

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. Changes to attendance
2. Add Superintendent input meeting minutes (from whole group)
3. Additional notes needed from whole group conversations

Consensus reached

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.

Need for additional/improved courses, curriculum or academic programs

Need coursework about dealing with life in general/social awareness / professional life skills

- “Need classes that help with education about life in general (help with socially being able to handle school, and home) - not just teaching to pass a test. Need more education on social awareness and other things that can help benefit children outside of school; also, education on manners, mentoring for young boys to learn how to become model young men.”

1 Mention: (1) Parent

Unattractive elective offerings

- “He hates the electives all the way around. Only one he likes was home ec. He learned how to cook! My cousin is in the same grade as Ray, in their school they're doing criminal law classes. I was shocked to hear about it. They had to do some skits; she must do an actual case. That would be interesting!”

1 Mention: (1) Parent

Desire for elementary-appropriate STEM-offerings integrated into the curriculum

- “No robotics / coding in classes but they DO have them in after school programs.”

1 Mention: (1) Parent

Provide college-credit courses in MS

- “Some charters offer early college credits starting in 6th grade; we need to start our students earlier in early college credits.”

1 Mention: (1) Parent

Existing programs not challenging enough

- “Son is in the GT program, but has not seen anything progress from it. Need something more challenging - that leads to competitions. The GT program needs to be improved.”

1 Mentions: (1) Parent,

Comment about “Algebra & Dual Language” moved to Dual Language theme

Need for additional instructional support/extra-curricular programs

Increase after school tutoring/academic support and programming options (science club, book club, etc.)

- “Tutoring is going well. Maybe offer more after school, specialized tutoring. Book club, science club or subjects can have specific tutoring.”

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

Campus doesn't have Community in Schools (CIS) but needs it

- “One kid is in Special Ed and one kid has a behavioral problem. They are about to have an IEP. There is supposed to be in CIS program but not sure if they are. That's the program they should be in.”

1 Mention: (1) Parent

Students need additional help/support in core and foreign language classes

- “My child has a hard time writing. They are helping him with that. I think everything is fine. The teacher told me that they are going to give him/her more classes. He/She is doing a little better.”

2 Mentions: (2) Parent

Ineffective instructional models & methods

Virtual Learning doesn't work if parents work a lot

- “Virtual learning was hard because the parent was working a lot.”

1 Mention: (1) Parent

Half-Montessori/half-traditional at ES is not working; needs to be fully one way or the other

- “I wish there were more on how to navigate a Montessori in a public-school setting. The approach after Montessori is the opposite when they get to the higher levels(after 3rd grade) I feel when needs more help with this in the long term and be a full Montessori schools. I feel like we are experimenting with kids' education where a lot of kids have challenges in their home. Experimenting should be the last thing we should be doing. I would love to see more initiatives from the district and not just the school.”

1 Mention: (1) Parent

Campus admin/teacher issues

Teachers need more support in classrooms

- “Teachers don't have enough support in classrooms, is leading to bullying behavior b/c teachers can't manage students.”

1 Mention: (1) Parent

Teachers are not paying enough attention to individual students

- “There are teachers that don't pay enough attention to individual students. Said teachers are not answering when parent reaches out. One of the daughters has a great attentive teacher while the other has a teacher that is dismissive and passive.”

1 Mention: (1) Parent

No follow through from campus to correct issues with schedule changes

- “One issue is that she received an elective class, Spanish AP, but never took Spanish before. Schedule changes were frequent. There was no follow through by the district after the issues with the schedule.”

1 Mention: (1) Parent

Middle school teachers are not able to provide adequate support for students in need

- “He's in a really good school but he doesn't enjoy school. He doesn't like the teachers there, it's middle school so they can't hold his hand throughout the day like elementary. He can't go from teacher to teacher to support him, it's not the same because all the teachers are busy. Garcia has good things for him, but the student hates going. Sometimes he gives it his all and sometimes he doesn't. Good days and bad days.”

1 Mention: (1) Parent

COVID Challenges

Students are struggling/behind because of COVID

- “Kids are struggling academically; feel stuck at the grade level they were when COVID started.”

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

No virtual learning option offered when kids have to quarantine

- “What would not work is during time at quarantine nothing was set up for children to continue schoolwork. If must quarantine, nothing is set in place to continue schoolwork and not be behind in school. I would love for something like that to be set.”

