Listening to Our Community: Participant Feedback Summary

Virtual Meeting | April 2, 2026

What Is Going Well

Summary:

Across communities, participants consistently affirmed the dedication of educators and principals, and expressed strong appreciation for enrichment, arts, language immersion, and relationship-based school environments.

Key points raised by participants:

- Teachers and principals are widely viewed as committed, caring, and student-centered
- When implemented well, arts, music, language immersion, project-based learning, and enrichment are highly valued
- Families experience positive outcomes when individualized supports and inclusion are done well
- Superintendent communication and responsiveness are viewed positively
- School communities that foster belonging, culture, and relationships are seen as strengths

Example quotes (from PowerPoint notes):

- *"Educators and principals are widely praised for their commitment and care for students."*
- *"The teachers and staff at my kids' school are really committed and responsive."- Virtual Meeting*
- *"There is strong appreciation for arts, music, language immersion, project based learning, and enrichment opportunities."*

What Is Not Going Well

Summary:

Participants expressed concern about inconsistent academic rigor, staffing instability, inequitable special education services, confusing communication, and unclear long-term planning related to enrollment and closures.

Key points raised by families:

- Insufficient rigor, differentiation, and hands-on learning in core subjects, especially math and science

- Staff burnout, high turnover, frequent reassignments, and disruptive October staffing adjustments
- Special education services are inconsistent, with safety issues and unmet IEP requirements
- IEP, 504, and Child Find processes are difficult to navigate and vary widely by school
- Confusion and anxiety about enrollment projections, budgeting, and potential school closures
- Families report fragmented communication and too many platforms, with inconsistent translation
- Overuse of technology and screen time, particularly in early grades
- Overcrowded classrooms, limited lunch and passing times, and safety concerns related to facilities and transportation

Example quotes (from PowerPoint notes):

- *"Special education services were the most significant area of concern."*
- *"Navigating IEP, 504, and Child Find processes is often described as confusing and inequitable across schools."*
- *"Communication, like what are our actual goals, feels like things flip-flop back and forth a lot."*
- *"Families experience confusion related to enrollment projections, school closure planning, budgeting, and staffing decisions."*

Ideas for Improvement

Summary:

Participants emphasized the need for clearer expectations, equitable staffing and funding, reduced screen time, stronger multilingual engagement, and transparent follow-through that demonstrates how community input leads to action.

Key points raised by families:

- Clarify academic expectations, grade-level standards, and instructional consistency across schools
- Reduce staff burnout by prioritizing classroom staffing over administrative overhead
- Increase investment in special education oversight, safety, and service consistency
- Establish fewer, clearer, centralized communication channels with reliable translation and interpretation
- Expand multilingual and culturally relevant family engagement staff and tools
- Create clear districtwide technology and cell phone policies and reduce screen time for young learners
- Hold regular, in-language community meetings and publicly track follow-up actions

- Engage communities earlier and more transparently in enrollment, closure, and consolidation discussions

Example quotes (from PowerPoint notes):

- *"Participants requested clearer district-wide technology and cell phone policies."*
- *"Make it easier to volunteer in your child's school."*
- *"Communities want authentic engagement that leads to action, not one-time or performative outreach."*
- *"Hold regular, in-language community meetings and publicly track follow-up actions."*