

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

Long-range Planning Committees

FINAL Meeting Minutes

December 14, 2021 (6:00 pm - 8:45 pm)

Joint Work

Call to Order

The meeting was called to order at 6:02 pm by Karla Rivera-Figueroa.

Public Comment

No public comments.

Equity by Design Process Check-in and Meeting Goals

The meeting goals were explained to the committee, as well as where we are at in the Equity by Design process.

Introduction to Root Cause Analysis

The root cause analysis activity was explained and how it relates to the rest of the long-range planning process.

Committee Work

Refer to individual committee pages for agenda items and meeting notes.

Joint Work

Share out - Unmet Needs Prioritization by Committee

The committee co-chairs shared out the results of their respective unmet needs prioritization activity. Refer to attachment for additional information on the activity results.

Introduction of 7 Generations

The committee received information on what to expect at the January 11 meeting where members will discuss what they learned from videos about the history of racial inequities within the city of Austin. They were asked to begin imagining how their work can impact seven generations of Austin ISD students, community and staff.

Next Steps and Future Agenda Items

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

- Tues., Jan. 11 (6-8:30 pm) - History of Racial Inequities
- Sat., Jan. 22 (9 am-12:30 pm) - Root Cause Analysis
 - Poll Results:
 - 47 reponses: 18 (38.3%) I am comfortable, 15 (31.9%) not comfortable, and 14 (29.8%) COVID conditions before deciding.
- Jan. (dates and times TBD) - School Tours

Adjourn

The meeting was adjourned at 8:51 pm by Melissa Laursen.

Austin ISD *Plans*
Long-range
● ● ● **Planning**
Academics & CTE Committee

Members in Attendance:

Aiden Woodruff, Angela Schneider, Cuitlahuac Guerra-Mojarro, Lisa Flores, Michael Franco, Valerie Turullols, Sachi Edson, Tara Bordeaux, Crosville Williams, Gail Maduro-Johnson

Members Absent:

Pamela Jessie, Brent Hasty, Heather Masters, Sandy Chilton, Yenni Rosales, Michele Freeman, Lisa Heflin, Pamela Jessie, Lucienne Cannata, Laura Martinez

Staff Support in Attendance:

Miguel Garcia III (AISD, LRP), Dr. Jobi Martinez (Epic), Rebeca Carranza-Hicks (DLR), Anton Blewett (DLR), Elizabeth Casas (AISD), Erin Bown-Anderson, (AISD), Nekia Becerra (AISD), Laura Stout (AISD, OSL), Leslie Stephens (AISD, HC), Stephanie Hawley (AISD, Equity), Nikki Demby (AISD, Early Learning), Tammy Caesar (AISD, CTE), Juanita Soto (AISD, CTE), Jeffrey Thomas (AISD, CTE), Anne Muller (AISD), Eric John (AISD, CTE), Sheila Henry (AISD, OSL), Arati Singh (Trustee), Joseph Allen (AISD, Equity), Creslond Fannin (AISD, OSL), Lagregory Scruggs (AISD, OSL), Omar Gomez (AISD, OSL)

Root Cause Analysis Activity

The committee shared contributing factors for the example unmet need statement and created a fishbone diagram to identify possible root causes of an unmet needs example in preparation of the Jan 22 meeting.

Break

Break until 7:11 pm.

Committee Specific Unmet Needs Prioritization

See attachment for activity results.

- It was suggested that the committee be allowed to generate their own unmet needs statement.
- Committee members request more data, to really understand the basis for the unmet needs statements.

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

Members in Attendance:

Barbara Spears-Corbett, Clint Small, Jacob Anderson, Abdul Mustafa, Rodney Greene, Veronica Fernandez, Joe Frank Martinez, Donetta Dean-Gibbs, Eric Wright, Sanchit Rai

Members Absent:

Jessica Cardenas, Allison Baldwin, Jennifer Shuttlesworth, Erin Zehr, Shalanda Byers

Staff Support in Attendance:

Brian Norgaard (Epic), Shanna Crutchfield (Vanir), Grace Corsi (DLR), Leal Anderson, Anthony Mays, Lou Mora

Root Cause Analysis Activity

The committee created a fishbone diagram to identify possible root causes of an unmet needs example in preparation of the Jan. 22 meeting.

Break

A six minute break was taken.

