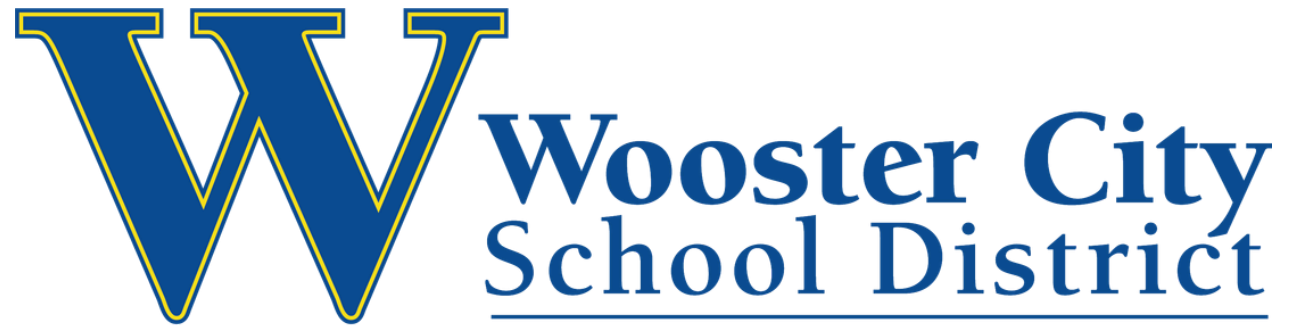


2026



Survey Results

APRIL 2026

PREPARED BY :  **THE impact|group**
IGPR.COM



Parent & Community Survey

APRIL 2026

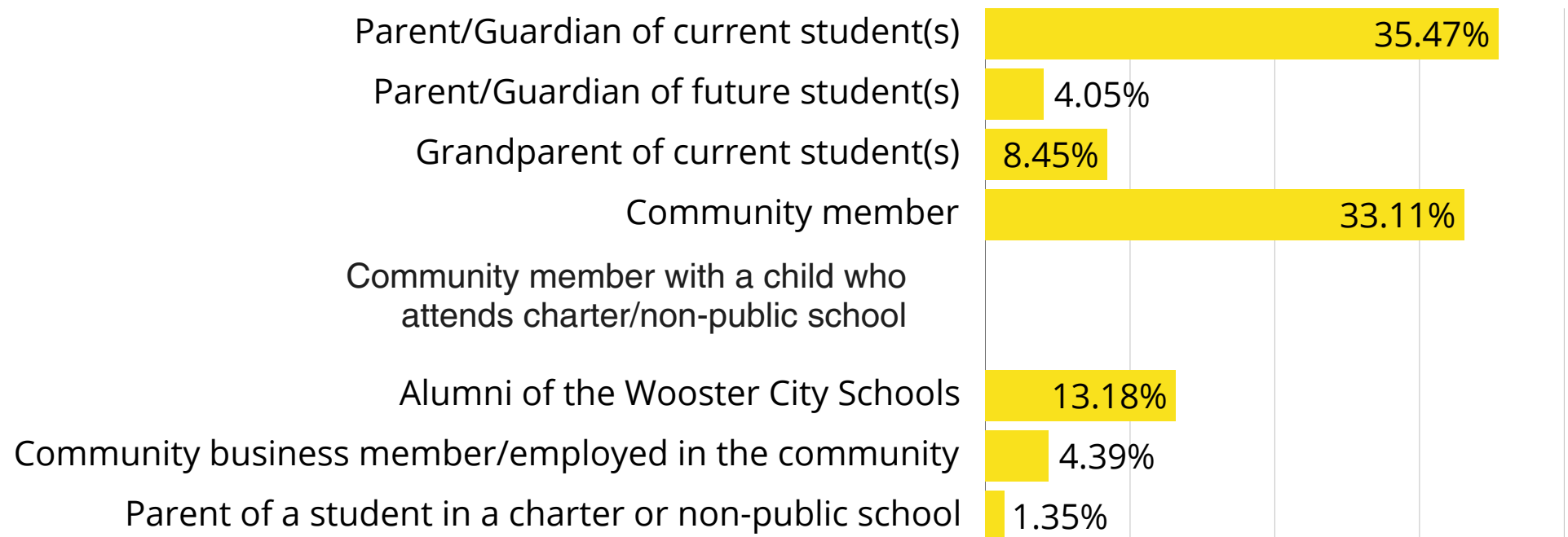
PRESENTED BY:  **THE impact** | group
IGPR.COM

Q1 What category best describes you? (Select one)



Answered: 592

Skipped: 2



Skipped: 282

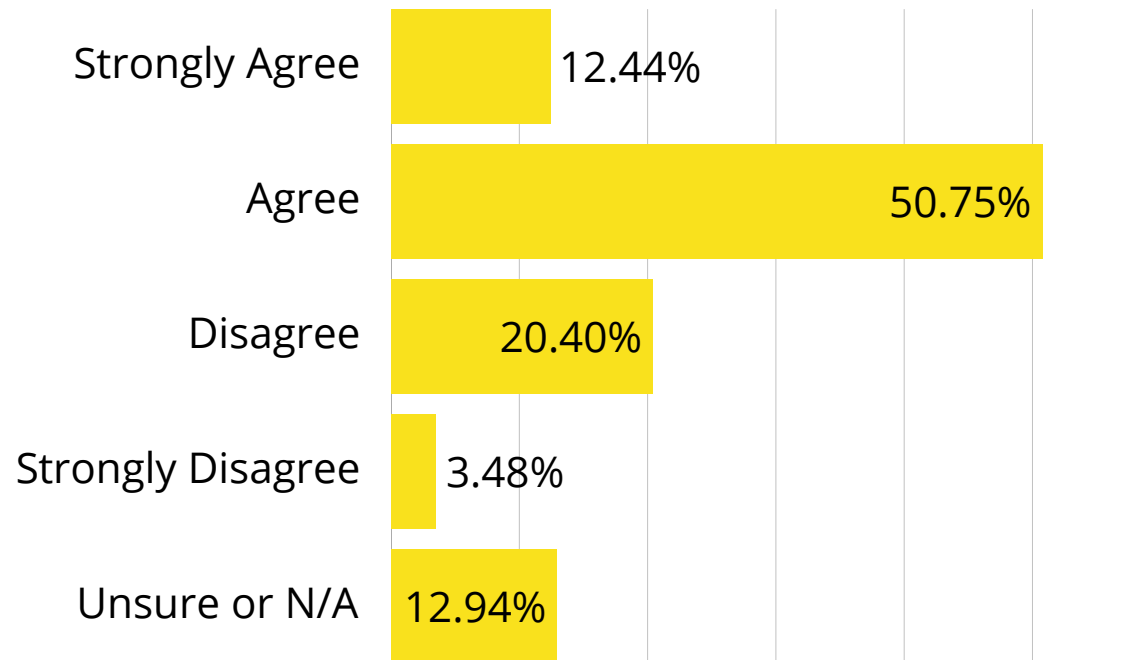


Q3 The district provides a high-quality education across all buildings.



