



LPC Meeting



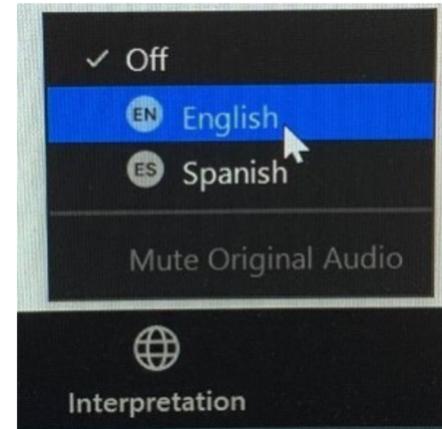
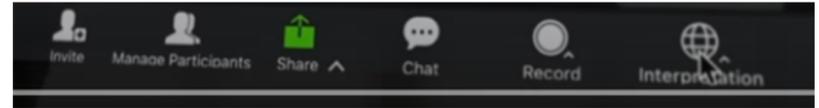
March 5, 2022

Interpretation

Choose your preferred language on a desktop or laptop

Elija el idioma en el que prefiera en una computadora de escritorio o una computadora portátil

1. Hover at the bottom of the screen to see the toolbar and click on the Interpretation icon. | **Ponga el cursor en la parte de abajo de la pantalla para ver la barra de herramientas y haga clic en el ícono del globo terráqueo que dice “Interpretation.”**
2. Click on your preferred language. | **Haga clic en el idioma de su preferencia.**
3. If you don’t want to hear the original language in the background, click on Mute Original Audio. This sometimes can help when the sound is choppy. | **Si no quiere escuchar el idioma original en el fondo, haga clic en “Mute Original Audio”. Esto a veces puede ayudar cuando el sonido se está cortando.**



Public Comment

[Sign Up Here: https://bit.ly/3igAR30](https://bit.ly/3igAR30)

- Members of the public may join the zoom meeting 15 minutes prior to the scheduled start to sign-up for public comment.
- Up to 10 minutes of public comment will be allowed per meeting with a limit of **one minute per speaker**.

Agreements

- Stay engaged (Ask and respond to questions, etc.).
- Please keep your camera on (if possible). Your “in-real time” face and authentic presence are important to all of us.
- Extend respect to fellow members inside and outside the committee.
- Be mindful of being a dominant voice. We want to hear all voices.
- Share and make space for others to share questions and perspectives.
- One mic, one voice. Refrain from using the chat for side conversations.
- Speak only from the “I” perspective.

Meeting Goals

1. To understand where we are in the process and where we are going.
2. To understand the assets that were identified during outreach and identify additional assets.
3. To understand the purpose of the committee work groups.
4. To select the Bond Steering Committee's LPC and student members.

7 Conditions of Student Success



7 Conditions of Student Success



7 Conditions of Student Success



7 Conditions of Student Success

Culturally Responsive Teaching

“It is an approach that empowers students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills, and attitudes.”

-Gloria Landson Billings

7 Conditions of Student Success

How Can We Meet the Needs of All Students?

High Expectations

- All students can AND will learn, engaging in their passions.
- Must be clear so that all students understand exactly what is expected from them.
- Work with students to develop goals that align with class expectations.

High Support

- All students should be allowed to meet standards at their own pace. Some students may require more or less time.
- Let students know that you will be with them to help at every step as they work toward goals.
- Provide the necessary level of modifications/accommodations to help each student find success.

7 Conditions of Student Success

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7 Conditions of Student Success



Centering Equity by Design



What's the problem?

Understand the issues, especially those of our historically underserved students and communities.

Why did it happen?

Identify the root causes by looking at the systems beneath the surface. In order to prevent problems from returning, deeper examination is necessary.

What will be done and how?

Develop goals (a vision of a destination) and strategies (a method of how to achieve the goal).

How will we make sure the work gets done?

District leadership will be responsible and accountable for implementing strategies that are within their purview and for periodically reporting out publicly on their progress. Additionally, bond projects are monitored by the Community Bond Oversight Committee.

How are strategies prioritized?

Develop an equity-based “decision-making framework,” to evaluate recommendations—providing transparency on how decisions are made.



