

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.

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.

Transportation, Food Service, and Maintenance – Transportation DRAFT

Barriers to equitable access to bus services

Insufficient/unreliable bus services for campus/community

- Bus service is not provided in certain areas
- losing students to charters as a result
- parents unable to attend campus events because they don't have transport
- transfer students not provided transport
- causing tardiness issues
- transportation access across county lines
- bus service not provided to apartment complexes

- "Having a hard time getting a bus to pick up her children when they are out of the area and it's hard for her as a single parent to get them to and from school."
- "Funding is tied to attendance so we need to invest money in transportation so our students can get to school."

13 Mentions: (6) AISD Staff/Educator, (5) Parent, (2) Group Parent Interview

Sign up process for bus services is complicated

- "Have had issues. Bus was waking people up. Busses are unreliable / not always on time. But this year, a better driver and less issues. Why do people have to add both kids separately? Sign up process for school bus could be easier."
- "There are 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. Maybe - another bus... two buses? I don't know how that works. You don't have that many buses for one property. It was supposed to be the special bus that she was on, but it doesn't look special. I tried speaking with Sherry the bus coordinator; I left her a message but she never got back to me. She's a sibling, but it took a month to get back to add her sibling to ride with her sister. CS - offers to contact transportation for parent. Parent agrees."

2 Mentions: (2) Parents

Inappropriate behavior from bus drivers

- "They take the bus. Driver could show more empathy. Driver has made derogatory comments towards her student."

1 Mention: (1) Parent

Access to SPED Transportation is not provided at every campus

- "My kids are special education, so I transferred my daughter. Right now I have kids in two different elementary schools - Widen and Houston. My son was able to ride the SPED bus, but not my daughter. Causes problem because one rides a bus, and the other doesn't and causes insanity."

1 Mention: (1) Parent

Neighborhood and procedures make drop-off/pick-up unsafe

Surrounding traffic during drop-off/pick-up is a safety concern

- "Parents want to see more safety - traffic is terrible around the school at drop off and pick up; has tried to get the traffic evaluated - but there have not been any solutions yet."

1 Mention: (1) AISD Staff/Educator

Drop off/Pick up is chaotic/unsafe

- "The drop off and pick up access situation is difficult; kids are being dropped off in the street. There is no driveway for parents to pull into to drop off or pick up their kids. Pick-up is worse than drop off."
- "Parents need to listen and stay in their cars when they pick up the kids - the parents don't always follow the drop-off protocols, which causes congestion."

3 Mentions: (3) Parents

Drop-off line is long

- "Drop-off line is long in the morning (drop-off in the morning and take bus home in the afternoon)."

1 Mention: (1) Parents

Roads surrounding campus have potholes and bumps

- "Hump and potholes when picking up the kid at Widen."

1 Mention: (1) Parent

Neighborhood safety makes alternative routes to school unsafe

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

- "There is a bus stop just down the street, used heavily by students. Concerns about safety - can the bus stop be moved closer?"
- "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 or maintained

- "I would like to see more security around the school. We need sidewalks. The route to school isn't safe, I know that's not something the school controls but it affects our kids. The traffic is really dangerous. We need the area to be better monitored and beautified."
- "Children shouldn't have to suffer for living less than 2 miles, many parents work and are not willing to let their children walk on Slaughter. It is dangerous so they miss out in school."

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

Barriers to equitable access to bus services and mobility

Insufficient/unreliable bus services for campus/community

- Bus service is not provided in certain areas
 - losing students to charters as a result
 - parents unable to attend campus events because they don't have transport
 - transfer students not provided transport
 - causing tardiness issues
 - transportation access across county lines
 - bus service not provided to apartment complexes
- "Having a hard time getting a bus to pick up her children when they are out of the area and it's hard for her as a single parent to get them to and from school."
 - "Funding is tied to attendance so we need to invest money in transportation so our students can get to school."

13 Mentions: (6) AISD Staff/Educator, (5) Parent, (2) Group Parent Interview

Sign up process for bus services is complicated

- "Have had issues. Bus was waking people up. Busses are unreliable / not always on time. But this year, a better driver and less issues. Why do people have to add both kids separately? Sign up process for school bus could be easier."
- "There are 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. Maybe - another bus... two buses? I don't know how that works. You don't have that many buses for one property. It was supposed to be the special bus that she was on, but it doesn't look special. I tried speaking with the bus coordinator; I left her a message but she never got back to me. She's a sibling, but it took a month to get back to add her sibling to ride with her sister. CS - offers to contact transportation for parent. Parent agrees."