Committee Specific Unmet Needs Prioritization

See attachment for activity results

Austin ISD *Plans*
Long-range
● ● ● **Planning**
Visual & Performing Arts Committee

Members in Attendance:

Devereaux Morkunas, Brian Benavides, Nadia Khan, Ruth Lim, Jenny (Jennifer) Church, Gabriel Estrada, Elisabeth Wilborn

Members Absent:

Charles Mead, Valerie Tyler, Luzvic Backstrom, Nhi Lieu, Ted Barnhill, Zachary Gibson, Antonio Ross, Charlotte Blanch, Mohneesha Washington, Prince Pen, Para Agboga, Inés Pia Gahr

Staff Support in Attendance:

Kyra Hardwick (Epic), Korey White/Anton Blewett (DLR), Alan Lambert, Andrea Serra, John Green-Otero, April Glenn

Root Cause Analysis Activity

The committee created a fishbone diagram to identify possible root causes of an unmet needs example in preparation of the Jan. 22 meeting.

Break

Committee Specific Unmet Needs Prioritization

See attachment for activity results.

Co-chair elections

Ruth Lim was elected as the second co-chair by unanimous vote.



Facilities

Members in Attendance:

April Clark, Kelsey Campbell, David Contreras, Ivy Le, Ryan Turner, Sara Alicia Costa, Nyeka Arnold

Members Absent:

Will Louis, Zachary Lyons, Andrew Rottas, Steve Wilsons, Darrick Norton, Demo Odems, Noelia Oquend, Sarah Macomber Happ

Staff Support in Attendance:

Carlecia Wright (Epic), Taryn Kinney (DLR), Abby Weiss, Beth Wilson, Melissa Laursen, Richard Hamett, Ali Ghilarducci

Root Cause Analysis Activity

The committee created a fishbone diagram to identify possible root causes of an unmet needs example in preparation of the Jan 22 meeting.

Break

A break was taken until 7:15.

Approved March 5, 2022



Committee Specific Unmet Needs Prioritization

Refer to attachment for activity results.

Co-chair elections

Andrew Rottas was elected as the second co-chair for the Facilities Committee.



Safety, Security, & Resiliency Committee

Members in Attendance:

Lyssette Galvan, Felicity Maxwell, Francisca “Tina” Cruz-Schindler, Daniel Dawer, Lindsey Baker, Amanda Mortl, Leah Kelly, Margaret Zapata, Wes Aycock

Members Absent:

Gabriel Keller, Annette Palacios, Erica Leak, Shontay Olson, Lindsey Baker

Staff Support in Attendance:

Bethany Shaw, Lt. Beverly Freshour, Jessica Conant, LaTonya Pegues (Epic), Charles Brant (DLR), Darien Clary, Bill Easley, Matias Segura

Root Cause Analysis Activity

The committee created a fishbone diagram to identify possible root causes of an unmet needs example in preparation of the Jan. 22 meeting.

Break

A break was taken from 7:10-7:15.

Committee Specific Unmet Needs Prioritization

Refer to attachment for activity results.



Transportation, Food Services & Maintenance Committee

Members in Attendance:

Adolphus Anderson, Anastasia Teague, Mary Selby, Amir Emamian, William Marshall, Ashley Blumoff

Members Absent:

Diana Croll-Guard, John Green, Andrea Troncoso, Melissa Jimenez, Natalie Burtzos

Staff Support in Attendance:

Nevin Kamath (Epic), AJ Sivakumar (DLR), Christine Steenport, Kris Hafezizadeh, Louis Zachary, Rebecca Cohen

Root Cause Analysis Activity

The committee created a fishbone diagram to identify possible root causes of an unmet needs example in preparation of the Jan. 22 meeting.

Break

Members opted to not have a break due to the technology issues in the beginning of the meeting.

Committee Specific Unmet Needs Prioritization

Refer to attachment for activity results.

Co-chair elections

William Marshall was elected unanimously to serve as the second co-chair.

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

Members in Attendance:

Nevin Hall, Austin McElroy, Caroline Tipton, Joseph Thompson, Alexandria Diaz, Sarah Ruttan

Members Absent: Charlie Jackson, Matthew Holzgrafe, Jenna King, Jessica Mraz, Lyria Zeh, Stephanie Perrone, Jayden Ashford

Staff Support in Attendance:

Yvonne Harris (Epic), Andrew Cline (DLR), John Kohlmorgan, Oscar Rodriguez, Jon Hurley, James Cook, Samantha Dula, Daniel English

Root Cause Analysis Activity

The committee created a fishbone diagram to identify possible root causes of an unmet needs example in preparation of the Jan. 22 meeting. Committee discussed neighborhood conditions, poverty, crime, lack of parental resources, lack of transportation, lack of police presence, lack of street lighting, finance funding for transportation, policies on student transportation.

Break

Committee Specific Unmet Needs Prioritization

Refer to attachment for activity results.

Co-chair elections

An election was held with the following results: Austin McElroy (33.3%); Joseph Thompson (66.7%).