Answered: 402

Skipped: 192

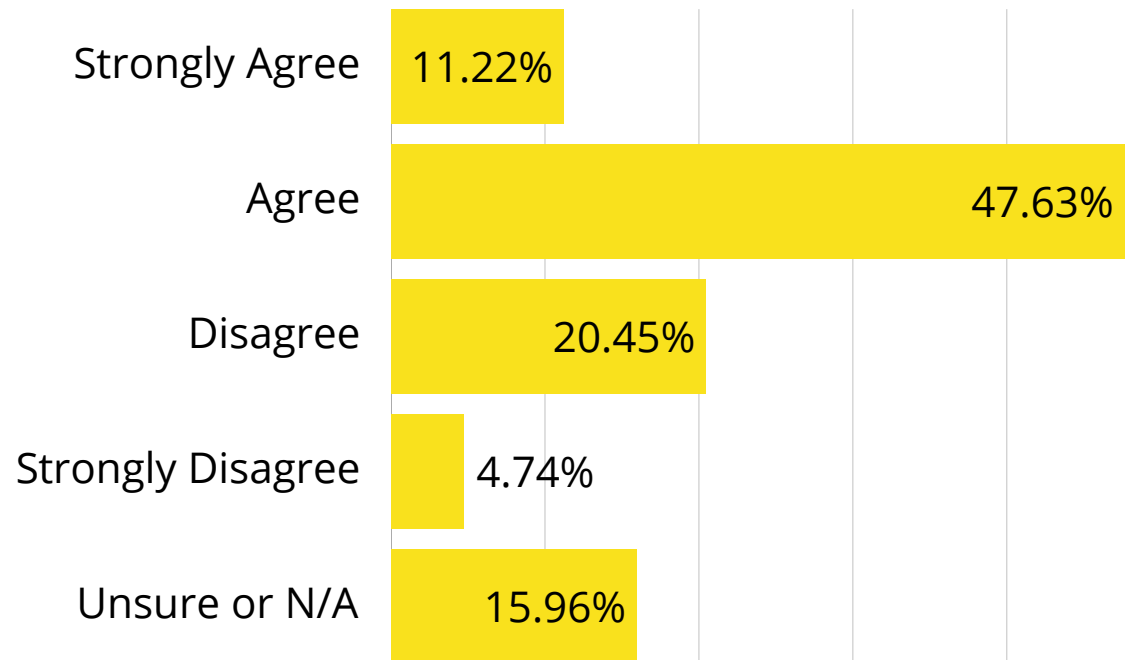


Q3 The district provides a high-quality education across all buildings.



Answered: 401

Skipped: 193

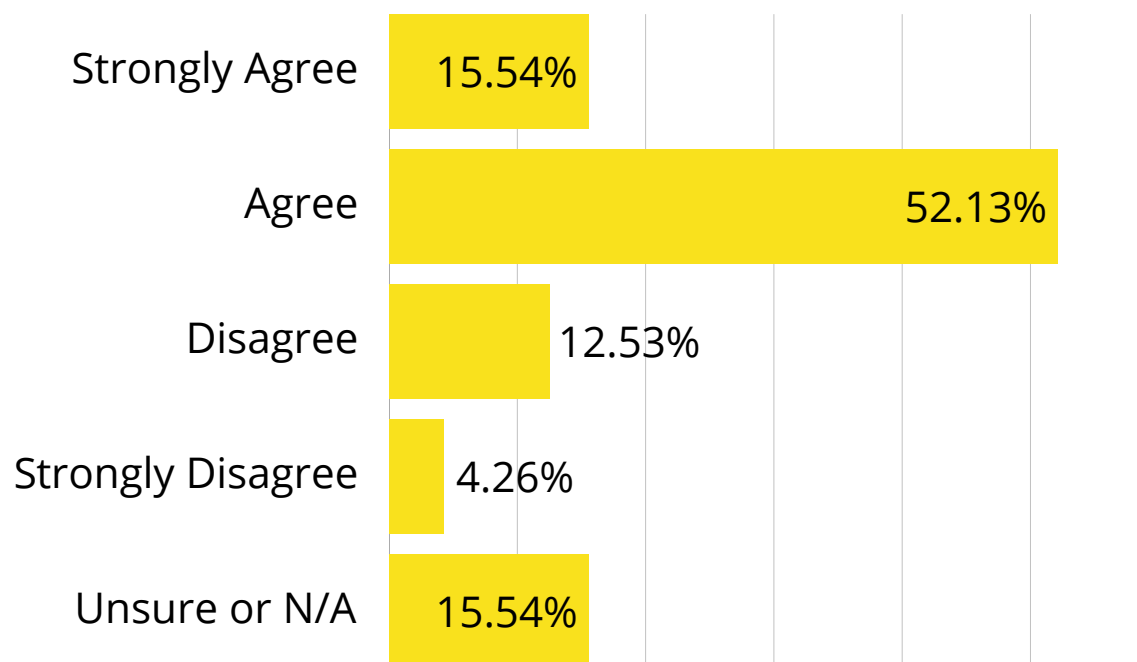


Q5 The district offers learning opportunities that meet students' varied career and personal interests.



Answered: 399

Skipped: 195

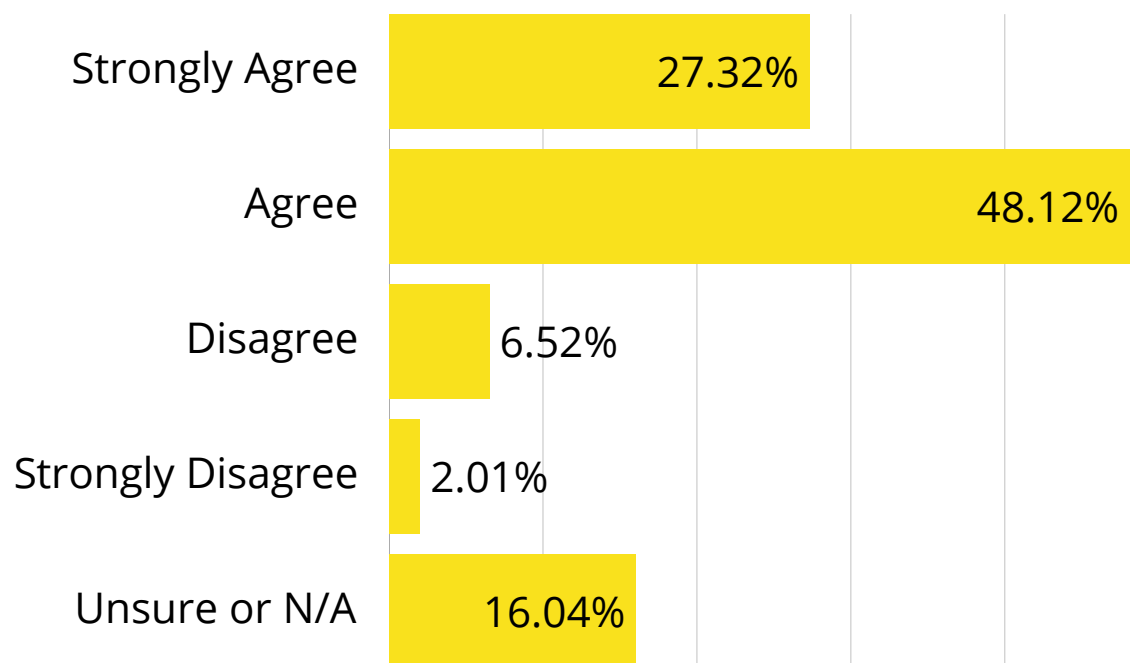


Q6 The district provides high-quality performing and fine arts programs.