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1 Mentions: (1) Parent

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:** AISD learners at all grade levels
- **What:** Equitable access to coursework and programs that are interesting and focus on developing skills relevant to the 21st century
- **Why:** to encourage graduation and success after high school

Unmet Needs Generation Draft:

AISD learners at all grade levels and all schools need universal access to equitable courses and programs that are interesting, appropriately-challenging, and focused on developing skills relevant to the 21st century to encourage graduation and success after high school.

What is the baseline/standard of programs that all students (at every grade level) should have access to?

Equitable funding of programs...

All AISD students at all grade levels and all campuses need access to baseline, fundamental, and necessary academic programs and the district is accountable for equitably resourcing and funding those programs

Need for additional instructional support/extra-curricular programs

Increase after school tutoring/academic support and programming options (science club, book club, etc.)

- “Tutoring is going well. Maybe offer more after school, specialized tutoring. Book club, science club or subjects can have specific tutoring.”

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

Campus doesn't have Community in Schools (CIS) but needs it

- “One kid is in Special Ed and one kid has a behavioral problem. They are about to have an IEP. There is supposed to be in CIS program but not sure if there is. That's the program they should be in.”

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- “My child has a hard time writing. They are helping him/her with that. I think everything is fine. The teacher told me that they are going to give him/her more classes. He/She is doing a little better.”

2 Mentions: (2) 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:** Learners in underserved communities
- **What:** additional curricular and extra-curricular instructional supports and resources, during and before/after school hours
- **Why:** improve academic outcomes and access to future opportunities

Unmet Needs Generation Draft:

Learners in underserved communities need additional curricular and extra-curricular instructional supports, programs, and resources, during and before/after school hours, to improve their academic outcomes and increase access to future opportunities.

Campus admin/teacher issues

Teachers need more support in classrooms

- “Teachers don't have enough support in classrooms, is leading to bullying behavior b/c teachers can't manage students.”

1 Mention: (1) Parent

Teachers are not paying enough attention to individual students

- "There are teachers that don't pay enough attention to individual students. Said teachers are not answering when parent reaches out. One of the daughters has a great attentive teacher while the other has a teacher that is dismissive and passive. “

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1 Mention: (1) Parent

Middle school teachers are not able to provide adequate support for students in need

- “He's in a really good school but he doesn't enjoy school. He doesn't like the teachers there, it's middle school so they can't hold his hand throughout the day like elementary. He can't go from teacher to teacher to support him, it's not the same because all the teachers are busy. Garcia has good things for him, but the student hates going. Sometimes he gives it his all and sometimes he doesn't. Good days and bad days.”

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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: Learners, teachers, and campus administration, at every school
- What: need district to adequately and appropriately staff and support campuses
- Why: so that all academic and social-emotional needs of students are met

Unmet Needs Generation Draft:

Learners, teachers, campus administrations, and campus-based staff, at every school, need the district to adequately and appropriately staff and support campuses, so that all academic and social-emotional needs of students are met.

Bond cannot be used to hire teachers-- CONFIRM

COVID Challenges

Students are struggling/behind because of COVID

- “Kids are struggling academically; feel stuck at the grade level they were when COVID started.”

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

No virtual learning option offered when kids have to quarantine

- “What would not work is during time at quarantine nothing was set up for children to continue schoolwork. If must quarantine, nothing is set in place to continue schoolwork and not be behind in school. I would love for something like that to be set.”

1 Mention: (1) Parent

COMMITTEE REQUESTS TO ADD ELL
& PRE-K COVID COMMENTS TO THIS
SECTION

-- DLR/AISD SUGGEST NOT MOVING
THESE, NEED TO DISCUSS WITH
COMMITTEE

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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:** Learners at all AISD schools
- **What:** a continuum of services to help them transition from remote learning to traditional face-to-face instruction
- **Why:** for students to remain on track with their current grade-level and expected developmental milestones

Unmet Needs Generation Draft:

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.

Instructional models & methods

Virtual Learning doesn't work if parents work a lot

- “Virtual learning was hard because the parent was working a lot.”

