

LONG-RANGE PLANNING COMMITTEE MEETING | QUESTIONNAIRE

April 14, 2026

● Strengths (What are we doing well? What makes us proud?)

- Diverse opportunities for students/pathways
- Community pride
- Top tier programs and staff members
- Campus teachers and staff
- Campus/District leadership and support
- District academic and extracurricular activities
- Opportunities for students to do what they are interested in
- Preparing students for life beyond high school
- Community investment in the schools
- Diversity and success of extracurriculars, especially Fine Arts
- School / Feeder identity and community
- Much improved communication from campuses, etc., but not from the Board
- Range of programs – CTE, Advanced Academics, Fine Arts
- Feeder / School / Team Pride
- Extra curricular – outside of the school day
- Fine Arts, GT Programs, Dual Enrollment
- Past reputation
- Student success
- Community
- Great teachers
- Fine Arts
- KCAL

● Weaknesses (Where do we struggle? What needs improvement?)

- Marketing and highlighting district success
- Professional development
- Cultivating parent engagement
- Employee benefits
- Discipline – disruption, hardship on staff
- Community perception / reputation
- Staff burnout
- Acceleration early vs off periods in high school
- Building broad community trust!
- Making staff feel valued from the district
- Tech costs
- Early grad / KCAL – the “weaknesses” of the Pathways
- Too reactive
- Equity amongst feeder patterns
- Supports for students

- Inequity between feeder patterns
- Staff cuts at all levels
- Cutting SPED programs
- Workloads / morale
- Communication

● **Opportunities (*What chances can we take to grow or improve?*)**

- Virtual/Hybrid options
- Rebranding the district
- Restructure pay scale
- Looking for ways to be innovative and creative
- Community partnerships / engagement
- Build trust through more transparency
- Innovative with enrollment
- Opportunities for all students (KCAL)
- KCAL – Opportunities for advanced academics / advanced languages
- KCA – Potential core classwork – cut down on the transportation
- Better transparency / communication from Board
- Seek out additional federal program funding
- Parent academic tutoring programs
- Implement a virtual program
- Fully engage entire community
- Better communication
- Bring back things that make teachers feel valued s/a KEEP
- Programming
- Innovative planning to draw families in and keep teachers

● **Threats (*What challenges or risks could harm our success?*)**

- Vouchers
- Educator burnout/turnover
- Teacher retention
- Loss of students
- Increased costs – transportation
- Divide district
- Competition from neighboring districts (open enrollment)
- Legislation – TEA
- Social Media – negativity, constant “budget” talk
- Overloading teachers without any incentive to stay
- Public perception, trust in decision-making
- Bond failure
- Broken trust (parent relations)
- Attendance
- Lack of efficiencies

- Staff loss / limited pool
- Mass exodus of employees / lack of raises
- No follow-through with staff suggestions
- Closed boundaries – no virtual options
- Neighboring district - competition
- Community not supporting bond
- Current reputation
- Drama at the Board level
- Culture wars
- Cutting down SPED

★ **TOP PRIORITY IN EACH CATEGORY:**

Strength	▪ Top tier programs and staff ▪ Campus teachers and staff ▪ Opportunities for students ▪ Success of extra-curriculars, especially Fine Arts ▪ Opportunity for students ▪ Programs ▪ Student success ▪ Amazing teachers
Weakness	▪ Marketing and highlighting district success ▪ Employee benefits ▪ Perception / reputation of the district ▪ Building broad community trusts ▪ Students/Staff mental health ▪ Student support ▪ Staff cuts at all levels – chainsaw vs scalpel ▪ Morale due to workload and political drama
Opportunity	▪ Professional development / adjusting pay scale ▪ Hybrid or virtual schools ▪ Bringing the community into the schools ▪ Better transparency/communication, especially with Bond ▪ Unifying feeders to build trusts ▪ Additional federal program funding ▪ Better communication to, and with, community ▪ Innovative planning/programming to draw families and keep our teachers
Threat	▪ Losing quality educators/financial difficulties ▪ Lack of community support for education ▪ Competition from neighboring districts ▪ Teacher retention ▪ Broken trust with stakeholders ▪ Staff retention ▪ Neighboring districts competition ▪ Politics

1. How clear is your understanding of why the district is considering these school closures?

(# responses received)

Very clear = 5

Mostly clear = 2

Somewhat clear = 0

Unclear = 0

What information, if any, is unclear or needs further explanation?

