Listening to Our Community: Participant Feedback Summary

Salmon Bay K-8 | March 10, 2026

What Is Going Well

Summary:

Participants described their school(s) as community-centered school with strong educators, effective literacy supports, and a K-8 model that fosters belonging and continuity.

Key points raised by participants:

- High trust in teachers and strong student–adult relationships
- Reading intervention processes and literacy supports are effective
- Global Reading Challenge is a positive motivator for students
- School culture emphasizes kindness, inclusivity, and SEL
- Social workers and counselors play important leadership and support roles
- Families trust the public school system when it demonstrates consistency and care
- Communication from the school is described as consistent and reliable

Example quotes (from posters):

- *"Reading intervention process & strategies – 1st."*
- *"Global Reading Challenge – 4th [grade]."*
- *"Mixture of social eco[system] in public school – people trust the public school system [is] doing something well to keep the trust of families."*

What Is Not Going Well

Summary:

Families raised concerns about technology overuse, inequitable access, lack of transparency, and systems that feel confusing, burdensome, or misaligned with student needs.

Key points raised by families:

- Excessive screen time and technology replacing instruction
- Educational applications are difficult to use and not intuitive
- Too many platforms, log-ins, and communication channels create confusion
- Families feel overwhelmed by expectations placed on parents and students
- Concerns about having to pay for school lunch
- Inequitable access to resources across neighborhoods
- Frustration that equity efforts emphasize "equal" instead of equitable

- Behavioral management systems (e.g., PBIS) perceived as applied too broadly rather than targeted

Example quotes (from posters):

- *"Tech overload – reliance on this in classroom."*
- *"Too many names/acronyms – kids see one thing / adults another."*
- *"More emphasis on things being equal instead of surveying and figuring out how to be more equity focused."*

Ideas for Improvement

Summary:

Participants emphasized the need to rebalance technology use, improve equity and transparency, and design systems that better support students, families, and educators.

Key points raised by families:

- Reduce screen time and limit technology use, especially in classrooms
- Improve usability and clarity of applications and communication tools
- Shift from "equality" to equity-focused decision-making based on student need
- Strengthen access to schools and resources across neighborhoods
- Improve behavioral support systems so they are targeted and effective
- Address cost burdens for families (e.g., lunch, access to services)
- Design systems that reduce overwhelm for parents and students

Example quotes (from posters):

- *"Access to school inequitable – our side of street can get more than others."*
- *"Behavioral management system – PBIS – applying to all not just the ones who need."*
- *"Create a citywide PTSA fund-sharing model to reduce inequities"*