1 Mention: (1) Parent

Half-Montessori/half-traditional at ES is not working: needs to be fully one way or the other

- “I wish there were more on how to navigate a Montessori in a public-school setting. The approach after Montessori is the opposite when they get to the higher levels (after 3rd grade) I feel when needs more help with this in the long term and be a full Montessori schools. I feel like we are experimenting with kids' education where a lot of kids have challenges in their home. Experimenting should be the last thing we should be doing. I would love to see more initiatives from the district and not just the school.”

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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:** All AISD students
- **What:** instructional models that embed appropriate scaffolds and align vertically, across-grade levels
- **Why:** so students can progress independently, regardless of external support, and transition smoothly from one year to the next.

Unmet Needs Generation Draft:

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.

Need for more diversified and certification-yielding programs

Lack of diversity in CTE Programming/ CTE-related

- “Wish there were more coding classes available. Interest since 3rd grade since took TBS course, but he can't engage now until 7th and 8th grade. Picked MS from which had more coding, but now not even offered yet. Son in Gifted & Talented, chose the school he was still assigned to because more coding.”

2 Mentions: (1) CAC Meetings (1) Parent

Need more trades certificates offerings

- “Not everyone is college bound - need to offer more trades certifications at the secondary level.”

1 Mention: (1) AISD Staff/Educator

Need for more diversified and certification-yielding programs

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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:** Secondary students
- **What:** appropriate CTE offerings that support a variety of career pathways and certifications
- **Why:** ensure success after high school for all

Unmet Needs Generation **Draft:**

All secondary students need awareness of and access to *appropriate* CTE offerings that support a variety of career pathways and certifications that ensure success after high school.

*Appropriate was added to capture need for SPED

*We agreed that there is a lack of awareness of the current programs

SPED Space/Facilities

Inadequate space/facilities for Life Skills Activities

- “Facilities at elementary level for hygiene and clothes washing don't always exist. Some have them in SPED but this isn't available at every building. They put soiled clothes in plastic bag and return to parents.”
- “Life skills has a space in the school, but the room is way too small for the life skills equipment (e.g. kitchen and laundry).”

3 Mentions: (1) CAC, (2) Educator/Staff

Inadequate space/facilities for all SPED programs

- “Other specialized SPED programs don't have private bathrooms.”
- “SPED does not have a space in the school they're in a portable.”

1 Mention: (1) Educator/Staff

SPED Staffing

Understaffed - overall enrollment doesn't account for SPED staffing needs

- “District has offered a tutor at the school, but parent is concerned that they won't have enough time to give him needed attention.”
- “Wish special education was a little more resourceful for the kid. I know they do in-school therapy for 30-45 minutes, wish it was for more days. It's very limited because there are only so many teachers that need to accommodate so many kids.”

3 Mentions: (2) Parents, (1) AISD Staff/Educator

Need for appropriate, individualized, & integrated SPED learning experiences

Need better integration with other students (specials and grade-level wise)

- “Both kids are in life skills. When they go to specials, the teachers could introduce them to the class more and get them more involved, so they don't feel left out or different.”

1 Mention: (1) Parent

Virtual learning was not engaging/effective for SPED students

- “Zoom with a kid on special needs is not fun and engaging.”

1 Mention: (1) Parent

Need appropriate sensory manipulatives and outdoor learning/play areas for SPED students

- “Need more gardens and play areas for students and SPED.”
- “Need better sensory toys and tools for SPED.”

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

SPED services need to be more individualized

- “Needs better special education services that are more individualized.”

1 Mention: (1) Parent

Limited services & support for autistic students

- “Had to send autistic son to different school than other son, because she couldn't place him in a dual language program (he only speaks English).”
- “Looking for private tutor for autistic son, because group tutoring offered through district doesn't provide the individualized support, he needs to get him up to his grade's reading level.”

2 Mentions: (2) Parent

“Autism Services”
 theme dissolved and
 these notes moved
 to this theme

SPED Enrollment Procedures & Communication

Communications around student progress/enrollment

- Unclear communication around enrolling in special programs
- Parents want communications of student interactions when not with parent
- Feeling unsure of what's happening and educators at school
- “Communication between the district and those on site has room for improvement. Not sure what isn't happening, but kids are stuck in limbo as staff try to figure out what they need and how to meet those needs.”
- “There was a lack of information about what was happening with her but there was no communication from anyone or follow up when she did not come back to school after a while.”
- “I've never gotten a good grasp on how Williams is doing with life skill class. Worried about Williams, not sure about the staff there.”
- “Had a problem in the past with the principal/asst. principal. She went to class to see what was going on. Moved him to life skills without her permission when at Bedichek.”