Austin ISD Long-range Planning

Approved March 5, 2022

Academics & CTE

| # | Unmet Need | Cross- Committee Connections | Committee Comments (Impact) | Feasibility (Low, Medium, High) | Primary Focus - Committee | Secondary Focus - PM |
|---|---|---|---|---|---------------------------|----------------------|
| | 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. | <ul style="list-style-type: none"> Visual & Performing Arts Technology Facilities Athletics | <ul style="list-style-type: none"> 2: staffing issues accross the board and all these things we're talking about (high quality instruction, etc.) all comes back to staffing 2: hits a lot of issues (success of various programs like inclusion & CTE) 2: amount of time principals are covering staffing instead of focusing on support & comms 2: currently have equality not equity for identifying staff #s-- need to measure student need and staff appropriately 2: research that proves biggest factor in academic achievement is teacher Class sizes of some of these classes are huge (esp inclusion classes) 2: need to figure out what we're going to be teaching, but then who is going to be teaching it-- largest point of inequity Large point of inequity due to enrollment & private funding, assets, etc. for a variety of reasons | High | Yes | |
| | (REVISED ON 12/14 TO REFLECT COMMITTEE INTENT FROM 11/30) 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 | <ul style="list-style-type: none"> Athletics Facilities Technology Visual & Performing Arts Transportation, Food Service & Maintenance | <ul style="list-style-type: none"> District seems to lack defined academic/ program offerings and that's the origin of a lot of issues To identify baseline-- what we have on hand-- where we're starting To identify baseline-- what we have on hand-- where we're starting 2: need to know basic curriculum needs and need to be fair/equitable about what is offered everywhere Before you make decisions about how you're providing you need to know what you're looking to provide General misunderstanding around what the programs offer in general-- a lot of people don't realize what we have and it's something we need to look at | High | Yes | |
| | 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. | <ul style="list-style-type: none"> Visual & Performing Arts Technology Facilities Athletics | <ul style="list-style-type: none"> Root cause analysis on this one might address issues for a couple of other unmet needs that have been selected 2: address needs of learners who needs the most, you are addressing needs of everyone | Medium (Debated By Committee, But No Time For Resolution) | Yes | |
| | 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. | <ul style="list-style-type: none"> Athletics Facilities Technology Visual & Performing Arts Transportation, Food Service & Maintenance | | High | | Yes |
| | Parents need enhanced communication and support for students in two-way dual programs, including educators and staff alignment across campuses, in order to support language acquisition. | <ul style="list-style-type: none"> Technology | | High | | Yes |
| | 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. | <ul style="list-style-type: none"> Facilities Safety, Security & Resiliency | | High | | Yes |

Austin ISD Long-range Planning

Approved March 5, 2022

Academics & CTE

| # | Unmet Need | Cross- Committee Connections | Committee Comments (Impact) | Feasibility (Low, Medium, High) | Primary Focus - Committee | Secondary Focus - PM |
|---|--|---|---|---------------------------------|---------------------------|----------------------|
| | 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. | <ul style="list-style-type: none"> • Athletics • Facilities • Technology • Visual & Performing Arts • Transportation, Food Service & Maintenance | | High | | Yes |
| | 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. | <ul style="list-style-type: none"> • Athletics • Facilities • Technology • Visual & Performing Arts | <ul style="list-style-type: none"> • Baseline for this population has yet to be established and how welcome they are in their own campus varies • If staff is adequately trained in UDL they will be able to implement other supports appropriately | High | | Yes |
| | All AISD elementary students need access to inclusive dual-language learning opportunities, and all AISD secondary students need access to inclusive LOTE (Languages other than English) opportunities, meeting students where they are at, regardless of circumstance, in order to support language acquisition. | | | High | | Yes |
| | Learners at all AISD schools need a continuum of services to help them transition from grade to grade as well as between remote learning and traditional face to face instruction for students to continue their trajectory of progress towards personal learning goals. | <ul style="list-style-type: none"> • Athletics • Technology • Visual & Performing Arts | | High | | Yes |
| | All AISD students and parents need broader access to consistent, grounded, and innovative instructional models with vertical alignment that are supported by leadership and embed appropriate scaffolds across-grade levels for students to progress independently, regardless of external support, and transition smoothly from one year to the next. | <ul style="list-style-type: none"> • Facilities • Technology | | High | | Yes |
| | 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. | <ul style="list-style-type: none"> • Technology | | High | | Yes |

