

**Community Committee on Neighborhoods and Schools**  
**Summary of Meeting**  
**November 27, 2007**

**Member Attendance:**

(See attached list)

**Others in Attendance:**

Joey Crumley, AISD Planning & Community Relations

Dr. Janis Guerrero, AISD Planning & Community Relations

**Proceedings:**

- The meeting was called to order at 5:37 pm in Conference Room A-230 of the AISD Carruth Administration Center.
- Joey Crumley provided printouts of open-ended comments from the public survey. Members generally felt that the comments largely supported other input they had received, and did not think it was necessary to provide a detailed analysis of the comments. Members felt it might be good to include a few representative comments in the final committee report, but felt the Board should probably receive all of the comments for information.
- Members then took turns stating their top priorities for findings and recommendations based on the following topics in the committee charter:
  - Criteria for identifying underutilized and overcrowded schools
  - Criteria for assessing conditions
  - Criteria for assessing alternatives
  - Opportunities for interlocal collaboration
  - Ongoing stakeholder engagement and participation
- Members also identified several other things outside of these topics that they felt should be relayed to the Board.
- *Attached are the detailed notes of the discussion.*
- Members decided to continue their prioritization of findings and recommendations at the next meeting.
- The co-chairs reminded members that the December 11 meeting had been changed to December 4. They also said that they would be providing an update to the Board on December 10 and an update to the Joint Subcommittees of the Board, City Council, and County Commissioners Court on December 14.
- The meeting was adjourned at 7:46 p.m.

**Community Committee on Neighborhoods and Schools  
Discussion Notes from Meeting of November 27, 2007**

► ***Criteria for identifying underutilized and overcrowded schools***

Findings

- We have a problem with how capacity is calculated
- Process and policy is needed that clearly defines and is inclusive of all variables, including but not limited to:
  - ✓ enrollment
  - ✓ when kids are eating lunch
  - ✓ academic performance and state/federal accountability status
  - ✓ current utilization of the campus
  - ✓ possible other uses of the campus
  - ✓ number of high-need kids and the nature of their needs
  - ✓ transportation
  - ✓ school location
  - ✓ demographic trends and projections
  - ✓ range of services provided by school
  - ✓ transfer policies
  - ✓ age of facility

Recommendations

- Have clear and consistent criteria and have ongoing conversations with the public
- Determine if overcrowding has negative effects on students
- Make sure all programs are included in consideration of facility utilization
- Investigate reasons for under-enrollment at schools
- Include community in consideration of criteria
- Develop policy that clearly defines and is inclusive of all variables
- Change capacity calculation
- Make sure that capacity calculations are available to the public
- Look at test scores and lunch schedules
- Look at the positives of schools and what they have to offer
- In addition to looking at quantitative data, look at qualitative factors
- Weigh other factors besides enrollment ... look beyond the numbers
- Look at AYP status

► ***Criteria for assessing conditions***

Findings

- Assessing conditions overlaps with assessing alternatives and identifying overcrowded and underutilized schools

Recommendations

- Develop a campus report card that provides needed information and can market the school – a “rock star” campus report card – a prospectus that includes enrollment information
- Look at existing processes that the district already has in place for dealing with over- and under-utilized schools

► **Criteria for assessing alternatives**

Findings

- Assessing alternatives overlaps with assessing conditions and identifying overcrowded and underutilized schools
- Need a better way of managing information and making it readily accessible

Recommendations

- Encourage data sharing between the district and the city on a regular basis (e.g., school status, neighborhood plans)
- Make an explicit commitment to neighborhood schools model and central city schools
- Consider resources and transfer policies
- Take a proactive rather than a reactive approach to dealing with schools that are failing
- Collaborate with the community – conduct an authentic collaborative process

► **Opportunities for interlocal collaboration**

Findings

- AISD needs to commit to act as a partner in community and regional planning

Recommendations

- Develop policies for campuses to provide space to the city, non-profits, child care centers, and senior centers
- Work with others to market positive attributes of schools and neighborhoods with city-specific information
- Become an active partner in community and regional planning
- Build on partnerships with the city and county
- Take an active interest in major local development plans – be more involved in the development process
- Be involved in efforts to increase affordable housing
- Encourage businesses to adopt schools to provide financial support, mentoring, tutoring, etc.
- Encourage multi-purposing of school facilities
- Increase opportunities for AISD, city, and county to meet together to discuss policy and operations and to share information and data
- Commit to sustainability
- Review Planning Commission agendas and provide comments on items as appropriate

► **Ongoing stakeholder engagement and participation**

Findings

- Surveys show stronger trust at the campus level than at the district level
- Need to be more creative in engaging the community and getting out to where they are
- Each school community is different in how it prefers to receive information

## Recommendations

- Implement an integrated communications system for the district and community that:
  - ✓ takes advantage of existing infrastructure
  - ✓ facilitates communications on important issues
  - ✓ is sensitive to timing
  - ✓ is sustainable in the face of change
  - ✓ has broad stakeholder representation
- Build a team of stakeholders to be trusted communicators between campuses and the district
- Empower principals to work with parents and the community to seek innovative and creative approaches to learning
- Expand infrastructure if needed
- Train CACs to better communicate with their own school communities; build CAC leadership
- Provide early notice to key community partners on important school issues; maintain a list of contacts
- Build an institutional culture within the district based on community trust
- Build stronger partnerships with PTAs and the ACPTA
- Provide orientation for community members serving on district committees and task forces
- Provide better notification of meetings and events
- Provide a direct communications link to Trustees
- Do a better job in bringing the community into meetings, processes, and decision-making
- Post Board agendas sooner

### ► ***Other things we want to relay to the Board***

- Include fiscal impact assessment along with recommendations
- As much as possible, use what's already there
- Evaluate how easy or difficult it would be to change an existing policy or process
- Whatever communications systems is used, it should be inviting
- Provide an annual state of AISD report, as well as Trustee district reports
- Consider sunset provisions for transfer policies to encourage community engagement and dialogue
- Provide staff person so that Trustees can be more responsive

**CCNS Member Attendance Record:**

	2007												2008			
	5/22	6/12	6/26	8/14	8/28	9/11	9/25	10/9	10/23	11/13	11/14	11/27	12/11	1/8	1/22	2/12
Andy Anderson	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓				
Sally Brackett	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓				
Terry Clark	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓				
Christiane Woodley Erwin		✓		✓	✓	✓		✓								
Chiquita Watt Eugene																
Lourdes (Lulu) Flores	✓		✓	✓	✓	✓	✓	✓								
Linda Gibeaut	✓	✓		✓	✓							✓				
Rev. Sterling Lands	✓			✓	✓			✓	✓							
José Marrero	✓	✓	✓			✓	✓	✓	✓	✓	✓					
Rachael Proctor May	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓				
Susan Moffat	✓	✓	✓		✓	✓	✓	✓	✓	✓		✓				
Leroy Nellis	✓	✓	✓	✓	✓		✓	✓								
Yolanda Pedraza	✓	✓		✓												
Rev. Ivie Rich	✓		✓													
Paul Saldaña	✓	✓			✓	✓	✓	✓	✓	✓		✓				
Alfredo Santos	✓	✓	✓		✓		✓		✓		✓					
Kathie Tovo	✓	✓	✓	✓		✓	✓	✓	✓	✓		✓				
Jim Walker	✓		✓	✓	✓		✓		✓		✓	✓				

✓ = Present