5 Mentions: (4) Parents, (1) AISD Staff/Educator

Need for appropriate, individualized, & integrated SPED learning experiences

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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 who require specialized instruction
- **What:** High quality instruction in inclusive environments
- **Why:** This will improve outcomes for all students

Unmet Needs Generation Draft:

Students who require specialized instruction need high quality, inclusive instruction that is not dependent on centralized placements and programs, but instead relies on supporting their individual needs at their home campus, in order to improve outcomes for all students.

SPED Enrollment Procedures & Communication

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- Feeling unsure of what's happening and educators at school
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- “I've never gotten a good grasp on how Williams is doing with life skill class. Worried about Williams, not sure about the staff there.”
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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:** AISD community partners and stakeholders
- **What:** Transparent, data-informed information
- **Why:** Informed decisions in regards to their student's needs

Unmet Needs Generation [Draft:](#)

AISD community partners and stakeholders need transparent, data-informed information from AISD to make informed decisions in regards to how to best meet their student's specific need.

SPED Staffing

Understaffed - overall enrollment doesn't account for SPED staffing needs

- “District has offered a tutor at the school, but parent is concerned that they won't have enough time to give him needed attention.”
- “Wish special education was a little more resourceful for the kid. I know they do in-school therapy for 30-45 minutes, wish it was for more days. It's very limited because there are only so many teachers that need to accommodate so many kids.”

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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:** AISD campuses
- **What:** additional support surrounding Universal Design for Learning and inclusive practices
- **Why:** facilitate shared responsibility and instruction

Unmet Needs Generation Draft:

AISD campuses need additional support and yearly training surrounding Universal Design for Learning and inclusive practices for all staff members to facilitate shared responsibility and instruction for students with disabilities, identified and yet unidentified.

AISD campuses need additional support in completing a workload analysis and review to ensure that campuses are well-equipped and staffed to meet the needs of their students.

SPED Space/Facilities

Inadequate space/facilities for Life Skills Activities

- “Facilities at elementary level for hygiene and clothes washing don't always exist. Some have them in SPED but this isn't available at every building. They put soiled clothes in plastic bag and return to parents.”
- “Life skills has a space in the school, but the room is way too small for the life skills equipment (e.g. kitchen and laundry).”

3 Mentions: (1) CAC, (2) Educator/Staff

Inadequate space/facilities for all SPED programs

- “Other specialized SPED programs don't have private bathrooms.”
- “SPED does not have a space in the school they're in a portable.”

1 Mention: (1) Educator/Staff

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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:** deserve access to facilities and services that ensure their dignity
- **Why:** improve quality of special education across district.

Unmet Needs Generation [Draft:](#)

Students deserve access to facilities (ex. private bathrooms/changing tables) and services (ex. daily living and transition activities) that ensure their dignity is maintained while also addressing their specific needs at their home campus, in order to foster the maximum level of independence for each student.

Autism Services

Rather than isolating a specific disability category in regards to programming and support, we feel that the unmet need in this section is addressed in SPED Staffing and in the section surrounding Appropriate/Individualized/Integrated services.

It is our recommendation that this be included in those sections rather than separated in this way.

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:** AISD learners receiving special education services
- **What:** Access to appropriate programming at their home campuses
- **Why:** To allow attendance at their home school

Unmet Needs Generation Draft:

See note to the left

Pre-K and COVID Policies

COVID policies are making school transition hard for Pre-K

- "Find it great that AISD is trying to stop the spread of Covid but it's hard when the parents can't go into the school to drop off her PK3 and PK4 child. She would like for at least vaccinated parents to be able to go inside the school. That might help the children adjust a little better."

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

Daycare is a necessity for low-income families

Daycare is needed for low-income families

- "Need support for early childhood care during the day, because students are having to stay home and care for young siblings instead of going to school. Opportunity for virtual helps, but some of them can't even do that because you have 12-yo or 13-yo managing a newborn and education."

