

Listening to Our Community: Participant Feedback Summary

South Shore PreK-8 | March 3, 2026



What Is Going Well

Summary:

Participants emphasized that strong educators, deep community relationships, and dual language programs are the core strengths of keeping participants engaged and invested.

Key points raised by participants:

- Teachers, paraeducators, and school staff are trusted and consistently go above and beyond for students
- Schools function as community hubs that support families holistically
- Dual language teachers are highly skilled and deeply committed, even without adequate district support
- Community partners, family networks, and PTSA efforts help fill gaps during crises
- Social, Emotional Learning (SEL) practices, especially in elementary grades, are positively impacting students
- Families value the Superintendent's presence and listening sessions

Example quotes (from photos & group summaries):

- *"Amazing teachers and educators... dedication of dual language teachers w/o resources and support."*
- *"Schools seen and experienced as community and community hub/resource (neighborhood)."*
- *"Supportive staff who create a community of care for students."*

What Is Not Going Well

Summary:

Families expressed concerns about inequitable funding, confusing and inconsistent communication, staffing models that do not reflect student needs, and lack of support for dual language programs.

Key points raised by families:

- Communication is late, unclear, and inconsistent; families often learn information from children instead of the district
- Staffing and enrollment projections feel disconnected from reality and waitlists
- October staffing adjustments are destabilizing for schools and families

- Dual language programs are promoted but not adequately staffed or protected as a service model
- PTA fundraising is covering essential services, creating inequities between schools
- Part-time positions (music, library, support staff) limit student access and quality
- Gen Ed teachers lack adequate support for students with special education and trauma-related needs
- Safety concerns and traumatic community events are not addressed consistently
- Food quality and time to eat lunch are ongoing issues

Example quotes (from photos & group summaries):

- *“Enrollment projections are low but inconsistent with wait lists.”*
- *“PTA pays for librarians & nurses — NOT EQUITABLE.”*
- *“Communication is poor... lack of transparency & tradeoffs.”*
- *“Families struggle to navigate processes and identify points of contact.”*
- *“Dual language schools do not get support — no allocation, curriculum, or lesson planning.”*

Ideas for Improvement

Summary:

Participants called for transparent decision-making, equitable and needs-based funding, stronger support for educators, and a clear, fully funded district commitment to dual language and community-centered schools.

Key points raised by families:

- Develop a clear, fully funded K–12 vision for dual language programs
- Align staffing with actual enrollment and student needs (“staffing should follow kids”)
- Reduce reliance on PTA fundraising for core services
- Improve transparency around budgets, enrollment projections, and staffing decisions
- Communicate the *why*, not just the decision, and close the feedback loop
- Invest more directly in schools rather than district-level overhead
- Expand before- and after-school programs as an equity issue
- Strengthen trauma-informed practices and supports for both students and educators
- Improve communication access, including translation and consistency across platforms

Example quotes (from photos & group summaries):

- *“Fully fund dual language programs and expand pathways through high school.”*

- *“District wide vision for Dual Language Schools that is clear and fully [funded].”*
- *“Staffing should follow kids.”*
- *“Transparency and realistic projections on enrollment — it has not been consistent.”*
- *“Create clear AI governance and parent communication.”*