- Impact of ratings – criteria
- Proposal
- Why Shady Grove?
- Logistics – how will it impact everyone
- Simplification of consolidation -> Realistically show funds, fixes, and how this all makes us more \$
- Feeder pattern boundaries
- New boundary lines
- Concerned that the community is not fully educated / lack of understanding
- Recommend that at the next board meeting, explain how we arrived at the schools for closure

2. What questions do you have about the proposal?

- What other ways can we share information? (billboards, nuggets of info, HOA's -> Board voice
- KMS – Capacity vs ISMS -> Why is it
- What if the Board does not approve the proposal?
- Mascots – rebranding?
- Wanted other options for elementary closure, why just 1 elementary?
- Innovative programs
- Unifying feeders / rebranding
- Grandfathering – Feeder pattern continuation/completion
- Timelines
- Boundaries
- Were other options considered?
- What will happen to the closed campuses?
- Utilization vs occupancy
- Provide actual capacity post walkthrough
- How did we arrive at Shady Grove?
- How will teachers be placed?
- Boundary changes

3. What concerns do you have regarding student and family impacts?

- Rezoning
- Transportation
- Transfers / grandfathering students

- Emotions of decision, teachers in closing builds, shifting boundaries, teacher motivation
- What if's
- How "grandfathering" will work?
- Multiple moves for some students
- Feeder pattern changes
- More students leaving district
- What supports will be provided during the transition?
- We will need to come back and close more campuses in the future – how far in the future?
- Kids having to change / transition schools (4th grade) too many times – 3x. How can this be minimized?

4. What concerns do you have related to staff, neighborhoods, or community identity?

- Changes to boundaries – impact
- Departmentalization / self-contained – district exp
- Creating community identity
- Community building
- People being attached
- Back to School
- How will staff be supported?
- How will we manage transitions?
- Where will I work? Staff is highly concerned – back to mental health and retention of solid people.
- Bringing new staff in, in the midst of the shifts
- How will excess non-teaching staff be handled?
- Want to see the boundary lines – who is affected
- Looking into long-term intention
- Where are the grandfathering lines drawn?
- Who is tracking the grandfathering of students?
- Taking care of staff of the buildings that will be closing

5. What questions or concerns do you have regarding financial or operational impacts?

- Cost savings – how will it be re-invested? (Show that it is making an impact)
- What will "success" look like?
- Construction on current facilities – plans for construction, timelines
- Did we go far enough to avoid coming back to the table in a couple of years?
- Back to clear data presentations
- Equipping people to positively push next steps – staff as well. What can staff say?
- What if the bond doesn't pass? Debt?
- What do we do with the complainers?
- What will we be doing with the closed campuses?
- When and how long will it be before something is decided?
- How long are we handling this though attrition?

6. If closures move forward, what actions would help mitigate negative impacts?

- Community “welcoming” event
- Transfers for students in 2026-2027
- Staff transfers
- Initial, clear, concise communication
- Being out in the community talking to people
- Town Hall – 2-way communication
- Keeping communities together
- Early, clear communication of expectations
- How will we make decisions and when – early
- Clear grandfather process
- Boundary maps ASAP
- More community engagement
- Early, simple communications and FAQ, orientations, emotional impact
- Parent education
- Early communication / clear timelines
- Adding back assistant principals
- Intentional placement of staff
- Communication, communication, communication! to all – students, staff and families!
- Take students to visit their new school
- Rituals / ceremonies for closure of these buildings (senior walks, boat races)

7. Is there anything else you would like district leadership or the Board of Trustees to consider?

- Evening opportunities for people to engage
- What if the bond doesn’t pass?
- Please honor the hard work of the LRP committee.
- Leadership – Can we have more like a “town hall” meeting (authentic/strategic, back and forth communication)? Board meetings are heavy and too formal to engage the community.
- Allow an outlet for staff being transferred to voice their thoughts and feelings.
- Have a special celebration next year at closing campuses.
- Farewell celebrations for campuses
- HR needs to hammer out the plan and communicate; try to get teachers placed where they want to be.