Academics & CTE

| # | Unmet Need | Cross- Committee Connections | Committee Comments (Impact) | Feasibility (Low, Medium, High) | Primary Focus - Committee | Secondary Focus - PM |
|---|---|--|--|---------------------------------|---------------------------|----------------------|
| | 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. | <ul style="list-style-type: none"> • Athletics • Facilities • Technology • Visual & Performing Arts • Transportation, Food Service & Maintenance • Safety, Security & Resiliency | <ul style="list-style-type: none"> • 2: related to needing funds • 2: equity issue to have access to support | High | | Yes |
| | Newly-arrived international students and families in AISD need additional instructional, social, and emotional support, at the District and campus level, in order to ease their transition into the school, their community, and the United States. | <ul style="list-style-type: none"> • Athletics • Facilities • Technology • Visual & Performing Arts • Safety, Security & Resiliency | | Medium | | TBD |
| | All AISD families need access to safe, inclusive, full day, right-sized, age appropriate, and instructionally-sound PK programs that center children's social and emotional development, including parent development, in order to increase kinder-readiness across all communities. | <ul style="list-style-type: none"> • Athletics • Facilities • Technology • Visual & Performing Arts • Transportation, Food Service & Maintenance • Safety, Security & Resiliency | | Medium | | TBD |
| | 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. | <ul style="list-style-type: none"> • Facilities • Transportation, Food Service & Maintenance • Safety, Security & Resiliency | | Medium | | TBD |
| | AISD families and educators need access to affordable daycare services, including before and after school, for them to prioritize their children's education. | <ul style="list-style-type: none"> • Facilities • Transportation, Food Service & Maintenance • Safety, Security & Resiliency | | Medium | | TBD |

Additional Notes

- Another meeting/more time was requested for committee to share more unmet needs they have identified
- Committee would like to see list of specific engagements from each campus in order to know where unmet needs came from
- Is it implied that all of the unmet needs focus on underserved communities or should committee worry about the wording of some unmet needs specifically saying "Learners in underserved communities"

Athletics

| # | Unmet Need | Cross- Committee Connections | Committee Comments (Impact) | Feasibility (Low, Medium, High) | Primary Focus - Committee | Secondary Focus - PM |
|---|---|--|--|---------------------------------|---------------------------|----------------------|
| 1 | All students need equitable access to state of the art athletics facilities to support student and staff engagement, grow existing programs, and enable competition with neighboring districts. | <ul style="list-style-type: none"> Facilities | <ul style="list-style-type: none"> conditions of fields, courts are not up to par with competitors and don't allow for a good student experience, interest. agree! inclusive - this affects everyone and helps bring up all athletic programs we've seen the conditions! enhancing facilities will draw more students back into the district and improve practices affects the most students - have to postpone practices and it affects student experience, 20-25 years behind the times facilities will solve a lot of the other problems and will impact the most kids from ES to HS. | High | Yes | |
| 3 | Underserved families need information and support to overcome barriers to athletics participation (including health screenings, academic requirements), which could serve as a catalyst for greater engagement in school. | <ul style="list-style-type: none"> Academics & CTE | <ul style="list-style-type: none"> people need to KNOW about programs and new facilities to be able to participate - we need to provide the support. this supports #1 and is what, to me, an athletic facility/coordinator needs immediately to positively affect a program defining all students - equitable ACCESS would include uniforms and equipment. | High | TBD | |
| 6 | Elementary school / 6th grade students need earlier access/exposure to athletics programming and opportunities to develop athletic skills that prepare them for competition in middle and high school. | <ul style="list-style-type: none"> Academics & CTE | <ul style="list-style-type: none"> this gets to historically underserved populations kids don't have youth leagues, select leagues, exposure to sports Next biggest because if we build the facilities we have to make sure that the kids are prepared to use them! | Medium | TBD | |
| 2 | Students need equitable access to the uniforms, equipment, and goods/resources that make athletics possible to ensure student safety, well-being, and the continuation of programs. | | <ul style="list-style-type: none"> ties into #1 - students need adequate resources to be able to participate in athletics. Fields are unsafe/unusable. can't get the goods for people to participate safety!!! and competing with outside districts, we want to look the part. Look good, feel good, play good. | High | TBD | |
| 4 | Students and families need equitable access to expanded PE and after school athletic programming to engage students in the activities they're interested in. | <ul style="list-style-type: none"> Transportation, Food Service & Maintenance | | Medium | | TBD |
| 5 | Students of all physical abilities require access to educators (e.g. adaptive PE teachers) and facilities that can ensure equitable participation and meet their needs. | <ul style="list-style-type: none"> Academics & CTE | <ul style="list-style-type: none"> looking at being equitable and bringing in everyone. | Medium | | TBD |

Additional Notes

- Related to Unmet Need #2: "Similar to 1..."
- Related to Unmet Need #4: "Connects to one"