1 Mention: (1) AISD Staff/Educator

Need for equitable, educational & right-sized Pre-K programs

Desire for Pre-K 3 program that's educational and not just daycare

- "I want for him to learn something. Not daycare. I don't want him in daycare. I want him to prepare himself for when he goes to school when he turns 5."

1 Mention: (1) Parent

Consolidating Pre-K classes is not safe for COVID/good for student-to-teacher ratio

- "She does not understand why the school got rid of one of the pre-k classes. There used to be two groups/classes but then they merged all the kids into one. She feels this is not beneficial as there are too many kids for the teachers and is less safe due to COVID."

1 Mention: (1) Parent

All campuses should have Pre-K if the community wants it

- "Pre-K on all campuses that want it."

1 Mention: (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:** Working and low-income families
- **What:** access to affordable daycare services
- **Why:** allow older children to focus on their education

Unmet Needs Generation Draft:

Working and low-income families need access to affordable daycare services in order to allow older children to focus on their education.

Pre-K and COVID Policies

COVID policies are making school transition hard for Pre-K

- "Find it great that AISD is trying to stop the spread of Covid but it's hard when the parents can't go into the school to drop off her PK3 and PK4 child. She would like for at least vaccinated parents to be able to go inside the school. That might help the children adjust a little better."

2 Mentions: (1) AISD Educator/Staff, (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: All AISD PK & Kindergarten students
- What: school policies that allow parents to participate in day-to-day activities
- Why: to receive the emotional support they need to be successful in their transition into school

Unmet Needs Generation Draft:

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.

Need for equitable, educational & right-sized Pre-K programs

Desire for Pre-K 3 program that's educational and not just daycare

- "I want for him to learn something. Not daycare. I don't want him in daycare. I want him to prepare himself for when he goes to school when he turns 5."

1 Mention: (1) Parent

Consolidating Pre-K classes is not safe for COVID/good for student-to-teacher ratio

- "She does not understand why the school got rid of one of the pre-k classes. There used to be two groups/classes but then they merged all the kids into one. She feels this is not beneficial as there are too many kids for the teachers and is less safe due to COVID."

1 Mention: (1) Parent

All campuses should have Pre-K if the community wants it

- "Pre-K on all campuses that want it."

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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: All AISD families**
- **What: access to safe, right-sized, and instructionally-sound PK programs**
- **Why: to increase kinder readiness across all communities**

Unmet Needs Generation Draft:

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

Resources & Support for ELL & International Students

Insufficient resources and support for ELL, especially int'l students

- "ELL's support is lacking, the school does have a dual language class in each grade, but there is no additional support for students that recently arrived in the US. The district needs to invest more money for students that have recently arrived in the US - what is happening now is not effective (there are not enough resources)."

1 Mention: (1) AISD Staff/Educator

Need for expanded foreign language/dual-language offerings, in-person and online

Expand foreign language offerings and staff that speak additional languages

- "We need teachers who speak other languages; we'd like our kids to learn other languages."

1 Mention: (1) Group Parent Interview

Lack of foreign language/dual language offerings at ES

- "It would be kind of cool to have a Spanish program. If you want your child to learn Spanish. The last school he went to had a Spanish program. A dual language program."

1 Mention: (1) Parent

Foreign language/Spanish was not offered during virtual learning

- "Another issue was that during COVID I noticed there were no Spanish classes virtually."

2 Mentions: (2) Parents

Need for expanded dual-language curriculum

- "It would be better to have academic programming that allowed taking Algebra and Dual Program."

1 Mentions: (1) Group Parent Interview

Moved over from General Academics: "Need for additional/improved courses, curriculum or academic programs"
Theme

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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:** Newly-arrived international students in AISD
- **What:** additional instructional, social and emotional support
- **Why:** to ease their transition into the school, their community, and the United States

Unmet Needs Generation Draft:

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.

Need for expanded foreign language/dual-language offerings, in-person and online

Expand foreign language offerings and staff that speak additional languages

- "We need teachers who speak other languages, we'd like our kids to learn other languages."

1 Mention: (1) Group Parent Interview

Lack of foreign language/dual language offerings at ES

- "It would be kind of cool to have a Spanish program. If you want your child to learn Spanish. The last school he went to had a Spanish program. A dual language program."

1 Mention: (1) Parent

Foreign language/spanish was not offered during virtual learning

- "Another issue was that during COVID I noticed there were no Spanish classes virtually."

