



# Rightsizing Community Engagement Feedback from Jefferson HS 8/23/23



# 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
- Fidelity to the Rightsizing Process
- Transparent Communication
- Other

# Prioritizing Students and Families

---

**Educating our students and serving our families is very important. Students need to be prepared for their future (literacy, financially, digitally, culturally). Prioritizing students in this process is key.**

## Excerpts:

- .Most imp. Serve families and students. (green)
- Grandparent. Most important - 1. Serve our family and student > this would ensure thriving schools. 2. Stand by our staff. (green)
- Student teacher ratio. Facility safety. Capacity for mental health counseling. (purple) These seem like they should carry a high priority in the decision. (purple)
- Parent. Student - prepared. Literacy - financially, digitally, culturally. Feel that is lacking, needs more explanation. (pink)

# Valuing Staff

---

**We need to take care of our staff by giving them information about this process, every step of the way. What is the process for moving staff?**

## Excerpts:

- Most important. Equity. Serve families. Stand with staff. (green)
- How are current staff member that are displaced going to be handled, informed and continued to be employees? Will they keep their current positions? (yellow)
- Do teachers have to interview? Do we follow our students? (orange)
- If our school closes, will we move as a team? (orange)
- YMLA Math teacher. I appreciate the reassurance to staff that this process isn't about layoffs, but about practical application of district resources based upon facilities management. (yellow)

# Promise of Exceptional Programs

---

**Existing programs at schools not affected by Rightsizing need strengthening also. The better support we can offer our students, the more it will benefit our students and their future.**

## Excerpts:

- Parent. More vocational programs for students. (pink)
- We need to make sure that we have an actual increase in services at the school level. (purple)
- I think we need to offer more support/offer services/extra curricular activities to promote enrollment. (purple)
- Special programs. ABA. Speech therapy/ Provide transportation. Mental health support for both parents and kids. (purple)
- Parent: More speech services. More security on campus. More arts campus. (blue)
- Facility investment - what does the school have in order to accommodate new students? Disability services. Mental health support.

# Ensuring Equity

---

**In order to create thriving schools, we need to ensure equity with staff, resources and buildings.**

## Excerpts:

- I would like to ensure school is equitable for school resources and for staffing shortages. (orange)
- Employee. I agree with offering the same services to all of our students and community. (blue)
- Parent - drive toward equity. Campuses have differing amenities. E: security buzzers. (gree)
- Staff. Equity. Smaller schools don't get everything they need. (green)
- Important. Serve family and students. Equity. Serve family and students. Create thriving schools. Stand by our staff. Upgrade remaining school buildings. (green)

# Facility/Transportation Planning for our Future

---

**There are many options for repurposing schools. Are we partnering with our community and universities to make sure we are utilizing our buildings in a way that serves the entire community?**

## Excerpts:

- Parent and community. We absolutely support the idea that efficient and effective efforts to support the students is best. Facility management vs enrollment maximization is vital. (blue)
- Sports facilities and history of teams. (purple)
- Community member - Irina Hofmann: Please, please! Use several vacant schools and transition into vocational programs! Electrical instruction, carpentry, plumbing, auto mechanics, paint and body, and cyber, (pink)
- Parent Abandoned buildings > early development mental centers are needed because child care is hard to find and want a jump on learning. (green)
- Transportation. Communication provided in Spanish. Having all academies with a pre-k option. (purple)

# Anchored in our Thriving Profiles

---

**We definitely want to create thriving students, staff and schools.**

## Excerpts:

- School profile. Look well thought out. (pink)
- School profile. Loves “academics and extracurricular” bullet.
- Parent. 1. Create thriving schools - more funding for special education. (green)
- Most important. Create thriving schools. Upgrade remaining buildings. (green)
- Thriving profiles process. We need students to go through and comment on them. (pink)
- Student profile: “Critical thinkers” - student should be able learn these skills. Not just a bunch of robots. (pink) Most impt. Thriving schools. (green)
- Grandparent. Most important - 1. Serve our family and student > this would ensure thriving schools. 2. Stand by our staff. (green)

# Community Engagement/Involvement

---

## How can we build more authentic community engagement through this process?

### Excerpts:

- Advocate partners. Mindshift Ed. Housing Authority. SARA. San Antonio Regional Alliance. (purple)
- An acknowledgement of building culture and values of all campuses being affected. (purple)
- Counselor. Community bonds - family history. (blue)
- Add: school culture and family engagement. (purple)
- Improve/strengthen the partnership with UTSA & dual language schools/programs (purple)
- How are you going to where parents already are to get more authentic community engagement - football games, parks, libraries, etc? (orange)
- Mindful of cultural differences based on common values. (purple)

# Fidelity to the Rightsizing Process

---

**We want to utilize buildings in a way that keeps our tradition alive and supports our students, parents and community.**

Excerpts:

- Consider proximity of current health facilities as many families walk children to school daily. 2. Consider gathering data electronically @ these meetings. (purple)
- Counselor. Community bonds - family history. (blue)
- Clubs & traditions on each campus. How to combine? (purple)
- Teacher - YMLA. There are other criteria to consider other than #s, unique offerings/academic learning environments should also be accounted for. (blue)
- Get more students involved in the process. "Hear their opinion." (purple)
- Student teacher ratio. Facility safety. Capacity for mental health counseling. (purple)
- Finding a way to integrate students. Keep traditions alive. Complete transparency. Welcoming, approachable environment. (purple)

# Transparent Communication

---

**We appreciate the district's efforts to keep us informed. We need more accessibility to the information that is on the website.**

## Excerpts:

- Have buttons to click for information to be read aloud. This way I can listen to info while driving! (orange)
- Are there devices at school for families to use to access the site? Website: more images of students. Really text heavy. Visually accessible. Translation accurate. Make links more obvious. What does it look like on cellphone? (orange)
- Website could be interactive. The video that was shown about mountain vs ocean would be good and more interactive content like that. The presentation tonight was good having the graphics easily visible is another idea. Sell the data better on the website. (orange)
- Are there other methods to access the information other technology-based for families that may not have access? (orange)
- Send out flyer to remind the community of SAISD (blue)
- Transportation. Communication provided in Spanish. Having all academies with a pre-k option. (purple)

# Other

---

## Excerpts:

- Add student safety. Opportunity for fundraiser for community (green)
- Community member: Classroom - telephones in room. Clarification needs about phones in classroom. Student cellphones or teacher phone. (pink)
- Autos for whom? Teachers? Students? Both, I hope. (pink)
- What is plan for continuity as they progress through grades? Creating a sense of familiarity with the families and kids. (green)
- Parent/teacher. What are reflective practices? (pink)

**[Click here to see all the comments from the Jefferson HS Community Engagement Session.](#)**