Austin ISD Long-range Planning

Approved March 5, 2022

Facilities

| # | Unmet Need | Cross- Committee Connections | Committee Comments (Impact) | Feasibility (Low, Medium, High) | Primary Focus - Committee | Secondary Focus - PM |
|----|---|--|--|---------------------------------|---------------------------|----------------------|
| 1. | All students and staff/educators need access to functional, program-specific, age-appropriate, and user-appropriate facilities to support current, high-performing teaching and learning. | <ul style="list-style-type: none"> Academics & CTE Athletics Technology VAPA Safety, Security & Resiliency Transportation, Food Services & Maintenance | <ul style="list-style-type: none"> encompasses all the others in some way if teaching & learning isn't taking place then district is not fulfilling mission high-level, encompasses others, will address | Medium | Yes | |
| 5. | Students and staff/educators need facilities and district strategies that can accommodate future enrollment growth in a structured, equitable, and systematic way, accounting for the full-range of campus uses while remaining student-centered. | <ul style="list-style-type: none"> Academics & CTE Athletics Technology VAPA Safety, Security & Resiliency Transportation, Food Services & Maintenance | <ul style="list-style-type: none"> addresses growth that has not been addressed in a long time was lost last time, can't just look internally for solutions. should look externally for best-practices problem across the district, fairly distributing resources | Medium | Yes | |
| 3. | Students, staff/educators, and community need access to appropriately sized, well-maintained, functional, and culturally sensitive common spaces to support full-range of everyday use and campus and community events in partnership with community resources and voice. | <ul style="list-style-type: none"> Academics & CTE Athletics Technology VAPA Safety, Security & Resiliency Transportation, Food Services & Maintenance | <ul style="list-style-type: none"> accommodates all people and community | Medium - Low | Yes | |
| 4. | Students, staff/educators and, where appropriate, community need appropriate access to well-maintained, diverse outdoor spaces to fully support learning, dining, recreation, and circulation to improve health, safety, and comfort. | <ul style="list-style-type: none"> Academics & CTE Athletics Technology VAPA Safety, Security & Resiliency Transportation, Food Services & Maintenance | <ul style="list-style-type: none"> accommodates all people and community | High | | Yes |

Austin ISD Long-range Planning

Approved March 5, 2022

Facilities

| # | Unmet Need | Cross- Committee Connections | Committee Comments (Impact) | Feasibility (Low, Medium, High) | Primary Focus - Committee | Secondary Focus - PM |
|----|--|--|---|---------------------------------|---------------------------|----------------------|
| 9. | Austin ISD staff need a central data repository for physical building needs across the district to ensure facilities and maintenance requests are addressed on time, in an equitable way, and by all relevant departments. | <ul style="list-style-type: none"> • Technology • Transportation, Food Services & Maintenance | <ul style="list-style-type: none"> • seen the system work for some schools and not others | High | | Yes |
| 2. | All students and staff/educators need everyday needs met through a school building that accommodates all bodies and their physical needs. | <ul style="list-style-type: none"> • Safety, Security & Resiliency • Technology • Transportation, Food Services & Maintenance | | High | | Yes |
| 8. | Students, staff/educators, and visitors need a safe arrival and entry experience, universal accessibility, and wayfinding in order to feel welcome. | <ul style="list-style-type: none"> • Safety, Security & Resiliency • Transportation, Food Services & Maintenance | | Medium | | TBD |
| 7. | Students, staff/educators, families and community should have a safe, welcoming, and navigable experience when accessing district sites through any transportation method. | <ul style="list-style-type: none"> • Safety, Security & Resiliency • Transportation, Food Services & Maintenance | | Medium | | TBD |
| 6. | Students and families of color need to feel heard, welcomed, and valued in their schools and neighborhood. | | <ul style="list-style-type: none"> • this is a people issue-staffing issue - very important, just not a facility issue • a lot of our students of color are directly impacted in every space they experience • Does this move? it doesn't fit in to one committee, it is on the human side | Medium-Low | | TBD |

