



Rightsizing Community Engagement Feedback from Edison HS 8/22/23



Overall Themes



Below is a list of some of the major themes to emerge from the feedback. The following slides contain a summary for each and some examples.

- Prioritizing Students and Families
- Valuing Staff
- Promise of Exceptional Programs
- Ensuring Equity
- Facility/Transportation Planning for our Future
- Anchored in our Thriving Profiles
- Community Engagement/Involvement
- Rightsizing Criteria
- Transparent Communication
- Other

Prioritizing Students and Families

Communicating with families and providing programs and resources our children need is important.

Excerpts:

- Community support for our families. (green)
- Mental health is important to all our kids and families. (green)
- Communications with families is important to make families feel comfortable. (green)
- Parent/staff. Support the family unit - food bank, medical, etc. (green)
- Staff. 21st Century School - shown growth. Meets needs of all students. Prepare for next thriving school.

Valuing Staff

Supporting staff with information, training and choices makes them feel valued.

Excerpts:

- Take care of staff. “People want a permanent home.” (green)
- Thank you for standing by the staff during the transition. (green)
- Thriving from staff. I like the transparency. (pink)
- Parent. Most important. Stand by our staff. Concern about combining rival schools. Choice for staff and students. (green)
- HCM staff. Last year displaced staff was not taken care of well. Do better this round. (green)
- Can we provide training to staff for new opportunities? (green)
- Stand by staff - staff needs to have a connection w/parents. (green)
- Staff. Give staff all the support they need. (green)

Promise of Exceptional Programs

Programs that support the trades, careers and fine arts are also important for our community.

Excerpts:

- Visual Arts. Music. (purple)
- Mental health is important to all our kids and families. (green)
- Parent. Program offerings. Consistency in feeder pattern. (green)
- Employee Bradley Dusing. YMLA. I would hope that equal opportunities are provided to maintain special programs like equity in single gender education and partnerships with early-college, dual credit colleges and universities. (blue)
- Would like to see more skill trades in schools. Electricians, etc. Bring back traditional schools so more students can experience more. Too many high. (pink)

Ensuring Equity

Equity for all populations, genders and resource allocation is important to us.

Excerpts:

- Like equitable allocation of resources (pink)
- Parent. Drive towards equity. Help immigrants and refugees resource allocation for language support (green)
- Yellow. Equity. What does that mean? (blue)
- Employee Bradley Dusing. YMLA. I would hope that equal opportunities are provided to maintain special programs like equity in single gender education and partnerships with early-college, dual credit colleges and universities. (blue)

Facility/Transportation Planning for our Future

Transportation options and logistics is a concern for parents. A variety of ideas for using facilities that will not be used next year were mentioned.

Excerpts:

- Will transportation be provided for parents that usually walk their kids to school? (blue)
- Do not abandon buildings. Sell them. Abandoned hurts the neighborhood. (green)
- Family transportation options needed for all options w/reasonable pickup times. (green)
- What to do with closed facilities on the east side and in all areas. (purple)
- Are abandoned buildings going to be profitable? Can we partner with non-profits at abandoned buildings? How are you going to stand by the staff? (green)

Anchored in our Thriving Profiles

Meeting the needs of all students and staff creates a thriving environment.

Excerpts:

- Parent. Create thriving schools important. Do not abandon schools so that students do not see their school empty and abandoned. (green)
- Parent - Wilson ES thriving schools. Student wants to go, teacher want to teach, sense of belonging. (green)
- Parent. Most important: create thriving schools. Upgrade remaining school. Serve our families and students. Not abandon schools. (green)
- Staff. 21st Century School - shown growth. Meets needs of all students. Prepare for next thriving school.
- Thriving from staff. I like the transparency. (pink)
- Family. Thriving. Getting proper interventions for student with disabilities. (green)

Community Engagement/Involvement

We value our community and our families.

Excerpts:

- Partners HEB/VIA (purple)
- Community schools > created from facilities that are closed. (purple)
- How about cooking at parent involvement PTA? Is school easy to get to for a non-driving parent? Bus line, ADA access.
- Parent/staff. Support the family unit - food bank, medical, etc. (green)

Rightsizing Criteria

There are so many things to consider. Serving the needs of students is key. What are “critical” grade levels? Where will my kids go and how will I find out?

Excerpts:

- Will you look at the proximity of where families live compared to location of schools? M. Barba, RN Wilson elementary school. (purple)
- Keep magnet school success as a criteria. (purple)
- Criteria. Travis as an example - proximity to ACCD campus. Is that being taken into example? (purple)
- Red. If you consolidate, how do you choose between inferior schools (buildings)? (purple)
- What is considered a critical grade? And are we specifically targeting these grades? How does accountability data factor into these decisions? (blue)
- Where will my children go if my child's school closes, and when will I know. (yellow)

Transparent Communication

The data collection that is contained on the website is very detailed and organized, but how can we get this information to elderly folks who may not be digitally proficient?

Excerpts:

- Communications with families is important to make families feel comfortable. (green)
- Data on economic changes in the city are great. Would add more graphics - a bit wordy. (orange)
- New data ideas: Parent surveys to the transfer in/out families to assess their “why”? And similar to those staying in. Comparative data across HS to HS, MS to MS, and ES to ES. (blue)
- Non-digital ways to getting to community (elders). By walking the neighborhoods or sharing/seeking we (SAISD) show we are committed to hearing our community. (orange)
- Very detailed and organized! (orange)
- Thank you for having a website that is “friendly.” M. Barba, RN Wilson ES (orange)

Other

Excerpts:

- Will the money bonded to school who close what will happen to the \$? More support for staff - bilingual class size is high. (green)
- How will bond \$ be split if campus is closed? (green) Why have so many HS when we could go back to the 7 traditional HS: like back in the day. (yellow)
- Online option! (orange)
- My sister sends her children to KIPP because SAISD school does not have resources to support autistic child. Feels teacher at KIPP can help child more. Also feels KIPP offers more safety. (yellow/blue)
- Parent: came from a charter school - IDEA because they wanted more rigor in curricular and students to be pushed. (green)
- Schools for traditional schools. (pink)

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