Answered: 399

Skipped: 195

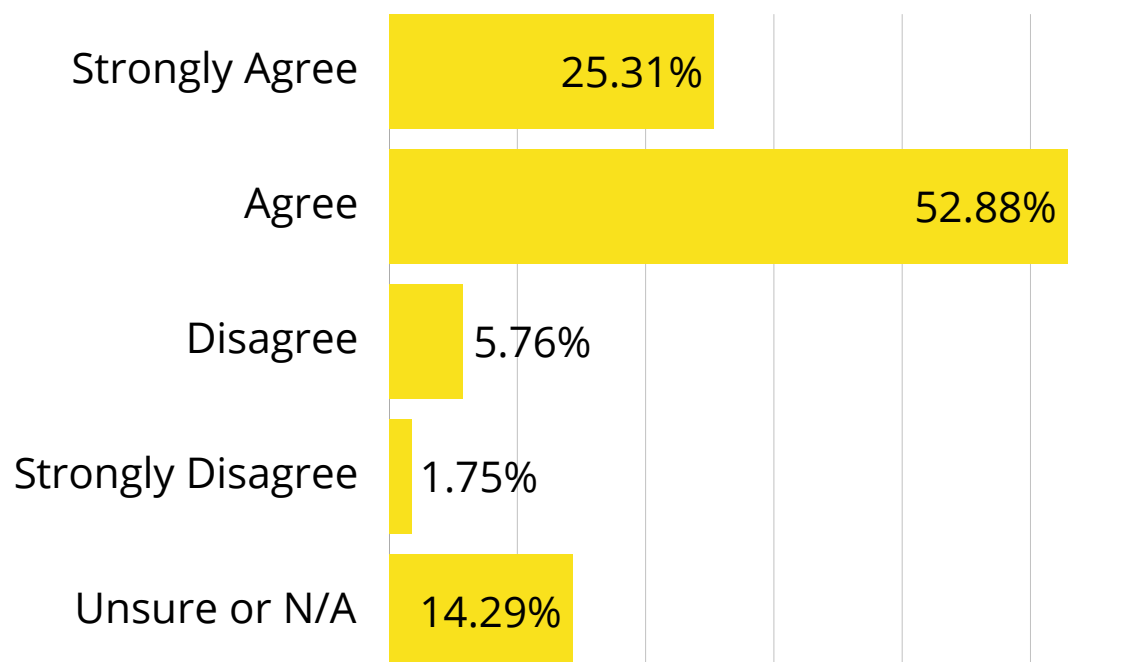


Q7 The district provides high-quality extracurricular activities (clubs) and opportunities.



Answered: 399

Skipped: 195

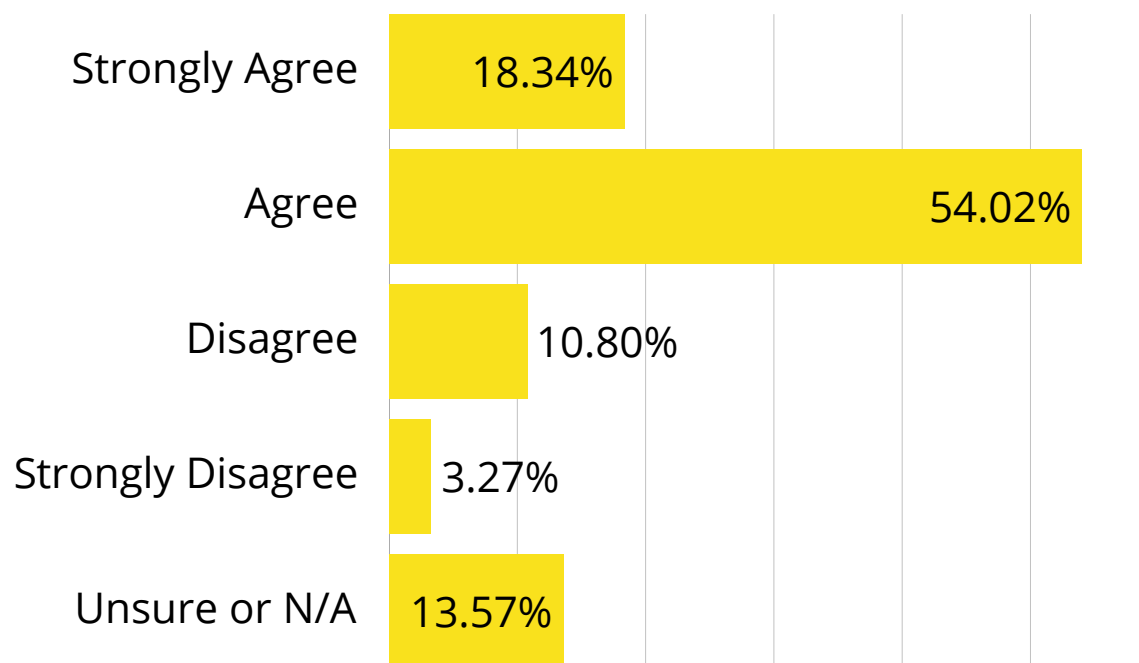


Q8 The district provides high-quality athletic programs.



Answered: 398

Skipped: 196

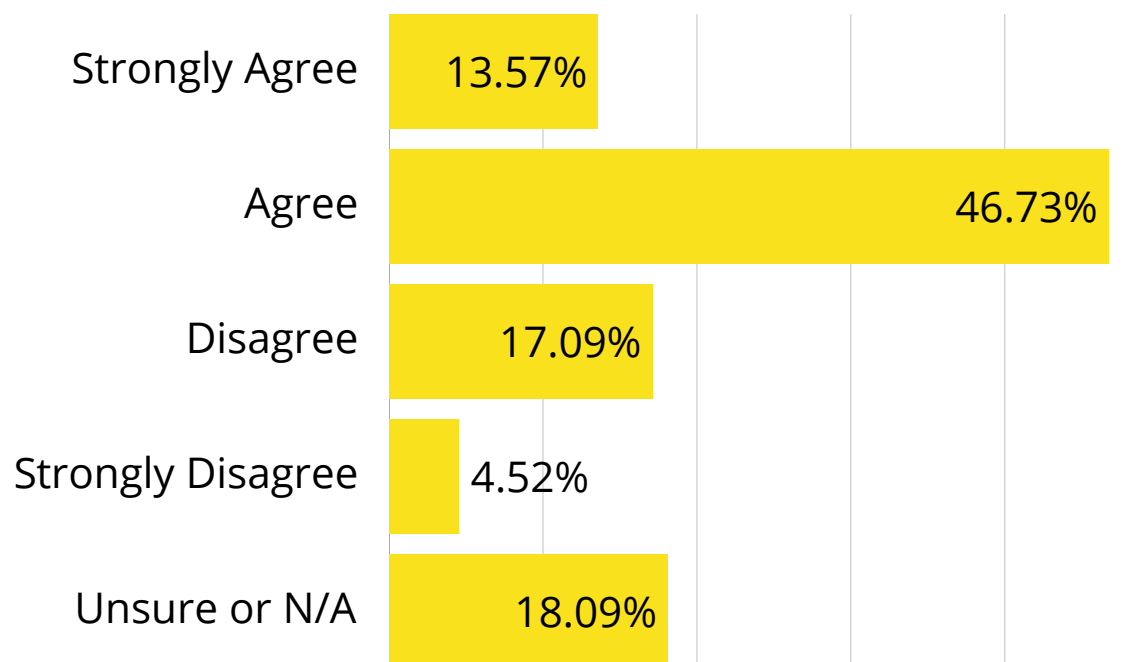


Q9 The district helps students develop the right balance of skills, knowledge and character to help them succeed in the ever-changing world when they leave the School District.



