



Rightsizing Community Engagement Feedback from Lanier HS 8/26/23



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

Meeting the needs of our students and families and ensuring equity for all students is important.

Excerpts:

- I think its really good about how they are trying to give the best education to the students and they are looking for for the schools. (yellow)Parent - serve our families and students. Special ed and equity for special ed.
- Staff. Even at a large ES campus, they don't have counselors - lots of students experiencing trauma. (green)
- These values and the rightsizing framework make sense and are what we need to do. When you have older children who all took the same path at schools that may be affected, it does pull at your heart. It's hard. (green)

Valuing Staff

Having enough staff to support the programs and families during the rightsizing process is important.

Excerpts:

- Ensure that staff enhancement includes paraprofessional including custodians. (blue)
- Parent. This is a way to stand by our staff. “How can parents be more supportive of teachers because teachers work so hard to teach our children.” (green)
- Staff. Great job, this is the right initiative and more! (green)
- Staff. Even at a large ES campus, they don't have counselors - lots of students experiencing trauma. (green)
- If my child's schools is closed, I understand and will support the plan. As long as our children have the needed resources and staff to help our children succeed. Please don't neglect our special needs kids as they will need much more support. Please take care of the campus staff. (blue)

Promise of Exceptional Programs

There is concern that programs of schools that are closed will not be properly supported. Special education needs to be prioritized for all children.

Excerpts:

- special ed at the “bottom” of the list again? Does “all” mean “all”? (green)
- If my child’s schools is closed, I understand and will support the plan. As long as our children have the needed resources and staff to help our children succeed. Please don't neglect our special needs kids as they will need much more support. Please take care of the campus staff. (blue)
- Important! Programming characteristics - very concerned about specialized programs. CSPED, BSC, ECSE, ALE, etc. (purple)
- Comment. Students at academies not given all programs as comprehensive middle school. (green)

Ensuring Equity

Ensuring equity for students, families and programs is important.

Excerpts:

- Parent - serve our families and students. Special ed and equity for special ed.
- What's needed to be done is to bring the resources to our 78207 to the most historic community in San Antonio - if you choose to close these schools in this area it is not equatable. (blue)

Facility/Transportation Planning for our Future

Transportation is very important to support students and families in this process. Many families have relied on walking their children to school. Our children deserve schools that look good and are safe.

Excerpts:

- Transportation is concern. What will happen to our students? Charter schools are picking up students at their door step. (yellow)
- The concern I have is transportation. My mom never drove. What happens then? The only reason why my elementary school enrollment went down is because of the choice schools. I do like small schools. (yellow)
- When will facilities be updated? How do school closures affect surrounding community, including businesses? (blue)
- Facility use - if a school does not have enough students and needs to be closed down, that else can it be used for? (blue)
- I think one consideration as transportation. (yellow)

Anchored in our Thriving Profiles

Small schools make sense with regards to thriving schools.

Excerpts:

- Thriving profiles are in Pashto and Arabic for our families but not the info for what is happening about rightsizing. (orange)
- Resident - thriving schools/stand by our staff. SAISD footprint has the largest cultural organizations but bureaucracy prevents access. How do we leverage those resources? (green)
- Parent/resident. Thriving schools. Population is moving internally but small school makes more sense. Personally learned a lot more at one. (green)
- I don't like thriving profiles. My child has learning dysmorphia. We need that actions makes them successful. I don't think my son should be forced in a box. Highlighting in thriving profiles should be is not his instead of forcing my son into box. He needs motivation, creativity, innovation. (pink)

Community Engagement/Involvement

Plans should include how they will be an asset to our community, affect the community and be community driven.

Excerpts:

- Our schools need to be an asset to our community - look good. (green)
- Community member, parent, staff. Most important - abandon buildings. Concern: Be careful about closing a school close to a charter school and take distance into consideration to receiving school. (green)
- Provide something proactive for our community to attract not homeless (green)
- Parent. Vacant buildings > cannot let them sit for too long. Decisions on repurposing should be community driven. (green)

Fidelity to the Rightsizing Process

Rightsizing is necessary, but can be difficult for families and communities. This process needs to be equitable and create thriving schools.

Excerpts:

- All schools need all resources should be brought to the existing schools. (green)
- When students are transferred into a new facility, how will that effect cost per students? Please provide an example (purple)
- Resident - thriving schools/stand by our staff. SAISD footprint has the largest cultural organizations but bureaucracy prevents access. How do we leverage those resources? (green)
- Community member. How many students get to school by cost? Public transit? How can a longer commute cause a strain on the family? (blue)

Transparent Communication

How are we providing information for parents who do not have access to the website and electronic communication?

Excerpts:

- Do we have a translator for the families to understand the rightsizing framework? (yellow)
- Red district. Define what is culturally responsive? What is culture? (pink)
- I would like to know where students moving within the district are going? In-district charters? Staff (blue)
- internet? (orange)
- How often is the rightsizing updated? (orange)
- Website - how are we communicating with people who can't access the website - no

Other

Excerpts:

- Yellow. Teacher profile. Put red because that profile is what teachers SHOULD be - but not her experience. Daughter was repeatedly bullied. 3+ meetings w/principals and teacher. Discounted issues, nothing was done to stop bullying 9+10 years old. Where was supervision? Issue was so severe, pulled student out of Carvajal. (pink)
- Parent. Values do not have an action in there. District says a lot of things but do not have gravitas behind it? (green)
- Feedback as a parent. Please look further into your studies/investigations. I believe there is a ton more going on in the school system. Please look into school admin and how they engage with parents. A school is not a school with its parents and I know since parents "AREN'T ALLOWED IN SCHOOL" parents are leaving. Just a word of advice. (orange)