

MeetingSolution Report for Austin Independent School District

School Renaming Task Force Meeting | 24 April 2018 | Alternative Learning Center

Purposes	Members in Attendance	Public Comment Speakers
<ul style="list-style-type: none"> To hear public comment To finalize recommended naming criteria for committees to use To make recommendations for artifact preservation 	Raul Alvarez Maggy McGiffert Larry Amaro Nancy Mims Vanessa Kazique Prince Dainton Erica Saenz Gabriel Estrada Barbara Spears-Corbett Roxanne Evans Jason Summerville John Hewlett Ángela-Jo Touza- Sarah Johnson Medina Carment Kiara Angela Ward Renee Lafai Leo York	Angela Pires Yolanda Torres Vincent Tovar Sandra Marks Ashlynn d’Harcourt Stacy Smith Abel Ruiz Stew Ford Paula McDermott
Agenda and Page References		Expectations
5:00 Informal Dinner 5:30 Public Comment 6:00 Welcome and Meeting Overview <ul style="list-style-type: none"> Agenda, Expectations, Agreements Finalize Naming Criteria – page 2 Recommendations for Artifact Preservation – page 3 Discuss Future Considerations – page 4 Close Next Steps, Evaluation– page 5 8:30 Adjourn 7:45 Adjourn	<div data-bbox="976 787 1785 1112" data-label="Image"> </div> <p>Figure out what part of criteria need to be met Make sure we listen to community Be representative of Alan community Advocate for education Define artifact charge - Honor how to include new name Time well used...leave or stay Affirm consensus and add 'place' to criteria</p>	

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What qualities describe people who meet our proposed criteria?

Historically Connected	Servant Leader	Respected for Integrity & Strong Principles	Embodies Equity and Social Justice	Committed to Education	Inspirational and Visionary	What qualities describe a place?
<ul style="list-style-type: none"> Historically impactful at the school, local, state and national level Demonstrated hope and belief in members of the community that led them to take positive steps in their lives Place or individual has deep roots to that school or that community Their impact can be verified or documented 	<ul style="list-style-type: none"> Demonstrates service to a greater cause, others Served the diverse school community by putting the good of the community above their own individual interests They are recognized for serving diverse community interests Someone who devotes their time and resources without expectations and towards a mission. A place that fosters leaders. 	<ul style="list-style-type: none"> Verifiable integrity at a high level Did what was right even when it was hard and went against the status quo Respected across multiple communities 	<ul style="list-style-type: none"> Advocated and worked toward creating space where everyone could feel safe, welcome and included Advocate for social justice Someone who has fought against social injustice and racism Has a record of supporting and engaging in social justice initiatives 	<ul style="list-style-type: none"> Committed to educational opportunity and excellence Valued public education for all people regardless of race, gender, sexual orientation, ability, religion, gender identity, expression and language. Demonstrated commitment to equity and inclusion towards education Have supported the formal and informal education of others- volunteer taught, donated, advocated, etc. 	<ul style="list-style-type: none"> Redefined the status quo for the better Trailblazing and inspiring in purpose and commitment Stood in their purpose- acted on their purpose, and their words and actions were aligned Visionary- creative- forward/future thinking imaginative, exhibits, wisdom 	<ul style="list-style-type: none"> A place that is/has reputation for being inclusive Historically erased place that has enduring sacred meaning to people of color Curriculum or topic of focus for that particular school Represents unique natural quality of school area

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Task Force Members made the following suggestions regarding preserving artifacts which bear the former name of the schools to be renamed

Prior to this brainstorming session a brief discussion on defining artifacts as a plaque, trophy, flag, figure, portrait, bust, head, monument, sign or other object.

The members recommended asking Library Media Committee and the Race Equity Council for additional help in the best ways and procedures related to preserving artifacts.

Suggestions were:

- Create an area for special artifacts
- Donate them to a museum
- Auction to alumnae {mention of care to not auction symbols of hatred}
- One display at school
- Put in school library
- Take an inventory of artifacts
- Retire artifacts
- Assure historical evidence
- Integrate into learning opportunity
- Have an AISD museum at central office
- Create a learning kit to go with AISD museum
- Explore digitizing artifacts
- No representation of the former namesake in image or text that does not relate to the school
- Donate to Austin History Museum
- If trophy of students, leave where is
- Auction to alumni/fundraising
- Learning kit for artifacts
- Identify criteria unique to specific artifacts (example Johnston Alumni/Veterans Memorial, non-Confederate)
- Take an inventory of all artifacts- duplicates and purge
- Remove all artifacts bearing old name
- Create a district policy to address display of symbols of hatred
- Summer intern could help
- Include historical context for artifact placement
- Preserve school's history/ recognize the person's history

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The Task Force Members raised the following questions about the School Renaming Process

Campus Advisory Council Guidance	History, Process, Educational Aspect	Use of Artifacts and Namesakes
<ul style="list-style-type: none">• How will CACs assure that those without political power have a voice in the process?• How will community voices be included in the name determination process?• How will you ensure community engagement with CACs?• What support will be given to CACs to ensure open and inclusive process?• What can be done to assure CACs apply the criteria uniformly?• Does the charge to CACs explain why they need to engage in the renaming process? (undoing racial harm)• How will you ensure there is adequate time to make an informal decision about the name?	<ul style="list-style-type: none">• What will the district do to educate schools about name change, including the process?• What advisory lessons will be developed to teach and engage in the process? (before, during, after)• How will students be involved without wasting their free time?• How will district support campuses in repairing the harm done by the conflict around name changes?• How will a curriculum undoing the racial harm be done in a safe, welcome, and inclusive environment?	<ul style="list-style-type: none">• Is it just the name or is it also the mascot, motto, school song, gym floor, etc.?• What are the district policies for donated items and relics?

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Meeting Close

What we did...	I'm glad...	I wish...	
<ul style="list-style-type: none">• Hype• Yeah• Collaborate!• Finish• Collaborate• Create a road map• Team work• Developed criteria	<ul style="list-style-type: none">• We got it done• We came to conclusion• We met our charge(s)• Yes !!• Was facilitated in a professional way!• To have met and worked with the people here	<ul style="list-style-type: none">• All meetings were as participatory as the 3rd one• I could do it all over• We had more time to discuss• More meetings were run this way.	