Answered: 398

Skipped: 196

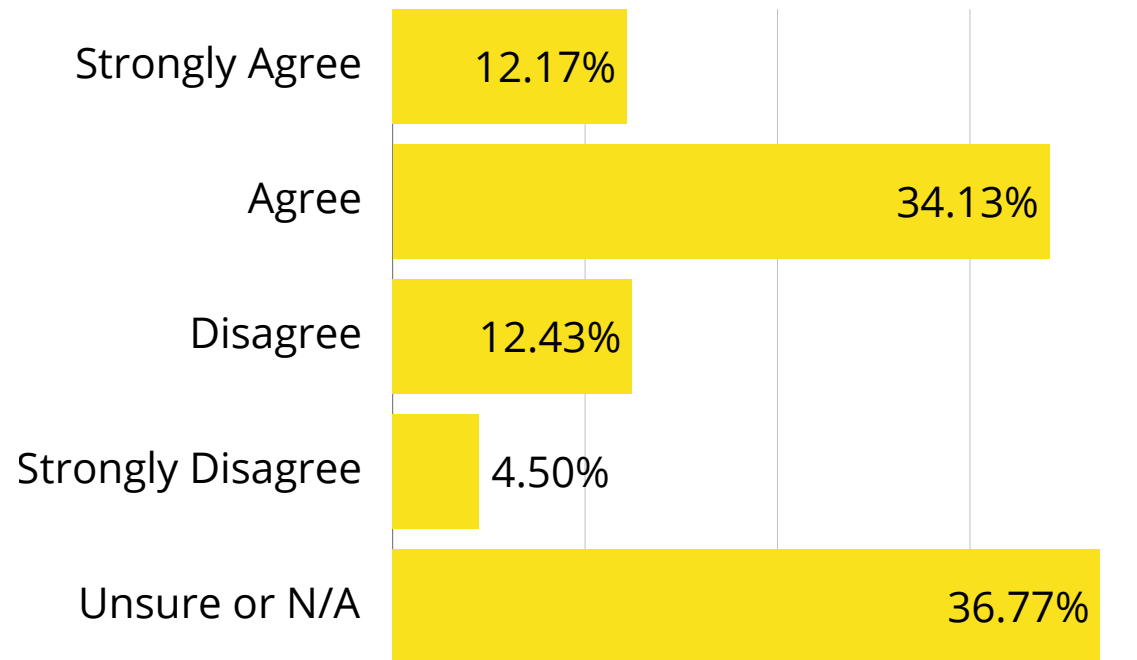


Q10 The district provides appropriate programming and resources for students with special needs.



Answered: 378

Skipped: 216

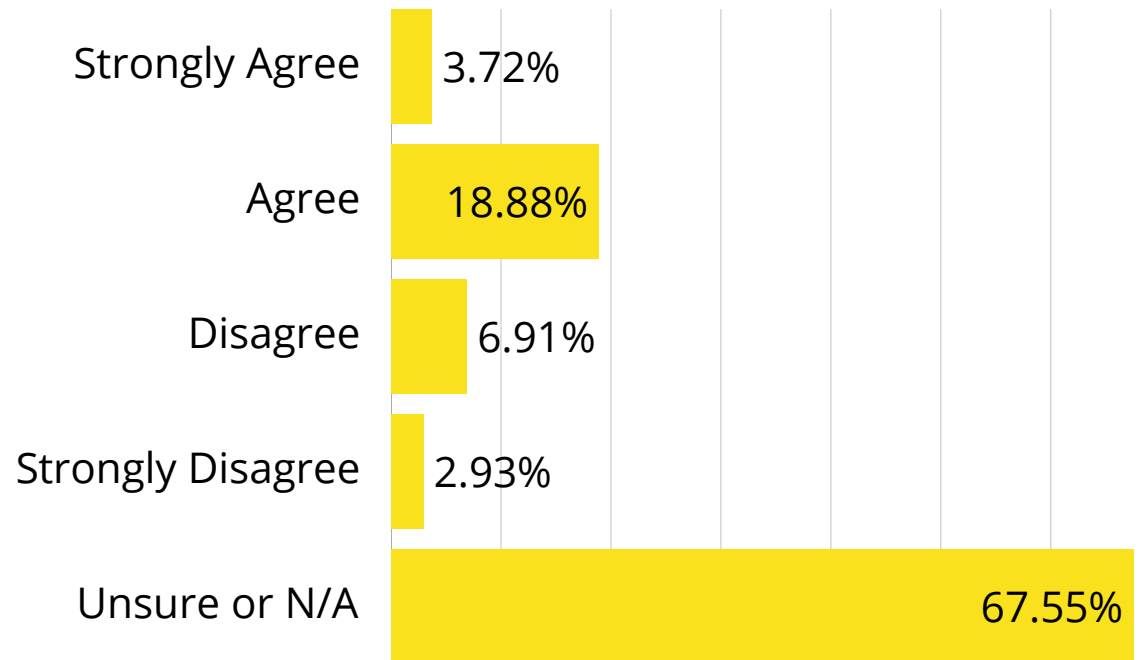


Q11 The district provides appropriate programming and resources for students who speak English as a second language.



Answered: 376

Skipped: 218

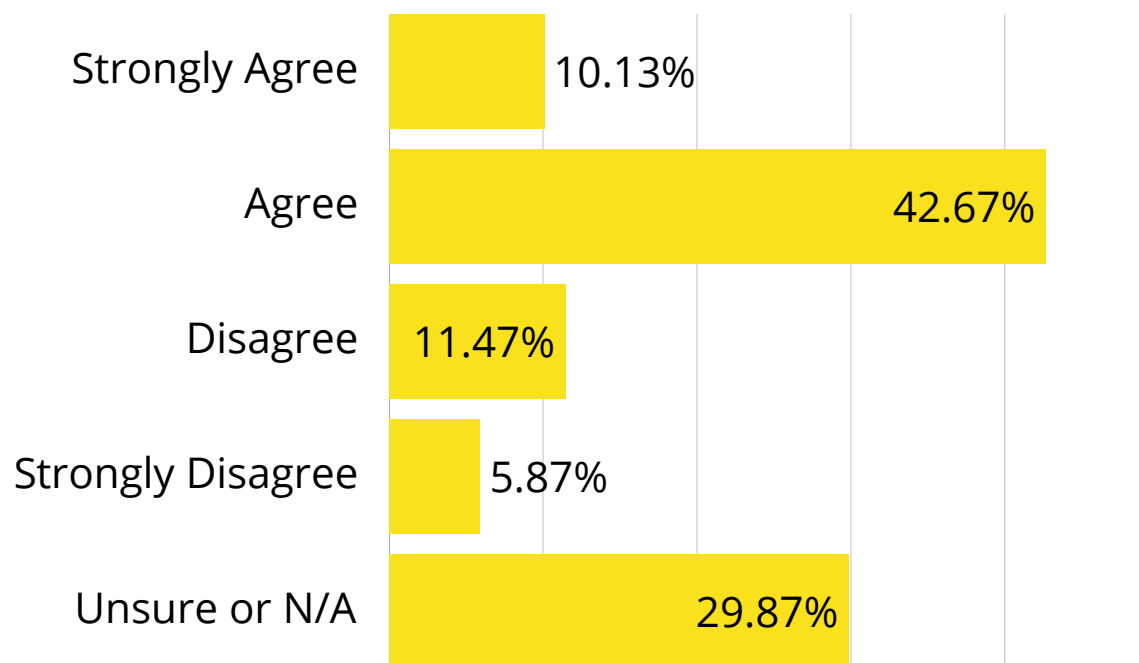


Q12 The district provides appropriate programming and resources for gifted students.