2 Mentions: (2) Parents

Inappropriate behavior from bus drivers

- "They take the bus. Driver could show more empathy. Driver has made derogatory comments towards her student."

1 Mention: (1) Parent

Access to SPED Transportation is not provided at every campus

- "My kids are special education, so I transferred my daughter. Right now I have kids in two different elementary schools - Widen and Houston. My son was able to ride the SPED bus, but not my daughter. Causes problem because one rides a bus, and the other doesn't and causes insanity."

1 Mention: (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:** All students
- **What:** Equitable bus services and mobility
- **Why:** Provide consistent, reliable, and safe access to school facilities

Unmet Needs Generation Draft:

~~"Students do not have reliable transportation to/from school due to insufficient & overly complicated access to bus services because of multiple imposed limits to access of bussing services."~~

"All students need access to equitable transportation services to provide consistent, reliable, and safe access to school facilities."

Neighborhood and campus access points at some schools make drop-off/ pick-up unsafe (AT SCHOOL)

Surrounding traffic during drop-off/pick-up is a safety concern

- “Parents want to see more safety - traffic is terrible around the school at drop off and pick up; has tried to get the traffic evaluated - but there have not been any solutions yet.”

1 Mention: (1) AISD Staff/Educator

Drop off/Pick up is chaotic/unsafe

- “The drop off and pick up access situation is difficult; kids are being dropped off in the street. There is no driveway for parents to pull into to drop off or pick up their kids. Pick-up is worse than drop off.”
- “Parents need to listen and stay in their cars when they pick up the kids - the parents don't always follow the drop-off protocols, which causes congestion.”

3 Mentions: (3) Parents

Drop-off line is long

- “Drop-off line is long in the morning (drop-off in the morning and take bus home in the afternoon).”

1 Mention: (1) Parents

Roads surrounding campus have potholes and bumps

- “Hump and potholes when picking up the kid at Widen.”

1 Mention: (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:** students arriving and departing from school
- **What:** need safer locations and protocols for bus, parent, walk, and bike pickup/drop-off
- **Why:** student safety

Unmet Needs Generation **Draft:**

~~“Students who ride the school bus need a safer location for pickup and drop-off to ensure student safety.”~~

~~“Students who receive parent transportation need better infrastructure and protocols for pickup & drop-off at schools to ensure student safety.”~~

“ Students arriving and departing from school via all modes of transportation need safer locations and protocols for pickup / drop-off at school to ensure student safety.”

Neighborhood safety makes alternative modes of transportation to school unsafe (TRAVELING THERE)

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

- “There is a bus stop just down the street, used heavily by students. Concerns about safety - can the bus stop be moved closer?”
- "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 or maintained

- “I would like to see more security around the school. We need sidewalks. The route to school isn't safe, I know that's not something the school controls but it affects our kids. The traffic is really dangerous. We need the area to be better monitored and beautified.”
- “Children shouldn't have to suffer for living less than 2 miles, many parents work and are not willing to let their children walk on Slaughter. It is dangerous so they miss out in school.”

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

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 walking, biking, or taking public transit to school
- **What:** ~~need a safer alternative to get to school~~
- Need safer and designated means of travel
- **Why:** student safety

Unmet Needs Generation **Draft:**

~~“Students who walk, bike, or take public transit need safer alternatives to get to school to ensure student safety.”~~

“Students who walk, bike, or take public transit need safer routes to and from school to ensure student safety.”

Transportation, Food Service, and Maintenance – Food Service DRAFT

Food offerings are not attractive to students

Food is unfamiliar/unattractive to kids

- “Kids coming from hard situations may not eat food from school because of outside reasons either because of religious situations, fear, or other cultural reasons (allowing parents at lunch would help with this).”
- “My daughter, she barely eats. A lot of food has changed and is not fond of school lunches. My son takes lunch every day too, because not fond of school lunch.”

14 Mentions: (10) Parents, (3) AISD Staff/Educator, (1) Group Parent Interview

Limited food options for kids with food allergies/dietary restrictions

- Children with diabetes
- “My child is allergic to a lot of things so she can never eat hot food at school because of allergies. Could there be more options for kids with food allergies? She needs a packed lunch and I can only pack so much. At times I have to take off work to take her a warm lunch.”

2 Mentions: (2) Parents

Quality is low and food options are unhealthy

- “Children shouldn't have to suffer for living less than 2 miles, many parents work and are not willing to let their children walk on Slaughter. It is dangerous so they miss out in school.”