Austin ISD Long-range Planning

Approved March 5, 2022

Safety, Security, and Resiliency

| # | Unmet Need | Cross- Committee Connections | Committee Comments (Impact) | Feasibility (Low, Medium, High) | Primary Focus - Committee | Secondary Focus - PM |
|---|--|--|---|---------------------------------|---------------------------|----------------------|
| | Staff, students, and educators on secondary campuses, and buses, need additional support in order to maintain a learning environment where students and staff feel physically and emotionally safe. | <ul style="list-style-type: none"> Academics + CTE Facilities Transportation, Food Services, and Maintenance | <ul style="list-style-type: none"> more support for staff, they do a lot best addresses bullying and feeling safe with more support, it would impact other statements in a positive way. staff needs the resources and training to be impactful addresses student basic needs in the classroom setting | High | Yes | |
| | Students, teachers, and staff need access to a learning environment that supports emotional resiliency, mental health, and psychological safety. | <ul style="list-style-type: none"> Academics + CTE Facilities Transportation, Food Services, and Maintenance | <ul style="list-style-type: none"> addresses student basic needs in the classroom setting | High | Yes | |
| | AISD needs a clearer definition of resiliency, what it means, and how it impacts the district, underserved communities, and underserved students long-term. | <ul style="list-style-type: none"> Visual and Performing Arts Transportation, Food Services, and Maintenance Technology Athletics Facilities Academics + CTE | <ul style="list-style-type: none"> more clear definition would be helpful, do communities know what that means and how it benefits them resiliency hubs funding should be discussed as its not a direct education cost addressing basic student needs allows them to focus on learning deeper conversation and understanding of what it means | Medium | Yes | |
| | Students and staff need all safety protocols to be followed consistently across the district to ensure a safe environment for all. | <ul style="list-style-type: none"> Visual and Performing Arts Transportation, Food Services, and Maintenance Technology Athletics Facilities Academics + CTE | | High | | Yes |
| | Students and staff need more standardized operational safety and security plan throughout all campuses in order to have a safe learning environment for all. Consistent features that are reviewed and revisited at regular time frames. | <ul style="list-style-type: none"> Facilities Academics + CTE | | High | | Yes |

Austin ISD Long-range Planning

Approved March 5, 2022

Safety, Security, and Resiliency

| # | Unmet Need | Cross- Committee Connections | Committee Comments (Impact) | Feasibility (Low, Medium, High) | Primary Focus - Committee | Secondary Focus - PM |
|---|--|--|-----------------------------|---------------------------------|---------------------------|----------------------|
| | Students need Austin ISD PD to develop and encourage positive relationships to proactively create safer learning environments for all students. | | | High | | Yes |
| | Students, parents, and staff need safer designed building footprints and sites to maintain the safety of students, parents, and staff while on campus. | <ul style="list-style-type: none"> • Transportation, Food Services, and Maintenance • Facilities | | Medium | | TBD |
| | Students and staff need to be able to get to and from school safely to be able to focus on teaching and learning when in school. | <ul style="list-style-type: none"> • Transportation, Food Services, and Maintenance • Facilities | | Medium | | TBD |

Austin ISD Long-range Planning

Approved March 5, 2022

Technology

| # | Unmet Need | Cross- Committee Connections | Committee Comments (Impact) | Feasibility (Low, Medium, High) | Primary Focus - Committee | Secondary Focus - PM |
|---|---|---|--|---------------------------------|---------------------------|----------------------|
| | Parents and staff need official ongoing tech. training regarding software platforms and clear communications if/when the platform changes to better facilitate learning at home/school and maintain proper district-to-parent communications. | | <ul style="list-style-type: none"> • Would like to better understand why technology is failing and/or where gaps in communication occur. • To maximize the usage of 1-1 technology is to ensure there is an emphasis on continuing education for technology. | High | Yes | |
| | Schools & district facilities where teaching or training occur need technology that is appropriate for the facility and the mode of education to support learning & district communication.” | <ul style="list-style-type: none"> • Facilities | <ul style="list-style-type: none"> • Consistent investment in older facilities. • In order to integrate curriculum you must have the right technology in the facility before curricula can be introduced. • You need the technology in the facility before anything else can occur. | High | Yes | |
| | Students of all ages need integration of technology in all learning curricula in order to be prepared to use and learn evolving technologies throughout their education and lives. | <ul style="list-style-type: none"> • Academics & CTE • Technology | <ul style="list-style-type: none"> • Technology needs to be integrated into student curriculum. • Having proper instruction can support how technology is used. | High | Yes | |
| | Students need vetted and tested safety and accessibility softwares on student devices to enable all students to learn in a way that's both safe and meets their needs. | | | High | | Yes |
| | Students, parents, and staff need consistently functioning, purposeful technology to support the learning environment that is constantly changing | <ul style="list-style-type: none"> • Academics | <ul style="list-style-type: none"> • Technology that functions is just as important as having it in the first place. • Want a better understanding about why technology that has been provided is failing and how it could be more robust | Medium | | TBD |