Answered: 375

Skipped: 219

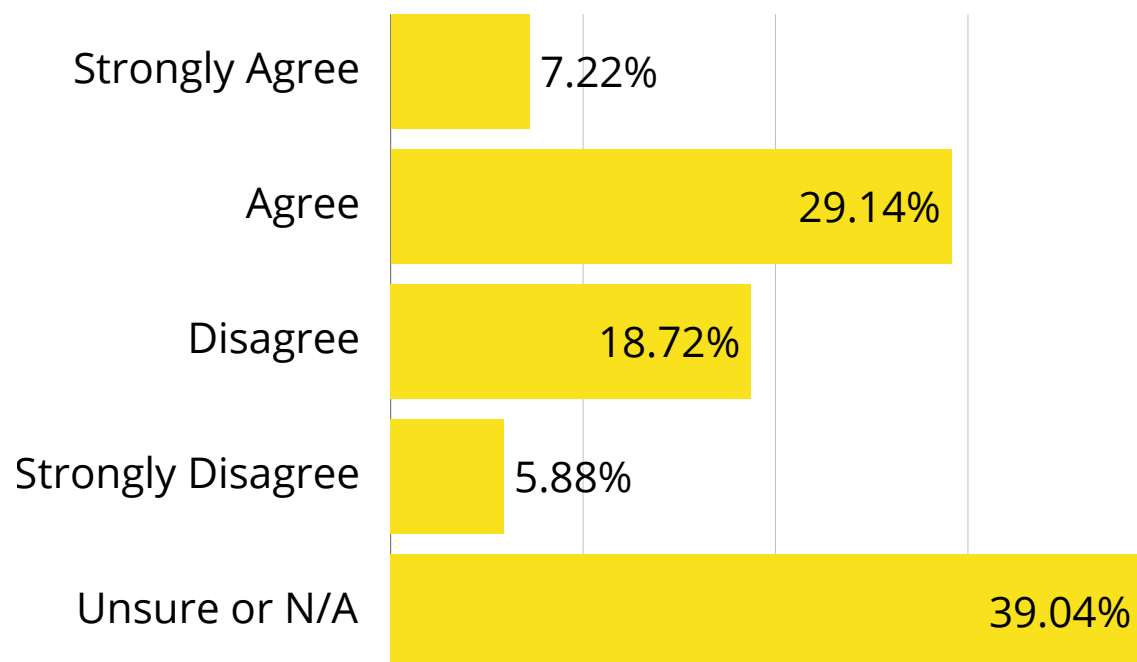


Q13 The district offers additional resources for students needing extra help to master coursework.



Answered: 374

Skipped: 220

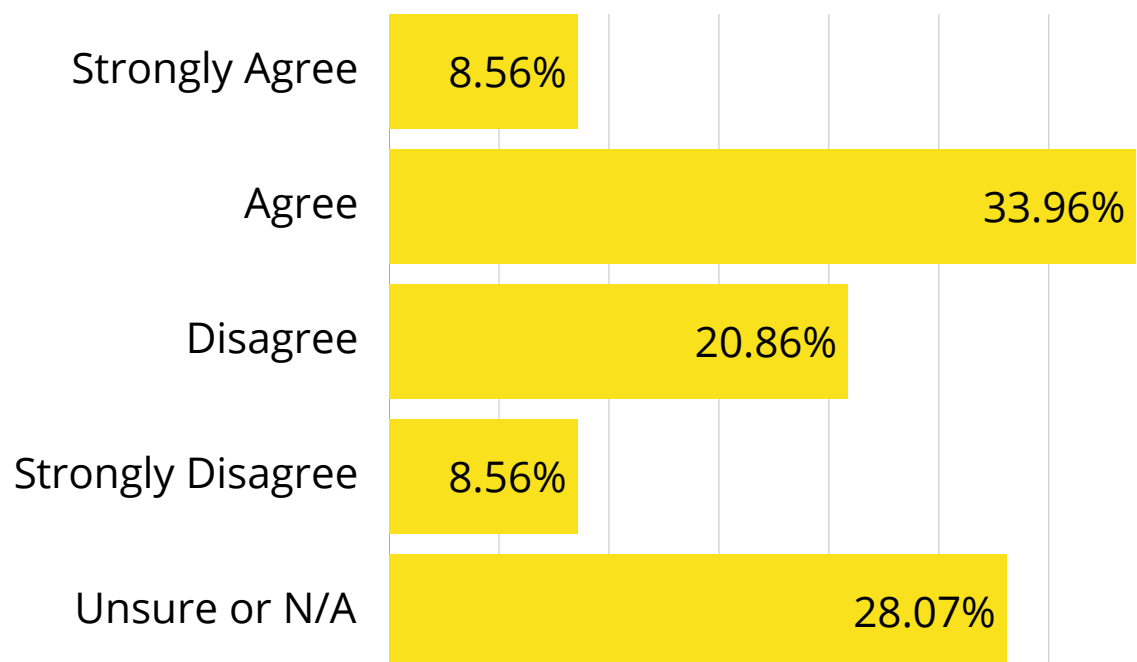


Q14 The district provides support to address the mental health, behavioral and social-emotional needs of all students.