Schedule Overview

Meeting Date	Day/Time	Meeting Topic
September 30, 2021	Tuesday 6 pm-8:30 pm	Committee orientation
October 26, 2021	Tuesday 6 pm-8:30 pm	Orientation 2.0 and data webinar debrief
November 13, 2021	Saturday 9am-12:30 pm	Key themes, draft unmet needs statements
November 30, 2021	Tuesday 6 pm-8:30 pm	Unmet needs statements, committee member identification of additional unmet needs
December 14, 2021	Tuesday 6 pm-8:45 pm	Root causes example, and prioritization of unmet needs statements
January 11, 2022	Tuesday 6 pm-8:30 pm	History of racial inequities
January 22, 2022	Saturday 9am-12:30 pm	Root causes analysis of the prioritized statements
March 5, 2022	Saturday 9am-12:30 pm	Facility tours recap, asset mapping, revisit Equity by Design, Seven Conditions for Student Success, Bond Steering Committee selections
March 29, 2022	Tuesday 6 pm - 8:30 pm	Industry exemplars and best practices; department vision/initiatives
April 19, 2022	Tuesday 6 pm - 8:30 pm	Feedback from students in AVID program; goals
April 30, 2022	Saturday 9am-12:30 pm	Decision-making framework; strategies
May 10, 2022	Tuesday 6 pm - 8:30 pm	Decision-making framework
Late May	TBD	Draft Long-range Plan document
June	TBD	Draft or final Long-range Plan document

*Committee work groups and additional meetings may be necessary

Example: Committee-based Recommendations

DEFINING PROBLEMS AND GOALS

Add onto the "Problem" page with corresponding goals-what is the district going to do about the problem? What is the vision for the future?

1 Problem _____
Goal _____

STRATEGIES

Define the strategies, research & precedents to materialize/execute the goals. A "strategy" could be a program, design, intervention, protocol etc.

BIG STRATEGY

-action _____
-action _____
-action _____

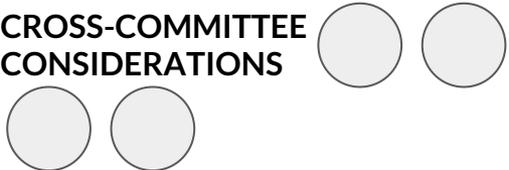
RESEARCH/PRECEDENTS

Why will this strategy be successful? What research or examples support it

SCHOOLS/VERTICAL TEAMS/ PEOPLE IMPACTED

Which communities will be impacted and why?

CROSS-COMMITTEE CONSIDERATIONS

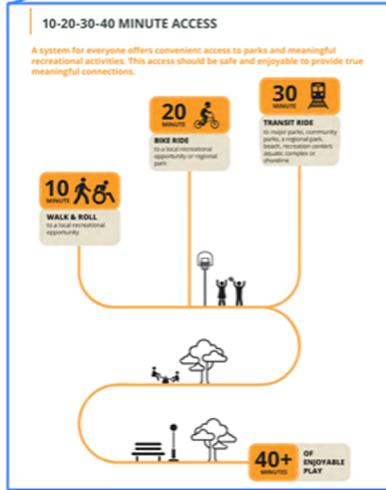


LINKS TO SEVEN CONDITIONS FOR SUCCESS

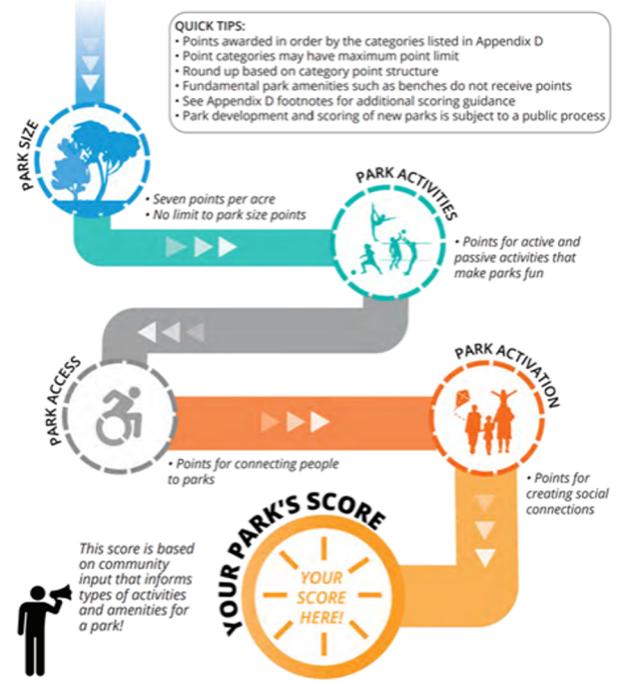
Example: Committee-based Recommendations