1 Mention: (1) Parent

Breakfast food is sometimes dry or coming apart

- “Food services could be better for breakfast time. Sometimes it is dry or the breading is coming off the meat. More food choices. Child is a diabetic.”

1 Mention: (1) Parent

Food makes child’s stomach hurt

- “Eats the school food, but does not like it, says it hurts his stomach and comes home hungry.”

1 Mention: (1) Parent

Existing operations/practices do not meet students needs

Food services are too slow for hot meals

- “Students aren't getting food fast enough for it to be warm to want to eat or food is to unfamiliar to eat.”

1 Mention: (1) Group Parent Interview

Students are hungry because quantities of food are insufficient, need for snacks, or meals are very early in the day (or being unsupervised)

- “Would appreciate an afternoon snack to help with that. Boys eat and drink a TON. I had 4 boys at one point going to school - that's a lot of hungry boys to feed. Either don't get enough or don't eat at all because they don't like what was served.”
- “Never enough food for them, they come home hungry and portions could be bigger. Choices are good but need more food. Some students eat very early and are hungry by the time they get home. Maybe a snack throughout the day although I know there are issues because of COVID.”

6 Mentions: (6) Parents

Evidence of lack of oversight/site management

- “Still have a sign at the front of school for (food) pick up.”

1 Mention: (1) AISD Staff/Educator

Cafeteria environment is not a positive experience, especially for learners from different backgrounds

- “Cafeterias are not empathetic spaces, lots of yelling commands.”

1 Mention: (1) AISD Staff/Educator

Food access is a serious problem for families

Families have a lack of access to health food

- “A lot of diversity in student body, most important thing for a child right now is food access.”
- “It is difficult to get families to engage; families have a lack of access to healthy food.”

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

Food offerings are not attractive to students

Food is unfamiliar/unattractive to kids

- “Kids coming from hard situations may not eat food from school because of outside reasons either because of religious situations, fear, or other cultural reasons (allowing parents at lunch would help with this).”
- “My daughter, she barely eats. A lot of food has changed and is not fond of school lunches. My son takes lunch every day too, because not fond of school lunch.”

14 Mentions: (10) Parents, (3) AISD Staff/Educator, (1) Group Parent Interview

Limited food options for kids with food allergies/dietary restrictions

- Children with diabetes
- “My child is allergic to a lot of things so she can never eat hot food at school because of allergies. Could there be more options for kids with food allergies? She needs a packed lunch and I can only pack so much. At times I have to take off work to take her a warm lunch.”

2 Mentions: (2) Parents

Quality is low and food options are unhealthy

- “Children shouldn't have to suffer for living less than 2 miles, many parents work and are not willing to let their children walk on Slaughter. It is dangerous so they miss out in school.”

1 Mention: (1) Parent

Breakfast food is sometimes dry or coming apart

- “Food services could be better for breakfast time. Sometimes it is dry or the breading is coming off the meat. More food choices. Child is a diabetic.”

1 Mention: (1) Parent

Food makes child's stomach hurt

- “Eats the school food, but does not like it, says it hurts his stomach and comes home hungry.”

1 Mention: (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:** all students (since they all qualify for free meals)
- **What:** attractive, healthy, tasty food offerings for all students, regardless of dietary restrictions
- **Why:** maintain student nutrition & dietary needs

• COMMITTEE DID NOT HAVE TIME TO REVIEW THIS STATEMENT

Unmet Needs Generation Draft:

“Students feel that meal offerings are unattractive and limited for those with cultural or dietary restrictions.”

Existing operations/practices do not meet students needs

Food services are too slow for hot meals

- students aren't getting food fast enough for it to be warm to want to eat or food is to unfamiliar to eat

1 Mentions: (1) Group Parent Interview

Students are hungry because quantities of food are insufficient, need for snacks, or meals are very early in the day (or being unsupervised)

- “Would appreciate an afternoon snack to help with that. Boys eat and drink a TON. I had 4 boys at one point going to school - that's a lot of hungry boys to feed. Either don't get enough or don't eat at all because they don't like what was served.”
- “Never enough food for them, they come home hungry and portions could be bigger. Choices are good but need more food. Some students eat very early and are hungry by the time they get home. Maybe a snack throughout the day although I know there are issues because of COVID.”

6 Mentions: (6) Parents

Evidence of lack of oversight/site management

- “Still have a sign at the front of school for (food) pick up.”