Answered: 374

Skipped: 220

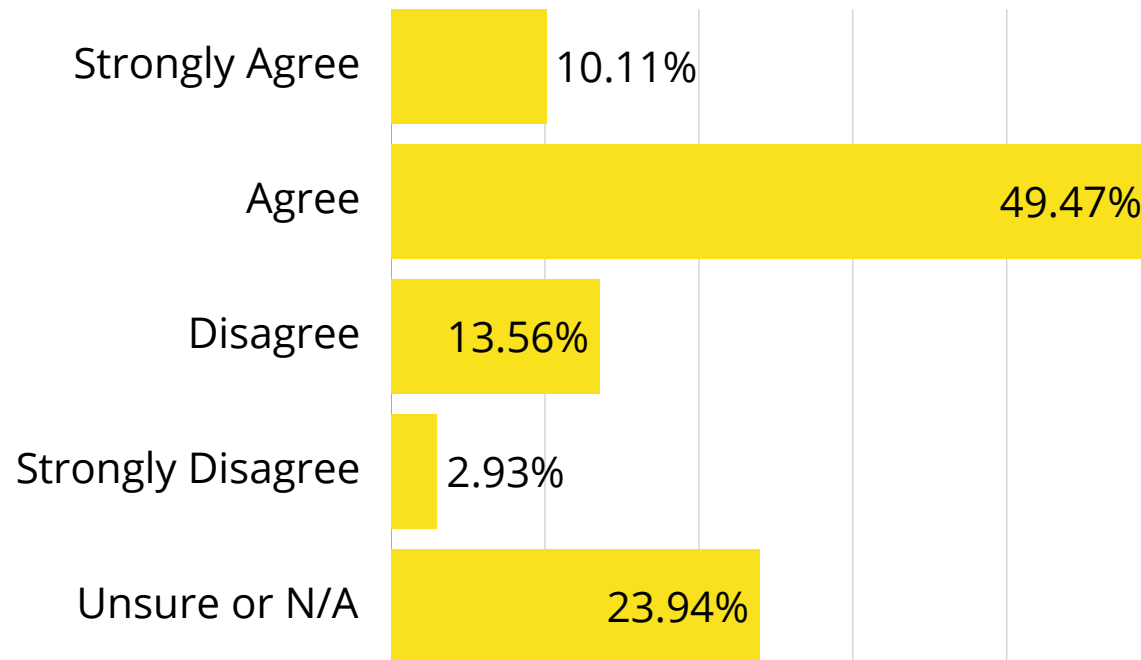


Q15 The district prepares students to succeed in college or other educational opportunities beyond high school.



Answered: 376

Skipped: 218

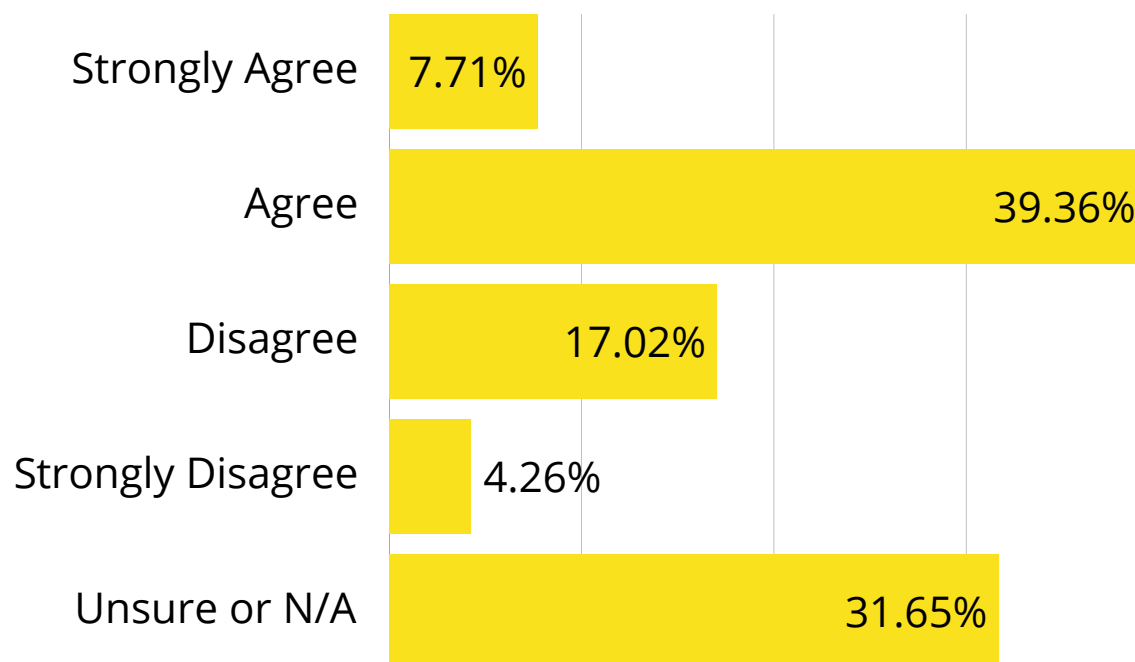


Q16 The district prepares students to succeed in the workforce, in trades, or in the military.



Answered: 376

Skipped: 218

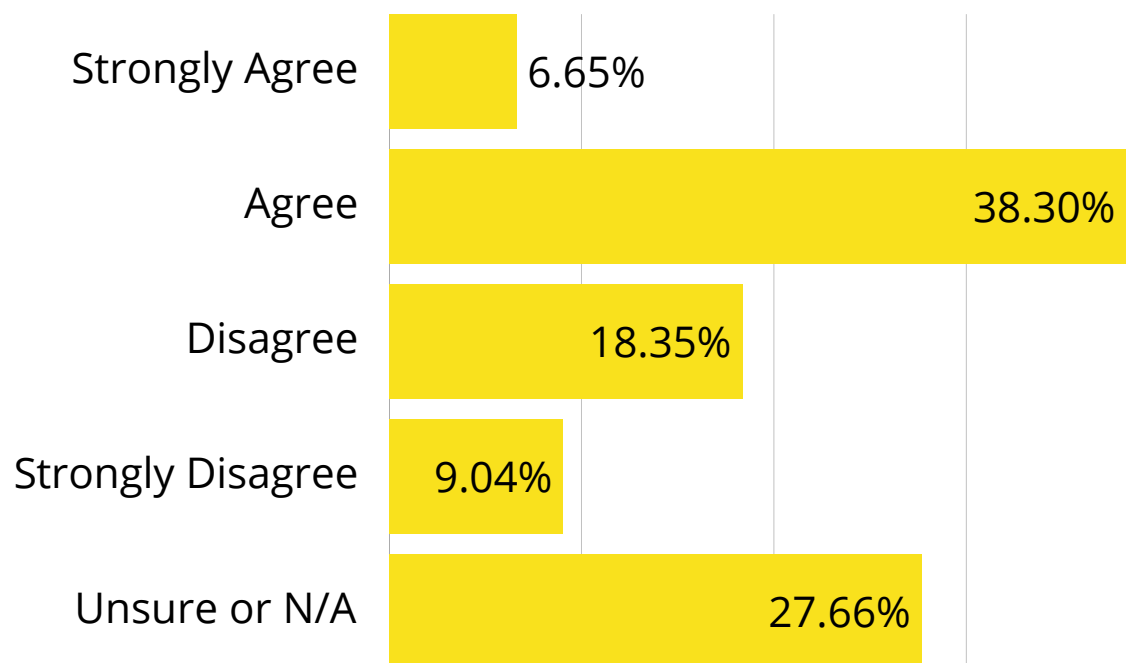


Q17 The district has clear discipline policies.