Table 4: Investment Prioritization Metrics

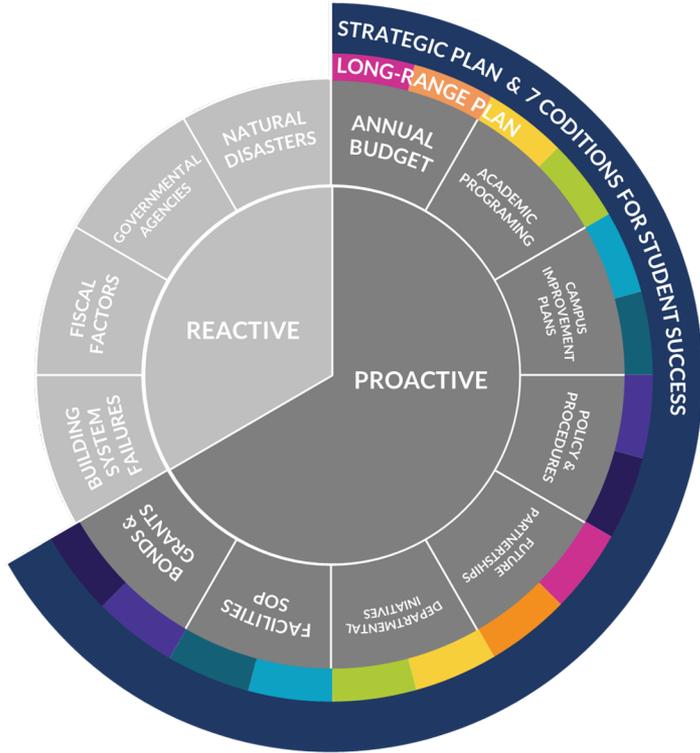
Approach	Definition
Access	Amount of time a person must travel to get to a facility
Equity	Socio-economic characteristics of people living in an area as identified in the Sustainability Departments Equity Index
Park Demand	Total parks provided in a community compared to a City Wide Recreational Value-Based Park Standard
Growth	Current and Future population density within the Communities
Social	Community factors such as safety, maintenance, programming, and facility deficiencies.



RECREATIONAL VALUE-BASED STANDARD SCORING GUIDE



Reactive vs. Proactive



The Long-range Plan is an actionable plan that:

- Supports historically underserved students
- Informs how limited resources are expended to support student achievement
- Establishes timeframes for recommendations

The LRP is developed through Equity by Design, however, different equity tools can be used for other processes.

Facility Tours Share Out

- Murchison MS
- Burnet MS
- Central Warehouse
- Eastside ECHS/Yellow Jacket
- Travis ECHS
- Oak Springs ES
- Norman-Sims ES
- Allison ES
- Wooldridge ES
- Wooten ES
- Doss ES
- Clifton Center
- Nelson Field
- Nelson Bus Terminal
- Odom ES
- Williams ES
- Menchaca ES
- Northeast ECHS
- McCallum HS
- Sanchez ES

Step 4: Map Existing Assets



What

An asset is a **strength** or **resource**. It can be a place, program/service or tool that is important or valuable to a student or school community that should be preserved and built upon.

Examples

- Physical Resources + Infrastructure – a local library that provides wi-fi
- Program/Service – Communities in School; volunteer services provided by parents
- Tool – Where's the Bus? App