1 Mention: (1) AISD Staff/Educator

Cafeteria environment is not a positive experience, especially for learners from different backgrounds

- “Cafeterias are not empathetic spaces, lots of yelling commands.”

1 Mention: (1) AISD Staff/Educator

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:** all students
- **What:** speed of service, insufficient quantities
- **Why:** make sure children get food when they need it

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

Unmet Needs Generation Draft:

“Students need access to faster food service and adequate food quantity to make sure they have food when they need it.”

Food access is a serious problem for families

Families have a lack of access to health food

- “A lot of diversity in student body, most important thing for a child right now is food access.”
- “It is difficult to get families to engage; families have a lack of access to healthy food.”

3 Mentions: (3) AISD Staff/ Educator, (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:** families struggling with food access
- **What:** lack of access to healthy, fresh food
- **Why:** meet nutritional needs of students so they can learn

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

Unmet Needs Generation **Draft:**

“Families struggling with food access need access to healthy, fresh food to meet the nutritional needs of students and their families.”

Transportation, Food Service, and Maintenance – Maintenance DRAFT

Deferred maintenance is impacting student health/safety

A/C doesn’t work reliably/consistently

- “The interior of the school needs some updating, we have AC issues all the time. We need a more holistic approach to updates. The first day of school we had AC issues.”
- “The air conditioning is not reliable. Some spaces are too cold, others are too warm.”

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

Old and poorly maintained facilities/ grounds

- “Old and has many leaks (Kocurek) throughout the year. Ants invade and they get denied work orders (it becomes frustrating because it puts students' safety in jeopardy).”
- “Regarding facility, there needs to be more cleanup when it comes to the parks. Too many masks, bottles of water and tissues left out and it is dirty.”

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

Bathroom locks get stuck

- “Bathroom locks get stuck - kids get locked in, a lot of them lack privacy.”

1 Mentions: (1) AISD Staff/Educator

Need working water fountains accessible in multiple areas of the school building

- “Improvement of the track (water fountains, lights, shaded areas).”
- “I like that there are sports. The water thing doesn't work, but there is access to water.”

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

Maintenance of donated amenities

District doesn't maintain donated/ volunteer-built amenities/facilities

- “The district encourages partners and volunteers to donate things, and Wooten had volunteers build a outdoor stage, but then the district does not help with the maintenance because it was donated.”

1 Mention: (1) AISD Staff/ Educator

Need timely maintenance when issues pop up

Damaged restrooms due to TikTok trend

- “Navigating restrooms was a challenge with TikTok. That it was big, but that is mostly due to the transition.”
- “The district has locked the bathrooms due to a TikTok trend with bathrooms.”

2 Mentions: (2) Parents

Deferred maintenance is impacting programming

Facilities unable to support programming (need maintenance/renovation)

- “We have a lot of programs, but the facilities are not suited to them. We lose students to other schools with better facilities.”
- “Fine arts do not have 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.”

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

Funding and lack of maintenance is impacting student health/safety

A/C doesn't work reliably/consistently

- “The interior of the school needs some updating, we have AC issues all the time. We need a more holistic approach to updates. The first day of school we had AC issues.”
- “The air conditioning is not reliable. Some spaces are too cold, others are too warm.”

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

Old and poorly maintained facilities/ grounds

- “Old and has many leaks (Kocurek) throughout the year. Ants invade and they get denied work orders (it becomes frustrating because it puts students' safety in jeopardy).”
- “Regarding facility, there needs to be more cleanup when it comes to the parks. Too many masks, bottles of water and tissues left out and it is dirty.”

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

Bathroom locks get stuck

- “Bathroom locks get stuck - kids get locked in, a lot of them lack privacy.”

1 Mentions: (1) AISD Staff/Educator

Need working water fountains accessible in multiple areas of the school building

- “Improvement of the track (water fountains, lights, shaded areas).”
- “I like that there are sports. The water thing doesn't work, but there is access to water.”

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

Damaged restrooms due to TikTok trend

- “Navigating restrooms was a challenge with TikTok. That it was big, but that is mostly due to the transition.”
- “The district has locked the bathrooms due to a TikTok trend with bathrooms.”

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, educators, and staff in aging facilities
- **What:** timely, funded maintenance and infrastructure replacement of facilities & grounds
- **Why:** Improve learning environments to support education & ensure health, safety & welfare

Unmet Needs Generation **Draft:**

“The lack of timely maintenance of aging facilities & grounds is impacting the ability of students to effectively & safely learn thereby negatively impacting student performance.”

