Needs Generation Draft:

“School boundaries need to be reviewed to determine potential adjustments to balance enrollment to better support student learning.”

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)?

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Facility improvements feel like gentrification

- “Gentrification is a big concern for me. There are some cracks in the walls, and it will get fixed, but if it is gentrified then won't feel like our own school. As a Hispanic woman, it's weird for us to feel like we don't belong at the school when the school is gentrified. Less black and Hispanic people at the school because of gentrification.”

1 Mention: (1) Parent

Facility Accessibility & Safety Concerns

No accessible access to/from upper levels (emergency issue)

- “But I can speak to the impact of recent improvements. Beyond basic needs, our principal asked the staff, "What are you lacking, what do you need?" The principal fulfilled many of these requests. We have an elevator now, ramps leading up into the school, accessibility is easier.”

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

Parking & Circulation are Inadequate

No parking/inadequate parking for parents and visitors

- “There is no parking area for parents and visitors. It is not welcoming. There is no drop off area and it is dangerous to leave students on the streets.”

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

No separation between buses and cars

- “No separate spaces for buses during pickup/drop off.”

1 Mention: (1) AISD Staff/Educator