Austin ISD Long-range Planning

Approved March 5, 2022

Transportation, Food Service, and Maintenance

| # | Unmet Need | Cross- Committee Connections | Committee Comments (Impact) | Feasibility (Low, Medium, High) | Primary Focus - Committee | Secondary Focus - PM |
|---|---|---|--|---|---------------------------|----------------------|
| | <p>(Revised by Committee to be more encompassing) Students across all campuses need sufficient time to eat and equitable access to sufficient, appealing/desirable food portions for breakfast, lunch, and snack/dinner because hungry kids can't learn.</p> | <ul style="list-style-type: none"> Facilities (facilities added by committee bc size of cafeteria space and kitchen serving areas impact number of lunch periods) Academics & CTE | <ul style="list-style-type: none"> Can we amend this to encompass food portions that are also tasty and healthy to encompass both? The equitable access piece is important around conversations we've had in this committee. (+1 from another committee) Our children and their success relies on their ability and capacity to learn. They can't do that if they're hungry or if they haven't eaten at all. This ties to when we get them to school, when the meals are prepared, and what they get when they're out of school as well. But want to loop desirable component <p><u>Expert/PM Context:</u></p> <ul style="list-style-type: none"> time is about scheduling, food portions is about education... child can pick up up to 8 items, and can take more (just not of certain items). But some parents don't know that's possible. | High | Yes | |
| | 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. | <ul style="list-style-type: none"> Safety, Security, and Resiliency Facilities Academics + CTE External Partners | <ul style="list-style-type: none"> This ties to the prioritized transportation unmet need This is campus based around the layout of the campus facility and campus-based decisions around how they manage that to be safe for every campus | Medium | | TBD |
| | Students who walk, bike, or take public transit need safer routes to and from school to ensure student safety. | <ul style="list-style-type: none"> External Partners | | Low | | No |
| | Students, educators, and staff in aging facilities need funding for timely maintenance and infrastructure replacement to ensure health, safety, welfare, and educational success. | <ul style="list-style-type: none"> Safety, Security, and Resiliency Facilities | <ul style="list-style-type: none"> This is a huge concern that impacts many things and influences feeder patterns (parents don't want to send their kids to schools if they feel the facilities are not appropriate and will choose to transfer their kids to newer/safer/better maintained facilities). Integrity of facilities and infrastructure is important for retaining families enrolled in AISD. | Medium-High (AISD has lots of control over staffing and scheduling, but not over funding) | Yes | |
| | All students need access to equitable transportation services to provide consistent, reliable, and safe access to school facilities. | <ul style="list-style-type: none"> Academics + CTE | <ul style="list-style-type: none"> This incorporates everything we've been discussing around transportation, regardless of mode, and it's very important to get a handle on this correctly. If our kids get a good start on transportation, they'll start their day correctly. - ability to eat breakfast and be fed in a timely manner is dependent on transportation and getting kids there on time It's all encompassing - student success depends on them being able to get to campus. It also spreads the approach outside of just AISD to critical partners (CoA, CapMetro) - a much larger approach. <p><u>Expert/PM Context:</u></p> <ul style="list-style-type: none"> transportation services are based on district academic programs & policies | Medium | Yes | |

Austin ISD Long-range Planning

Approved March 5, 2022

Transportation, Food Service, and Maintenance

| # | Unmet Need | Cross- Committee Connections | Committee Comments (Impact) | Feasibility (Low, Medium, High) | Primary Focus - Committee | Secondary Focus - PM |
|---|---|--|---|---------------------------------|---------------------------|----------------------|
| | All students need access to appealing, healthy, tasty food (regardless of dietary restrictions) to support students' social-emotional learning. | | <ul style="list-style-type: none"> (this connects to the primary focus around sufficient time) | High | | Yes |
| | Campuses and community members that donate resources need consistent and clear processes and procedures around donated resources so all campuses have equitable access to safe and well-maintained resources. | Academics + CTE | <u>Expert/PM Context:</u> <ul style="list-style-type: none"> This is a simple communication issue | High | | Yes |
| | The Food Service department needs a Central Kitchen facility to improve the quality of food offerings across the district and better support students and families during crisis events. | Facilities | <ul style="list-style-type: none"> Is this a potential solution to some of our other issues? | High | | Yes |
| | The district needs improved transportation service centers to support safer and more efficient working conditions and operations for AISD employees and the communities they serve. | Facilities | <ul style="list-style-type: none"> Is this a potential solution to some of our other issues? Can we see the terminals as part of the school tours process to understand this unmet need? - Yes - will also take a look at the central warehouse. <u>Expert/PM Context:</u> <ul style="list-style-type: none"> based on if this gets funded in next bond or not. | High | | Yes |
| | The Maintenance department needs improved professional development opportunities in order to retain skilled staff and keep up with changing systems and technologies in AISD schools and facilities. | <ul style="list-style-type: none"> Safety, Security, and Resiliency (added by committee) HR External Partners | <ul style="list-style-type: none"> how can improved prof development around maintenance better prepare us to handle times of crisis? - if there's more trained staff during events, will be able to handle challenges that come with these crises (ie winter storm); also important for limiting damage to assets and also knowing what is where to better respond to crisis events (know what improvements and maintenance needs are in order to respond in a crisis) The Maintenance department is struggling with retaining skilled staff and getting min wage and helping them stay on board - keeping skilled labor with a professional ladder is important for keeping kids in working facilities. We do need to look at development of all our skilled trades and make sure they're aware of the tools available to them. <u>Expert/PM Context:</u> <ul style="list-style-type: none"> we do have training on new equipment all new campuses, training IS available - need for continuous training, not just training when a new campus opens Currently leveraging partnerships for ongoing training | Medium | | TBD |