“Students, educators, and staff in aging facilities need funding for timely maintenance and infrastructure replacement to ensure health, safety, welfare, and educational success.”

Unclear responsibility for maintenance of donated amenities

District doesn't maintain donated/ volunteer-built amenities/facilities

- “The district encourages partners and volunteers to donate things, and Wooten had volunteers build a outdoor stage, but then the district does not help with the maintenance because it was donated.”

1 Mention: (1) AISD Staff/ Educator

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 & educators with donated resources
- **What:** Scheduled maintenance of facilities & grounds
- **Why:** Improve learning environments to support education & ensure health, safety & welfare

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

Unmet Needs Generation Draft:

“The lack of scheduled maintenance of aging facilities & grounds is impacting the ability of students to effectively & safely learn thereby negatively impacting student performance.”

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)?



Transportation, Food Service, and Maintenance – Transportation DRAFT

Barriers to equitable access to bus services

Insufficient/unreliable bus services for campus/community

- Bus service is not provided in certain areas
- losing students to charters as a result
- parents unable to attend campus events because they don't have transport
- transfer students not provided transport
- causing tardiness issues
- transportation access across county lines
- bus service not provided to apartment complexes

- "Having a hard time getting a bus to pick up her children when they are out of the area and it's hard for her as a single parent to get them to and from school."
- "Funding is tied to attendance so we need to invest money in transportation so our students can get to school."

13 Mentions: (6) AISD Staff/Educator, (5) Parent, (2) Group Parent Interview

Sign up process for bus services is complicated

- "Have had issues. Bus was waking people up. Busses are unreliable / not always on time. But this year, a better driver and less issues. Why do people have to add both kids separately? Sign up process for school bus could be easier."
- "There are 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. Maybe - another bus... two buses? I don't know how that works. You don't have that many buses for one property. It was supposed to be the special bus that she was on, but it doesn't look special. I tried speaking with Sherry the bus coordinator; I left her a message but she never got back to me. She's a sibling, but it took a month to get back to add her sibling to ride with her sister. CS - offers to contact transportation for parent. Parent agrees."

2 Mentions: (2) Parents

Inappropriate behavior from bus drivers

- "They take the bus. Driver could show more empathy. Driver has made derogatory comments towards her student."

1 Mention: (1) Parent

Access to SPED Transportation is not provided at every campus

- "My kids are special education, so I transferred my daughter. Right now I have kids in two different elementary schools - Widen and Houston. My son was able to ride the SPED bus, but not my daughter. Causes problem because one rides a bus, and the other doesn't and causes insanity."

1 Mention: (1) Parent

Neighborhood and procedures make drop-off/pick-up unsafe

Surrounding traffic during drop-off/pick-up is a safety concern

- "Parents want to see more safety - traffic is terrible around the school at drop off and pick up; has tried to get the traffic evaluated - but there have not been any solutions yet."

1 Mention: (1) AISD Staff/Educator

Drop off/Pick up is chaotic/unsafe

- "The drop off and pick up access situation is difficult; kids are being dropped off in the street. There is no driveway for parents to pull into to drop off or pick up their kids. Pick-up is worse than drop off."
- "Parents need to listen and stay in their cars when they pick up the kids - the parents don't always follow the drop-off protocols, which causes congestion."

3 Mentions: (3) Parents

Drop-off line is long

- "Drop-off line is long in the morning (drop-off in the morning and take bus home in the afternoon)."

1 Mention: (1) Parents

Roads surrounding campus have potholes and bumps

- "Hump and potholes when picking up the kid at Widen."

1 Mention: (1) Parent

Neighborhood safety makes alternative routes to school unsafe

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

- "There is a bus stop just down the street, used heavily by students. Concerns about safety - can the bus stop be moved closer?"
- "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 or maintained

- "I would like to see more security around the school. We need sidewalks. The route to school isn't safe, I know that's not something the school controls but it affects our kids. The traffic is really dangerous. We need the area to be better monitored and beautified."
- "Children shouldn't have to suffer for living less than 2 miles, many parents work and are not willing to let their children walk on Slaughter. It is dangerous so they miss out in school."

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

Transportation, Food Service, and Maintenance – Food Service DRAFT

Food offerings are not attractive to students

Food is unfamiliar/unattractive to kids

- “Kids coming from hard situations may not eat food from school because of outside reasons either because of religious situations, fear, or other cultural reasons (allowing parents at lunch would help with this).”
- “My daughter, she barely eats. A lot of food has changed and is not fond of school lunches. My son takes lunch every day too, because not fond of school lunch.”