2 Mentions: (2) Parents

Need for expanded dual-language curriculum

- "It would be better to have academic programming that allowed taking Algebra and Dual Program."

1 Mentions: (1) Group Parent Interview

Moved over from General Academics: "Need for additional/improved courses, curriculum or academic programs" Theme

Unmet Needs Generation

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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:** All AISD students
- **What:** access to foreign language or dual-language learning opportunities
- **Why:** to acquire a second language

Unmet Needs Generation Draft:

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

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

Academics & CTE – Unmet Needs Committee Members



Academics & CTE – General Academics DRAFT

Need for additional/improved courses, curriculum or academic programs

Need coursework about dealing with life in general/social awareness / professional life skills

- “Need classes that help with education about life in general (help with socially being able to handle school, and home) - not just teaching to pass a test. Need more education on social awareness and other things that can help benefit children outside of school; also, education on manners, mentoring for young boys to learn how to become model young men.”

1 Mention: (1) Parent

Unattractive elective offerings

- “He hates the electives all the way around. Only one he likes was home ec. He learned how to cook! My cousin is in the same grade as Ray, in their school they're doing criminal law classes. I was shocked to hear about it. They had to do some skits; she must do an actual case. That would be interesting!”

1 Mention: (1) Parent

Desire for elementary-appropriate STEM-offerings integrated into the curriculum

- “No robotics / coding in classes but they DO have them in after school programs.”

1 Mention: (1) Parent

Provide college-credit courses in MS

- “Some charters offer early college credits starting in 6th grade; we need to start our students earlier in early college credits.”

1 Mention: (1) Parent

Existing programs not challenging enough

- “Son is in the GT program, but has not seen anything progress from it. Need something more challenging - that leads to competitions. The GT program needs to be improved.”

1 Mentions: (1) Parent,

Comment about “Algebra & Dual Language” moved to Dual Language theme

Need for additional instructional support/extra-curricular programs

Increase after school tutoring/academic support and programming options (science club, book club, etc.)

- “Tutoring is going well. Maybe offer more after school, specialized tutoring. Book club, science club or subjects can have specific tutoring.”

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

Campus doesn't have Community in Schools (CIS) but needs it

- “One kid is in Special Ed and one kid has a behavioral problem. They are about to have an IEP. There is supposed to be in CIS program but not sure if they are. That's the program they should be in.”

1 Mention: (1) Parent

Students need additional help/support in core and foreign language classes

- “My child has a hard time writing. They are helping him with that. I think everything is fine. The teacher told me that they are going to give him/her more classes. He/She is doing a little better.”

2 Mentions: (2) Parent

VERIFY WHY THIS COMMENT MADE IT INTO HERE

Ineffective instructional models & methods

Virtual Learning doesn't work if parents work a lot

- “Virtual learning was hard because the parent was working a lot.”

1 Mention: (1) Parent

Half-Montessori/half-traditional at ES is not working; needs to be fully one way or the other

- “I wish there were more on how to navigate a Montessori in a public-school setting. The approach after Montessori is the opposite when they get to the higher levels(after 3rd grade) I feel when needs more help with this in the long term and be a full Montessori schools. I feel like we are experimenting with kids' education where a lot of kids have challenges in their home. Experimenting should be the last thing we should be doing. I would love to see more initiatives from the district and not just the school.”

1 Mention: (1) Parent

Campus admin/teacher issues

Teachers need more support in classrooms

- “Teachers don't have enough support in classrooms, is leading to bullying behavior b/c teachers can't manage students.”

1 Mention: (1) Parent

Teachers are not paying enough attention to individual students

- “There are teachers that don't pay enough attention to individual students. Said teachers are not answering when parent reaches out. One of the daughters has a great attentive teacher while the other has a teacher that is dismissive and passive.”

1 Mention: (1) Parent

No follow through from campus to correct issues with schedule changes

- “One issue is that she received an elective class, Spanish AP, but never took Spanish before. Schedule changes were frequent. There was no follow through by the district after the issues with the schedule.”