Austin ISD Long-range Planning

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Transportation, Food Service, and Maintenance

| # | Unmet Need | Cross- Committee Connections | Committee Comments (Impact) | Feasibility (Low, Medium, High) | Primary Focus - Committee | Secondary Focus - PM |
|---|---|---|---|---------------------------------|---------------------------|----------------------|
| | Families struggling with food access and food insecurity need access to healthy, fresh food to meet the nutritional needs of students and their families so they can learn. | <ul style="list-style-type: none"> External Partners | <u>Expert/PM Context</u> <ul style="list-style-type: none"> students and families rely on AISD, but we can't solve for the whole family (parents - can't provide per legislation/regulation) | Low | | No |

Additional Notes

- Committee members requested further clarification on what Resiliency means for the district in order to better make cross-committee connections
- Matias Segura provided the following clarification: *Resiliency is about planning to be proactive not reactive to meet student and community needs to support during emergency situations (pushing our dollars to work harder so that AISD facilities can support communities in a variety of ways)*

Austin ISD Long-range Planning

Approved March 5, 2022

Visual and Performing Arts

| # | Unmet Need | Cross- Committee Connections | Committee Comments (Impact) | Feasibility (L, M, H) | Primary Focus - Committee | Secondary Focus - PM |
|---|---|--|---|-----------------------|---------------------------|----------------------|
| | All students need expanded VAPA programming, applied consistently throughout the district, to fuel student interest through VAPA experiences and/other academic pursuits. | <ul style="list-style-type: none"> Academics Technology Athletics | <ul style="list-style-type: none"> This encompasses the what There just simply is not enough VAPA programming for our students | Medium | Yes | |
| | The district must establish VPA staffing minimums in AISD's staffing formula, separate from general staffing formula, a VPA department structure that has the capacity to offer the full range of VPA programs to all students at every campus, and professional development specific for VAPA educators. | | <ul style="list-style-type: none"> Need to have more experts on campus It would begin to address inequities across the districts, uneven staffing, it would also help classrooms go beyond just testing | Medium | Yes | |
| | Students of PK-12 families who require or desire after-school programs should have access to safe, quality, affordable programs, such as sports, fine arts programs, tutoring, etc. | <ul style="list-style-type: none"> Academics Athletics Facilities Transportation, Food Services & Maintenance VAPA Safety, Security & Resilience Technology | <ul style="list-style-type: none"> To have the opportunity to have these programs after school will make up for the lack of them during school To have the programming we have to address the inequities of staffing If this were available to all kids this would be immensely beneficial and we would be better off as a district This covers a lot of issues, this covers transportation, finance, staffing, programming. This a great an umbrella statement for covering the issues | Medium | Yes | |
| | To ensure student safety and program efficacy, VAPA facilities need to be repaired and replaced as they degrade over time, (and bolstered, enhanced, grown, built upon) where programs are missing or need to be upgraded to meet (VAPA vision). This process needs to be a joint effort between the VAPA, the Facilities departments, and technology. Upgrades and improvements need to be paired with programming and professional development. | | | Medium | | TBD |

Austin ISD Long-range Planning

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Visual and Performing Arts

| # | Unmet Need | Cross- Committee Connections | Committee Comments (Impact) | Feasibility (L, M, H) | Primary Focus - Committee | Secondary Focus - PM |
|---|--|--|-----------------------------|-----------------------|---------------------------|----------------------|
| | In order to meet the needs of all students and families and provide an empathetic, strengths-based, and culturally-sensitive environment across all programs and campuses, we must have adequate numbers of well-trained staff and administration. | <ul style="list-style-type: none"> Academics & CTE | | Medium | | TBD |
| | Learners of all needs and abilities need a variety of programs that meet those abilities in order to support ongoing growth and development of learners of all abilities. | <ul style="list-style-type: none"> Academics Athletics Facilities Transportation, Food Services & Maintenance VAPA Safety, Security & Resilience Technology | | Medium | | TBD |

Additional Notes

- WHAT - programming accessible for all students, in all locations, and at all times. HOW - teachers, cultural competency, facilities, transportation
- I wonder about the costs for these, and whether placing this in high feasibility is realistic given our current budget deficits.
- The ones in low feasibility seem tied to staffing. If you have the staffing, you can do the two in low feasibility.
- sees spots in statements that could use adjusting... will there be opportunity for this?