

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.
2. 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.

2. 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.
4. 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

- 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

- 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

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

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.”

1 Mention: (1) AISD Staff/Educator

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

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

Dismissal process could be better

- “The dismissal process can be better.”

1 Mention: (1) Parent

Walkway from parking lot is not well lit

- “Walkway from parking lot not well lit.”

1 Mention: (1) AISD Staff/Educator

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.”

1 Mention: (1) AISD Staff/Educator

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 (Malik & Marcus, ages 21 and 23 now) 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.”

3 Mentions: (3) Parents

Stronger, more proactive safety & security measures desired

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

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- “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

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:** Students, parents, and staff
- **What:** clear and visible safety measures on school grounds and the immediately surrounding area
- **Why:** so they can all be mentally and physically safe at school and in transit to school

Unmet Needs Generation [Draft](#):

Parents, families, and staff want to see more visible efforts to control campus security (metal detectors, secure vestibules, cameras, lighting, and an increase in security personnel) prior to an emergency happening so they can feel that their children are physically safe while at school.

Parents, families, and staff are concerned about students walking through dangerous areas on their way to school. They want to have bus stops which are safer and closer to residents' homes as well as better monitored walking routes.

Lack of supervision leads to student behavior issues

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

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- “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.”

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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:** Secondary campus staff/educators
- **What:** additional support for supervision
- **Why:** reduce incidents of bullying for a safer learning environment

Unmet Needs Generation [Draft](#):

Staff and educators on secondary campuses need additional support in order to adequately supervise students and reduce bullying incidents and acts of physical violence for a safer learning environment.

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

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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.”

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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: Community members, parents, and staff
- What: Portable do not hear emergency notifications and are unsecure
- What: PSS positions are understaffed
- Why: increase safety alerts and a secured campus
- Why: **PSS (UNSURE IF THIS IS APPLICABLE TO THIS GROUP)**

Unmet Needs Generation **Draft:**

Parents, community members and staff want physical barriers while students are on campus. A lack of fencing and open gates allow for anyone to access the property and portables are especially vulnerable.

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

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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: Parents
- What: Police to be positive role models to students
- Why: Students are interested in testing boundaries

Unmet Needs Generation [Draft](#):

Parents would like to see a more consistent security and police presence on campus to provide positive role models and develop rapport with students.

Physical environment takes away from safety and security

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.”

1 Mention: (1) Parent

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: Parents and staff
- What: Physical environment reduces safety and security
- Why: Security attributes such as lighting, signage, crossing guards, crosswalks, and traffic control are an issue.

Unmet Needs Generation [Draft](#):

Parents and staff are concerned that a lack of security attributes such as inadequate lighting, signage, crossing guards and chaotic traffic during dismissal contribute a dangerous environment while getting to and from 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: Parents
- What: Safety protocols not being followed while on the bus or at school
- Why: Failure to follow best practices lead to unsafe environments
- (UNSURE IF THIS IS APPLICABLE TO THIS GROUP AS IT STATES MASK MANDATES AND BUS ISSUES)

Unmet Needs Generation **Draft:**

Parents are concerned that best practices are not being followed and thus lead to unsafe environments for their students.

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 re-look 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

Unmet Needs Generation Draft:

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

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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- **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 in schools and the community

Unmet Needs Generation Draft:

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