Answered: 376

Skipped: 218

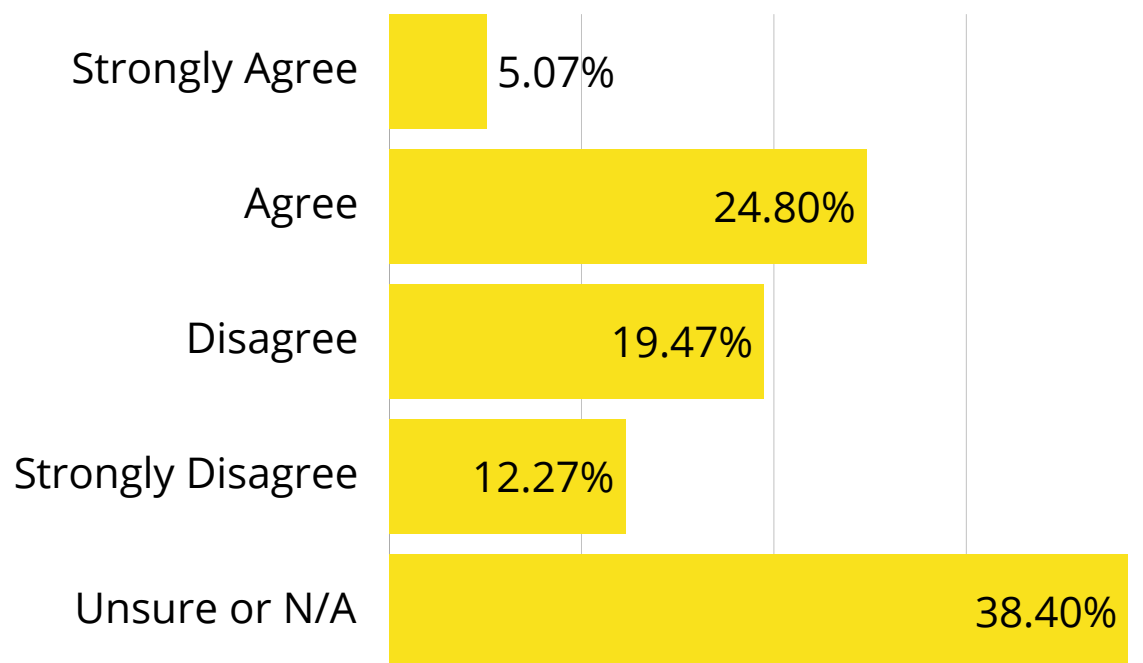


Q18 The district implements discipline policies consistently and fairly.



Answered: 375

Skipped: 219

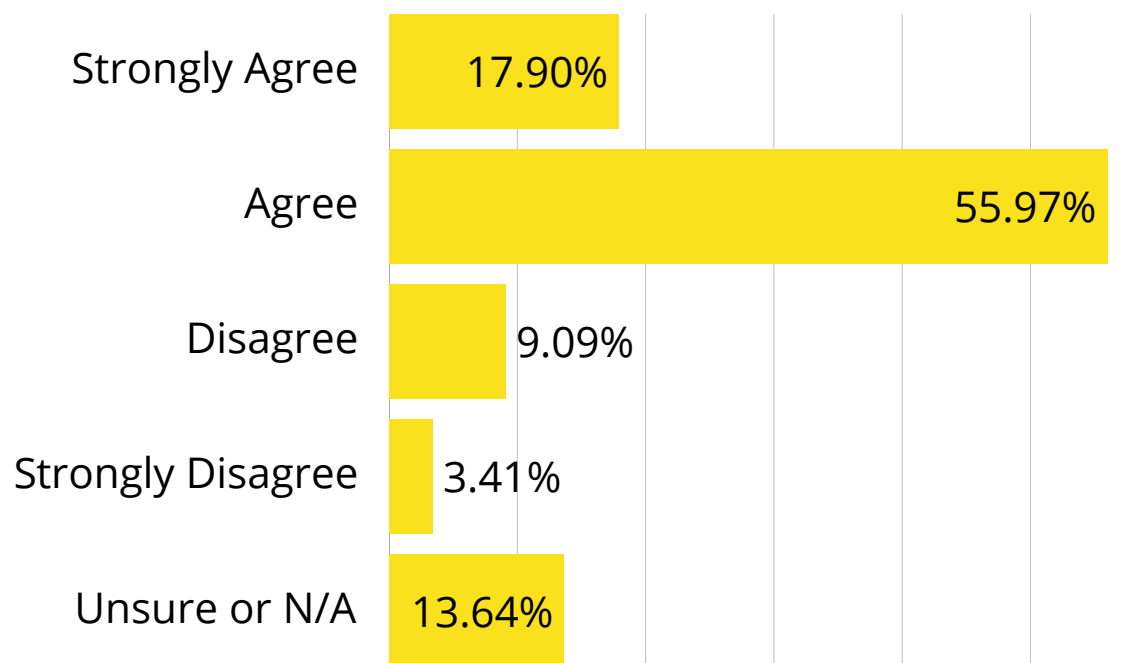


Q19 The district provides opportunities for parents to be involved in the schools.



Answered: 352

Skipped: 242

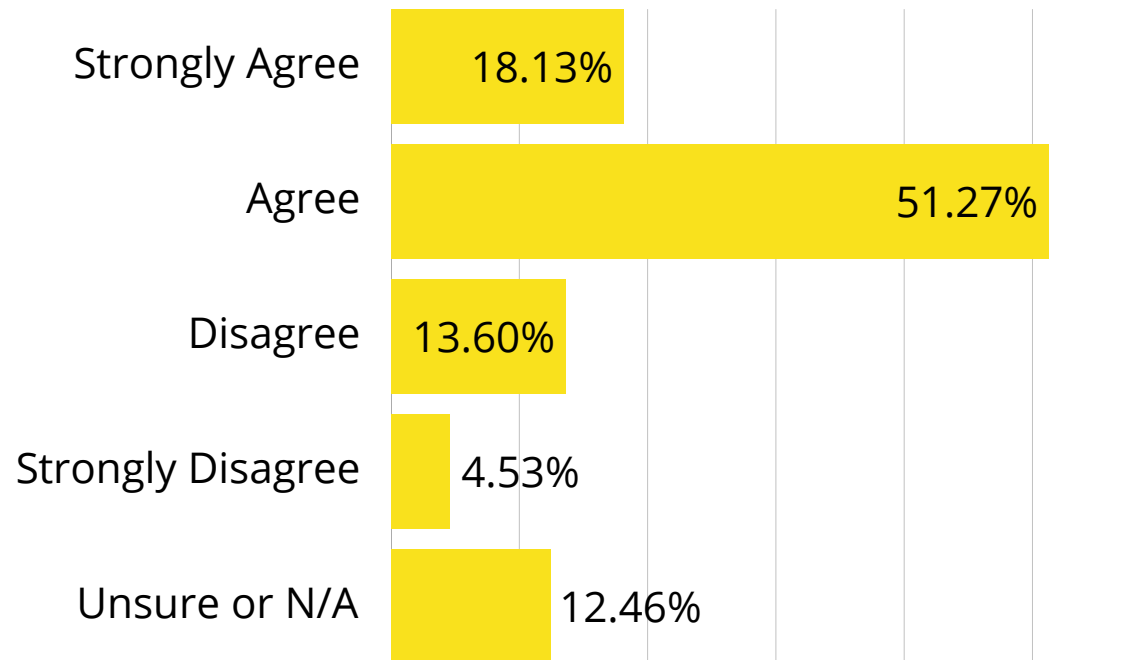


Q20 The district keeps parents/guardians informed of important matters impacting the community and schools.