Step 4: Map Existing Assets



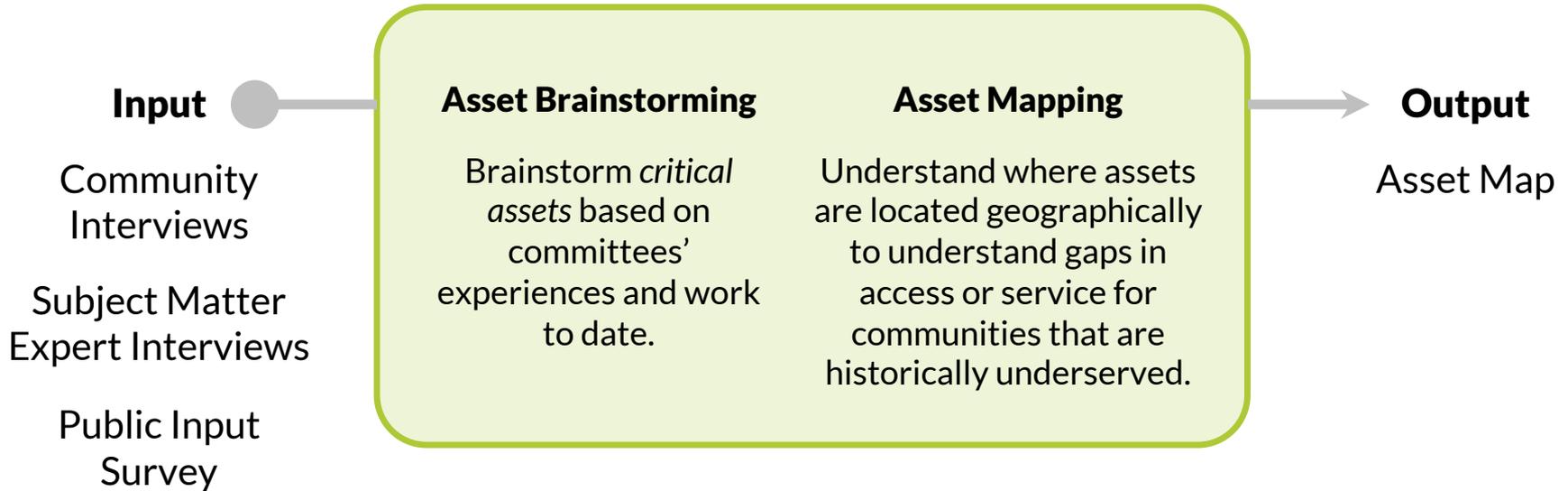
Objective

Identify strengths and resources that currently exist in the district, community, or city that are supporting students and communities that are underserved.

Why

- Understand what's working
- Understand who is accessing assets
- Incorporate known assets into goals/solutions

Overview of Asset Mapping



Overview of the Activity

Goal

Brainstorm strengths or resources that exist within the district, community, or city of Austin.

People

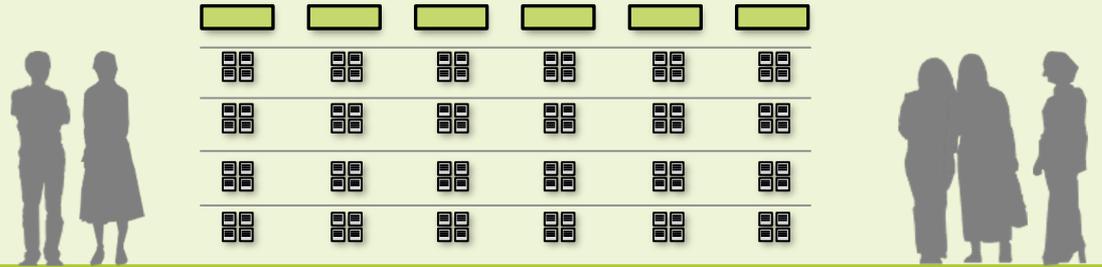
1 to 30 people (full committee)

Timing

75 min

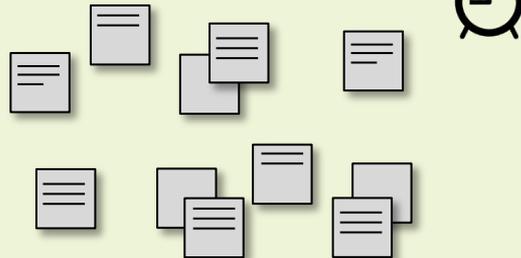
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Review as a group



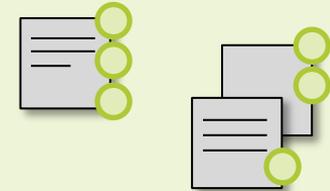
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Brainstorm assets