1 Mention: (1) Parent

Middle school teachers are not able to provide adequate support for students in need

- “He's in a really good school but he doesn't enjoy school. He doesn't like the teachers there, it's middle school so they can't hold his hand throughout the day like elementary. He can't go from teacher to teacher to support him, it's not the same because all the teachers are busy. Garcia has good things for him, but the student hates going. Sometimes he gives it his all and sometimes he doesn't. Good days and bad days.”

1 Mention: (1) Parent

COVID Challenges

Students are struggling/behind because of COVID

- “Kids are struggling academically; feel stuck at the grade level they were when COVID started.”

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

No virtual learning option offered when kids have to quarantine

- “What would not work is during time at quarantine nothing was set up for children to continue schoolwork. If must quarantine, nothing is set in place to continue schoolwork and not be behind in school. I would love for something like that to be set.”

1 Mention: (1) Parent

Need for more diversified and certification-yielding programs

Lack of diversity in CTE Programming/ CTE-related

- “Wish there were more coding classes available. Interest since 3rd grade since took TBS course, but he can't engage now until 7th and 8th grade. Picked MS from which had more coding, but now not even offered yet. Son in Gifted & Talented, chose the school he was still assigned to because more coding.”

2 Mentions: (1) CAC Meetings (1) Parent

Need more trades certificates offerings

- “Not everyone is college bound - need to offer more trades certifications at the secondary level.”

1 Mention: (1) AISD Staff/Educator

SPED Space/Facilities

Inadequate space/facilities for Life Skills Activities

- “Facilities at elementary level for hygiene and clothes washing don't always exist. Some have them in SPED but this isn't available at every building. They put soiled clothes in plastic bag and return to parents.”
- “Life skills has a space in the school, but the room is way too small for the life skills equipment (e.g. kitchen and laundry).”

3 Mentions: (1) CAC, (2) Educator/Staff

Inadequate space/facilities for all SPED programs

- “Other specialized SPED programs don't have private bathrooms.”
- “SPED does not have a space in the school they're in a portable.”

1 Mention: (1) Educator/Staff

SPED Staffing

Understaffed - overall enrollment doesn't account for SPED staffing needs

- “District has offered a tutor at the school, but parent is concerned that they won't have enough time to give him needed attention.”
- “Wish special education was a little more resourceful for the kid. I know they do in-school therapy for 30-45 minutes, wish it was for more days. It's very limited because there are only so many teachers that need to accommodate so many kids.”

3 Mentions: (2) Parents, (1) AISD Staff/Educator

Need for appropriate, individualized, & integrated SPED learning experiences

Need better integration with other students (specials and grade-level wise)

- “Both kids are in life skills. When they go to specials, the teachers could introduce them to the class more and get them more involved, so they don't feel left out or different.”

1 Mention: (1) Parent

Virtual learning was not engaging/effective for SPED students

- “Zoom with a kid on special needs is not fun and engaging.”

1 Mention: (1) Parent

Need appropriate sensory manipulatives and outdoor learning/play areas for SPED students

- “Need more gardens and play areas for students and SPED.”
- “Need better sensory toys and tools for SPED.”

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

SPED services need to be more individualized

- “Needs better special education services that are more individualized.”

1 Mention: (1) Parent

Limited services & support for autistic students

- “Had to send autistic son to different school than other son, because she couldn't place him in a dual language program (he only speaks English).”
- “Looking for private tutor for autistic son, because group tutoring offered through district doesn't provide the individualized support, he needs to get him up to his grade's reading level.”

2 Mentions: (2) Parent

“Autism Services”
theme dissolved and
these notes moved
to this theme

SPED Enrollment Procedures & Communication

Communications around student progress/enrollment

- Unclear communication around enrolling in special programs
 - Parents want communications of student interactions when not with parent
 - Feeling unsure of what's happening and educators at school
-
- “Communication between the district and those on site has room for improvement. Not sure what isn't happening, but kids are stuck in limbo as staff try to figure out what they need and how to meet those needs.”
 - “There was a lack of information about what was happening with her but there was no communication from anyone or follow up when she did not come back to school after a while.”
 - “I've never gotten a good grasp on how Williams is doing with life skill class. Worried about Williams, not sure about the staff there.”
 - “Had a problem in the past with the principal/asst. principal. She went to class to see what was going on. Moved him to life skills without her permission when at Bedichek.”

5 Mentions: (4) Parents, (1) AISD Staff/Educator

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Theme