

# Key Insights from May 7, 2026 Meeting

## 1. Transitions Are Emotional Experiences

Students and families will enter the 2027–2028 school year with a **wide range of emotions**, including excitement, anxiety, sadness, and uncertainty.

### Implication:

Events should intentionally **acknowledge and validate these emotions**, rather than focusing only on celebration. Creating space for reassurance, connection, and reflection will be critical.

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## 2. Meaningful Experiences Are Rooted in Connection and Tradition

Memorable school experiences are those that include:

- Strong sense of **community and belonging**
- **Shared traditions and rituals**
- **Student-centered activities**
- Opportunities for **early exposure** (tours, meeting staff/peers)
- **Closure and keepsakes** that preserve memories

### Implication:

Transition events should be **intentional, interactive, and rooted in relationship-building**, not just informational.

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## 3. A Multi-Phase Approach Is Essential

There is a strong consensus that a single event is insufficient. Families benefit from support across multiple points in time:

- **End of the 2026–2027 school year** (closure)
- **Summer** (connection-building)
- **Start of the 2027–2028 school year** (welcome and reassurance)

### Implication:

Planning should include a **sequence of events**, not a single experience.

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## 4. Informal, Low-Pressure Events Have High Impact

While large events are valued, families consistently identified **smaller, informal opportunities** as most impactful:

- Playground meetups

- Open houses and school tours
- Family gatherings and meet-and-greets

**Implication:**

Prioritize **frequent, low-pressure interactions** that allow relationships to develop naturally.

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## 5. Some Groups Require More Intentional Support

Certain students and families may experience added challenges during transitions, including:

- Students with IEPs or 504 plans
- Multilingual learners and families
- Students who struggle with change or anxiety
- Families facing logistical or access barriers
- Students in specialized programs

**Implication:**

In addition to universal events, schools should plan for **targeted supports, outreach, and additional transition opportunities**.

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## 6. Lincoln Elementary Deserves a Meaningful Farewell

There is strong interest in honoring Lincoln Elementary through:

- **Community-wide involvement** (current and former students/staff)
- Opportunities for **storytelling and reflection**
- **Symbolic or lasting elements** (e.g., keepsakes, memory projects)

**Implication:**

The farewell should feel like a **significant community milestone**, honoring the school's history and impact.

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## 7. Transitions for Specialized Programs Must Be Thoughtful

Families connected to specialized programs want:

- Their **voices included in planning**
- Opportunities for both **closure and welcome**
- Intentional efforts to build **early connections in new settings**

**Implication:**

These transitions should be **co-designed with families**, not approached as one-size-fits-all.

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## 8. Communication Is a Critical Lever

Families emphasized the need for:

- **Clear, detailed information** (what, when, where, purpose)
- Communication **well in advance** (several weeks or more)
- Use of **multiple platforms** (email, social media, newsletters)

### Implication:

A consistent, proactive communication plan is essential to **reduce anxiety and increase participation**.

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## 9. Accessibility Must Be Considered in Planning

To maximize participation, families prefer:

- **Evening events** (with some weekend options)
- **Familiar, school-based locations**
- Consideration of **food and convenience**

### Implication:

Events should be designed to **reduce barriers and increase inclusivity**.

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## 10. Students Can Play a Supportive Role

Students can contribute positively by serving as:

- Greeters or ambassadors
- Helpers during events

### Implication:

Student involvement should be **optional and meaningful**, without creating pressure or added responsibility.