14 Mentions: (10) Parents, (3) AISD Staff/Educator, (1) Group Parent Interview

Limited food options for kids with food allergies/dietary restrictions

- Children with diabetes
- “My child is allergic to a lot of things so she can never eat hot food at school because of allergies. Could there be more options for kids with food allergies? She needs a packed lunch and I can only pack so much. At times I have to take off work to take her a warm lunch.”

2 Mentions: (2) Parents

Quality is low and food options are unhealthy

- “Children shouldn't have to suffer for living less than 2 miles, many parents work and are not willing to let their children walk on Slaughter. It is dangerous so they miss out in school.”

1 Mention: (1) Parent

Breakfast food is sometimes dry or coming apart

- “Food services could be better for breakfast time. Sometimes it is dry or the breading is coming off the meat. More food choices. Child is a diabetic.”

1 Mention: (1) Parent

Food makes child’s stomach hurt

- “Eats the school food, but does not like it, says it hurts his stomach and comes home hungry.”

1 Mention: (1) Parent

Existing operations/practices do not meet students needs

Food services are too slow for hot meals

- “Students aren't getting food fast enough for it to be warm to want to eat or food is to unfamiliar to eat.”

1 Mention: (1) Group Parent Interview

Students are hungry because quantities of food are insufficient, need for snacks, or meals are very early in the day (or being unsupervised)

- “Would appreciate an afternoon snack to help with that. Boys eat and drink a TON. I had 4 boys at one point going to school - that's a lot of hungry boys to feed. Either don't get enough or don't eat at all because they don't like what was served.”
- “Never enough food for them, they come home hungry and portions could be bigger. Choices are good but need more food. Some students eat very early and are hungry by the time they get home. Maybe a snack throughout the day although I know there are issues because of COVID.”

6 Mentions: (6) Parents

Evidence of lack of oversight/site management

- “Still have a sign at the front of school for (food) pick up.”

1 Mention: (1) AISD Staff/Educator

Cafeteria environment is not a positive experience, especially for learners from different backgrounds

- “Cafeterias are not empathetic spaces, lots of yelling commands.”

1 Mention: (1) AISD Staff/Educator

Food access is a serious problem for families

Families have a lack of access to health food

- “A lot of diversity in student body, most important thing for a child right now is food access.”
- “It is difficult to get families to engage; families have a lack of access to healthy food.”

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

Transportation, Food Service, and Maintenance – Maintenance DRAFT

Deferred maintenance is impacting student health/safety

A/C doesn’t work reliably/consistently

- “The interior of the school needs some updating, we have AC issues all the time. We need a more holistic approach to updates. The first day of school we had AC issues.”
- “The air conditioning is not reliable. Some spaces are too cold, others are too warm.”

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

Old and poorly maintained facilities/ grounds

- “Old and has many leaks (Kocurek) throughout the year. Ants invade and they get denied work orders (it becomes frustrating because it puts students' safety in jeopardy).”
- “Regarding facility, there needs to be more cleanup when it comes to the parks. Too many masks, bottles of water and tissues left out and it is dirty.”

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

Bathroom locks get stuck

- “Bathroom locks get stuck - kids get locked in, a lot of them lack privacy.”

1 Mentions: (1) AISD Staff/Educator

Need working water fountains accessible in multiple areas of the school building

- “Improvement of the track (water fountains, lights, shaded areas).”
- “I like that there are sports. The water thing doesn't work, but there is access to water.”

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

Maintenance of donated amenities

District doesn't maintain donated/ volunteer-built amenities/facilities

- “The district encourages partners and volunteers to donate things, and Wooten had volunteers build a outdoor stage, but then the district does not help with the maintenance because it was donated.”

1 Mention: (1) AISD Staff/ Educator

Need timely maintenance when issues pop up

Damaged restrooms due to TikTok trend

- “Navigating restrooms was a challenge with TikTok. That it was big, but that is mostly due to the transition.”
- “The district has locked the bathrooms due to a TikTok trend with bathrooms.”

2 Mentions: (2) Parents

Deferred maintenance is impacting programming

Facilities unable to support programming (need maintenance/renovation)

- “We have a lot of programs, but the facilities are not suited to them. We lose students to other schools with better facilities.”
- “Fine arts do not have 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.”

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