3

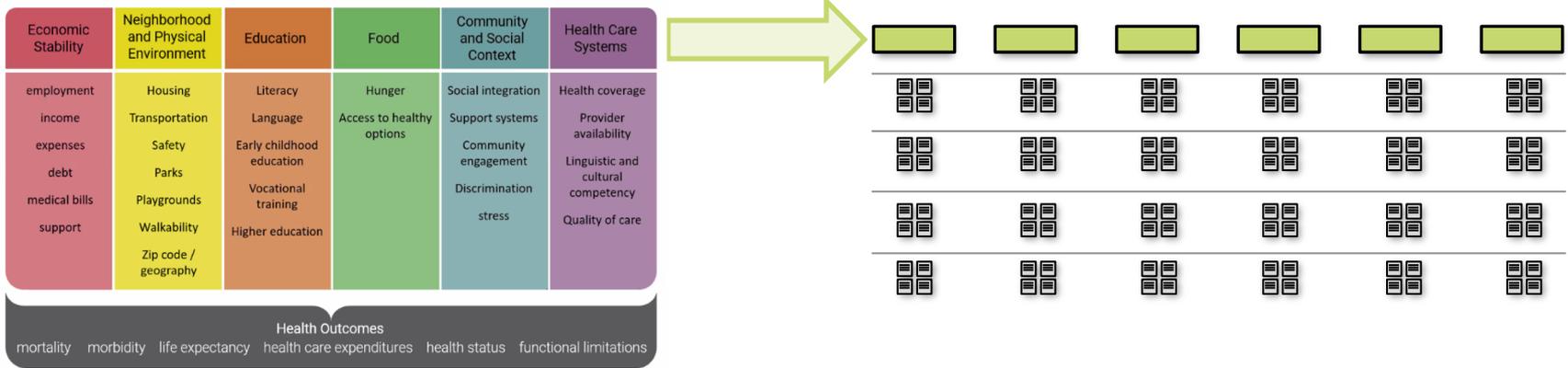
Identify committee connections



Research behind the Activity

CDC Social Determinants of Health Framework

The Social Determinants of Health is a framework that views an individual's well-being from a holistic lens, including a variety of factors that impact well-being. Education is a key determinant within that framework, as it impacts a child's well-being and success. We know that access to quality education is critical to a student's ability to thrive, but students in AISD do not have equitable access to the resources they need to succeed. We are looking at a comprehensive network of resources that are crucial- whether through the district or partnership with other organizations - in cultivating student well-being and success.



Bond Steering Committee Selection of Student Member

Aiden Woodruff (Academics & CTE)

Allison Baldwin (Athletics)

Sanchit Rai (Athletics)

Ines Pia Ghar (Visual & Performing Arts)

Gabriel Keller (Safety, Security & Resiliency)

Nevin Hall (Technology)

Work Groups Discussion and Formation

What are they and why

- Problem statements and root cause refinements - led by project managers
- Decision-making framework tools - co-led by Office of Equity and DLR

Work groups must not constitute a quorum (majority of current membership)

Academics & CTE: up to 6 members of 13

Safety, Security & Resiliency: up to 6 of 12 members

Athletics: up to 7 of 15 members

Transportation, Food Service & Maintenance: up to 3 of 6 members

Visual & Performing Arts: up to 6 of 12 members

Technology: up to 6 of 12 members

Facilities: up to 5 of 10 members

Approval of Joint Committee Minutes

January 22, 2022 and February 22, 2022

- 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.

Next Steps

Post-meeting Survey Link: <https://bit.ly/3q7Oruo>

Future Meetings

Committee Meetings

- Tuesday, March 29 (6:00 pm - 8:30 pm)
- Tuesday, April 19 (6:00 pm - 8:30 pm)
- Saturday, April 30 (9:00 am - 12:30 pm)
- Tuesday, May 10 (6:00 pm - 8:30 pm)

Resources

- 2013 and 2017 Bond Data
- 2019 Facilities Master Plan
 - Recommendations for Athletics/Wellness; CTE; and Visual & Performing Arts
- Equity in AISD: District Summary of Equity Work and Action Steps for Improvement
- San Diego Parks Decision Making Example

Committee Member Contacts

Academics & CTE: miguel.garcia@austinisd.org | Co-chairs: Cuitlahuac Guerra-Mojarro-cguerramojarro@gmail.com , Valerie Turullol-austinista@gmail.com

Athletics: tracilynn.wright@austinisd.org | Co-chairs: Barbara Spears-Corbett- bscorbett@aol.com, Eric Wright-ewright@wrighttexas.com

Visual & Performing Arts: april.glenn@austinisd.org | Co-chairs: Charles Mead- Charlesmead70@gmail.com, Ruth Lim-ruth.lim@austinisd.org

Facilities: melissa.laursen@austinisd.org | Co-chairs: Andrew Rottas- andrew.rottas@gmail.com, April Clark- april@clarkrichardson.com

Safety, Security & Resiliency: bethany.shaw@austinisdpolice.org | Co-chairs: Anastasia Teague- anastasia.teague@gmail.com, William Marshall- william.marshall@austinisd.org

Transportation, Food Service & Maintenance: kris.hafezizadeh@austinisd.org; christine.steenport@austinisd.org; louis.zachary@austinisd.org | Co-chair: Tina Cruz-Schindler- tina.schindler@austinisd.org

Technology: james.cook@austinisd.org | Co-chairs: Nevin Hall- nevinhall@gmail.com, Joseph Thompson- joseph@djblingfoundation.org

Community members should route questions and comments through
Let's Talk or by text (512) 856-6123

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

