

Summary of Round 2 Community Meetings 10/29/25

Here are the proposed ideas gathered during Round 2 of our community meetings:

1. **School Mergers and Closures:**
 - Close Beulah Heights and redistribute students to other schools [1](#) [2](#).
 - Merge Haaff and Belmont [7](#), [8](#).
 - Make Fountain a K-5 school and return Corwin to a 6-8 school [9](#), [10](#).
 - Keep Bradford open as a standalone school [3](#), [4](#).
 - Reopen Somerlid as a preschool on the North/West side [15](#) [16](#).
 - Make Sunset K-4 and PAA 5-8
2. **Boundary Adjustments:**
 - Redraw boundaries to better reflect population distribution [5](#), [6](#).
 - Split Bradford between Fountain and Park View [17](#) [18](#).
 - Create a K-2 school at Columbian and a 3-5 school at Bessemer [11](#) [12](#).
3. **Program Enhancements:**
 - Bring back autism centers and behavior programs at schools [19](#) [20](#).
 - Establish preschool centers at Highland Park and Bradford [21](#) [22](#).
 - Implement transitional kindergarten classes at Bradford [25](#), [26](#).
4. **Community and Support Initiatives:**
 - Develop partnerships with community organizations to support schools [27](#), [28](#).
 - Create after-school enrichment programs and wraparound services [29](#), [30](#).
 - Utilize closed school buildings for community services, such as adult daycare [31](#) [32](#).
5. **Transportation and Safety:**
 - Address transportation challenges for students walking long distances [33](#), [34](#).
 - Ensure safety measures are in place for crossing busy roads [35](#), [36](#).
6. **Special Needs Considerations:**
 - Maintain strong support for special needs students during any transitions [13](#) [14](#).
 - Ensure that existing relationships between at-risk students and staff are preserved [37](#), [38](#).
7. **Future Planning:**
 - Consider the impact of new housing developments on school enrollment [39](#), [40](#).
 - Propose the establishment of a new middle school on the West side [23](#), [24](#).

The summary of responses regarding the rightsizing and potential school closures highlights several key themes and concerns from the community:

1. **Community Impact:** Many respondents emphasized the importance of schools like Bradford and Highland Park as vital community anchors. Closing these schools would not only disrupt education but also negatively affect the emotional

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well-being of students and families, particularly in neighborhoods already facing economic challenges [12](#).

2. **Safety and Accessibility:** Concerns were raised about transportation issues, especially for students who currently walk to school. The potential for increased travel distances and safety risks when crossing busy roads was a significant worry [5](#), [6](#).
3. **Equity and Relationships:** Respondents highlighted the strong relationships that at-risk students have developed with staff at their current schools. There is a fear that merging schools could dilute these relationships and negatively impact student support systems [7](#), [8](#).
4. **Administrative Concerns:** Some parents expressed skepticism about the motivations behind the rightsizing initiative, suggesting that it may prioritize administrative efficiency over student needs. There were calls for transparency and accountability in how decisions are made [3](#), [4](#).
5. **Alternative Solutions:** Suggestions included exploring community partnerships, enhancing existing programs, and considering the establishment of new educational models rather than closing schools. Many advocated for maintaining Bradford as a model for community-based education [9](#), [10](#).
6. **Preschool and Special Needs Programs:** There were specific concerns about how closures would affect preschool programs and services for special needs students. Respondents urged that any changes should consider the unique needs of these populations [11](#) [12](#).
7. **Future Growth and Planning:** Some responses called for a reevaluation of boundary lines and school configurations to better accommodate future growth in the community, rather than closing schools [13](#) [14](#).

Overall, the responses reflect a deep concern for the educational and emotional well-being of students, the importance of community ties, and a desire for thoughtful, inclusive decision-making in the rightsizing process.

****NOTE:** This summary document was prepared with the assistance of an individual license using ATLAS.ti (AI). The number links refer to specific responses in our document entitled ***Rightsizing Community Meetings - Round 2 - Debrief and Ideas*** as uploaded and coded in ATLAS.ti. For the summary section above, the numbers refer to exemplar responses, not all responses with that concern/thought.