



## **Budget Stabilization Task Force**

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**Aug. 15, 2018**

**5:30 p.m. – 8:30 p.m.**

**Brooke Elementary**

**3100 E. 4th St. Austin, TX 78702**

### **MEETING MINUTES**

#### **IN ATTENDANCE:**

##### Committee Members:

K.C Cerny, Amir Emamian, Griselda Galindo-Vargas, Kevin Garcia, James Haynes, Dulce Hernandez, Larry Perez, Kazique Prince, Michael Cranor, Cassie Wenmohs, Andy Anderson, Vanessa Dainton Santamaria, Bradley Dusing, Tanner Long, Cesar Benavides, Helen Miller, Deborah Trejo, Alda Santana, Alba Donajhi Sereno, Melissa Medole-Kopp, Robert Thomas, Jason Durst, Teresa Razo, Todd Bisang

Staff: Fernando Medina, Rodrigo Velez, Kristen Hilsabeck, Dru McGovern-Robinett, Eddie Curran, Ali Ghillarducci, Travis Zander, Andy Hoffman, Jeffrey Herbert, Cristina Nguyen, David Edgar, Laura P. Flores, Paul Cruz, Christian Casarez Clark

##### Visitors:

- 1. Call to Order and Overview of Meeting Goals (5:35 pm)**
- 2. Review Task Force Agreements (5:35 pm)**
- 3. Citizen Communication: No Comments**
- 4. Approval of Minutes (July 30)**
  - Andy Anderson - motion to approve
  - Micheal Cranor - seconds the motion
  - All in favor
- 5. Finalize New Calendar and Locations (5:42 pm)**
- 6. Review Guiding Principles and Criteria (5:44 pm)**
- 7. Equity Activity: (6:10 pm)**

Members are asked to envision what equity looks, sounds and feels like as they imagine touring a potential school for their child. In small groups members share out their ideas and find three common themes.

As a whole group, members share those themes and grouped their ideas into larger master themes:

### **Resources/opportunities**

- Opportunity, Business/parent volunteers, college and career, extra-curricular
- Programming opportunities similar everywhere in the district, regardless of neighborhood or zip code
- Staffing formulas and per pupil spending aligned with student need over accountability, especially not required assessments
- That everyone gets the same access to the same resources
- Detracking and desegregating within and without schools  
Quality Teachers
- Inclusive classes with sufficient staffing to support students with differentiated learning abilities and languages
- Supportive Principal
- Use of technology

### **Physical Environment**

- Facility quality and appearance maintained and inviting no matter where you go in the district
- Well maintained facilities
- Furniture and classroom setting inviting and supportive of all different kinds of learners
- New and current posters and artifacts, positive messaging

### **Culturally Responsive/Inclusive & Engaging Climate**

- Linguistically diverse
- Everyone valued (culture) treated with respect (define?), inclusive
- Culturally proficient
- Adults reflect the student population
- RtI, Universal Design, Special Education Inclusion, least restrictive environment
- Bilingual/ESL classes engage with each other
- Multilingual signage/written communication  
Bilingual support staff (librarian, nurse, admin, specials), productive struggle
- Positive behavior support/responsive classroom, non-punitive environment
- Joyful learning environment that is non-punitive, interactive, engaging, inclusive
- Positive energy, inviting, invigorating
- Curriculum is taught in an age appropriate manner and through an equity lens
- Staff is sensitive to culture on campus
- Access to learning for kids of all backgrounds and abilities through programs, cultural responsiveness
- Teacher capacity
- Customer Service
- Diversity, languages, types of learning

- Cultures, ADA, gender balance
- Excited buzz, energy
- Orderly and purposeful
- Social and emotional learning
- Admin is professional and everyone gets treated with the same kindness
- Diverse student body in each classroom/club
- Diverse administration
- Student voice, question and probing vs. "telling" language

Concluding remarks include the idea that equity is dollars because the budget is what makes our ideas about how we want things to look, sound and feel a reality.

### **8. Staffing in AISD - Fernando Medina (6:58)**

Requests:

- Please provide the raw data behind the average presented for the student:teacher ratio.
- Please include by campus: minimum student: teacher ratio and maximum student:teacher ratio, also median in addition to the average (BY CAMPUS)
- Please provide the target, the details on the formula behind the target & exhaustively every room that would make the target deviate (i.e., bilingual & how much that's worth in the formula, SpEd, uneven #'s, etc.)
- Please explain a budget deficit/gap to meet unmet need based on how far the district is from the target.
- Please provide the racial and economic distribution across the district.
- Please provide the background/detail as to what impacts the distribution (transfers and others) Please be exhaustive.

Questions:

- Clarification needed: Do ratios account for speciality teachers for different populations (i.e.: instructional coaches, P.E teachers, special education teachers)
- Do we have resources in place to help that teacher maintain larger classrooms sizes? Resources to help accommodate increasing teacher/student ratios?
- What research supports information provided for staff support?

### **9. Staffing Criteria Worksheet (7:05)**

Individual and small group work

### **10. Adjourn (8:36 PM)**