Answered: 353

Skipped: 241

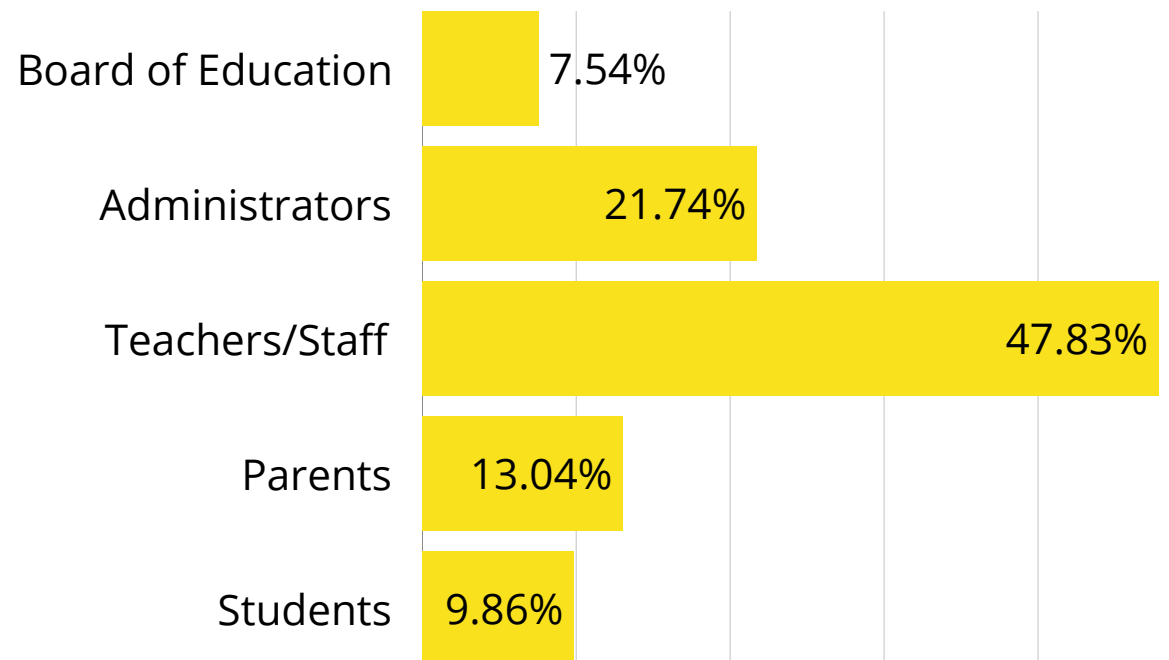


Q21 Who do you trust most to provide information about the Wooster City Schools?



Answered: 345

Skipped: 249



Q22 Please tell us more about why you selected the response in the previous question.



Answered: 264

Skipped: 330

The following analysis details the primary reasons respondents provided for their trust in specific sources of information regarding the Wooster City Schools, reflecting a spectrum of perspectives across the community.

Teachers and Staff

- **Direct Experience and Honesty:** Trusted for being "on the frontlines", having a "boots on the ground" perspective, and possessing first-hand knowledge of daily activities, needs, and culture within the schools. Respondents believe they are the "most unfiltered and honest" sources, contrasting their candor with the perceived tendency of administrators and the Board of Education to "spin stories" or "pad the truth".
- **Accessibility and Dedication:** Viewed as the most directly accessible individuals who are personally invested in each student's success, often described as "friends and neighbors".
- **Constraints on Communication:** Although teachers are the most trusted group overall, they are perceived as having their "hands tied" and being "limited in what they can say to the public" due to concerns about their jobs or adherence to protocols.

Administration

- **Comprehensive View and Responsibility:** Relied upon for having the "broadest and deepest understanding" of the entire district and its operations. They are seen as the "decision makers" and are responsible for dispensing district-wide and up-to-date information, often utilizing communication tools like Parent Square.
- **Leadership and Transparency:** A portion of respondents trust the Administration to "balance the needs across all groups" and provide updates that are "clear and transparent".
- **Lack of Transparency and Truthfulness:** District "higher ups" are frequently cited as being known to "spin the truth," "pad the truth," or "hide things". The Administration is criticized for sometimes "sugar coating" information or pretending safety concerns are being handled when they are not.

Continued on next page



Q22 Please tell us more about why you selected the response in the previous question.



Answered: 264

Skipped: 330

Parents

- **Personal Investment and Unofficial Truth:** Trusted because they are personally "invested" in their child's experience and outcomes, and are often "knee deep in it". This group is valued for information that is perceived as being truthful and free from the district's "political correctness" or institutional bias.
- **Reliability Issues:** Information shared among parents is sometimes dismissed as "gossip" or is prone to conflict with official school information.

Students

- **First-Hand Witness:** Recognized as the "witnesses of all that happens within the school system" and the source of information from "first hand experience". Students are believed to "tell it like it is" and not "pad the truth" like adults.
- **Incomplete Information/Bias:** Students are not always told the whole truth by adults and therefore make assumptions, resulting in conflicting stories.

Board of Education

- **Official Authority:** Trust is based on their role as the district's "deciding body" who publish "official announcements and decisions". They are seen as being in an elected position to represent the public.
- **Political Agendas and Self-Interest:** The Board of Education is believed to have a political agenda, and both the BOE and Administration are accused of spinning stories for their own benefit.

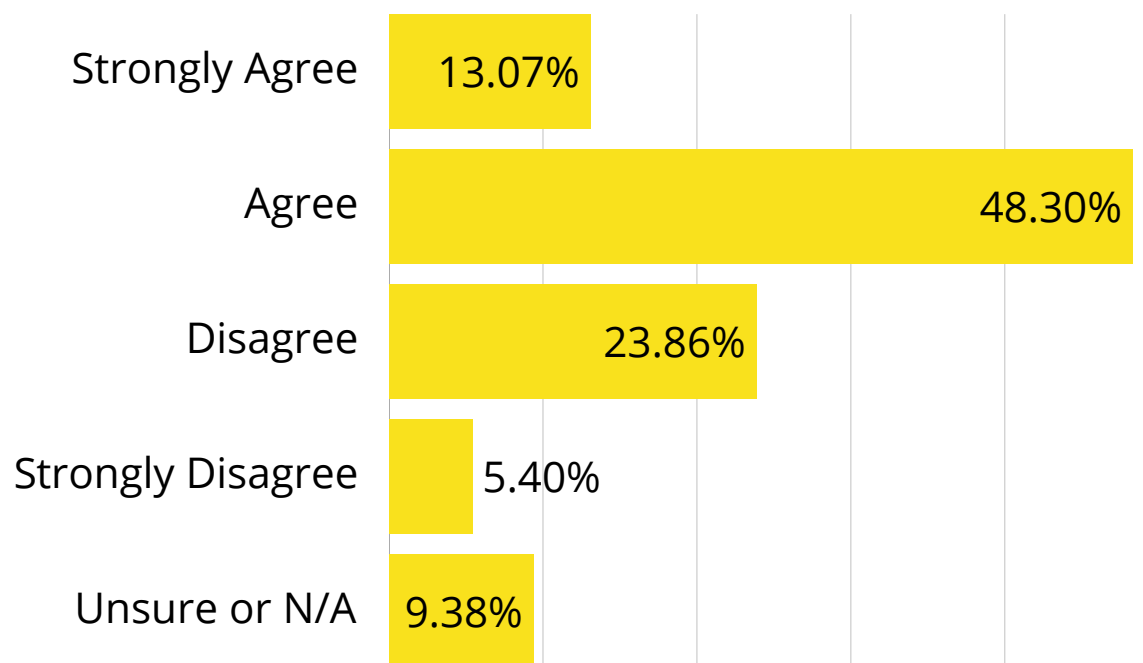


Q23 The district informs the community of important matters impacting the community and schools.



Answered: 352

Skipped: 242

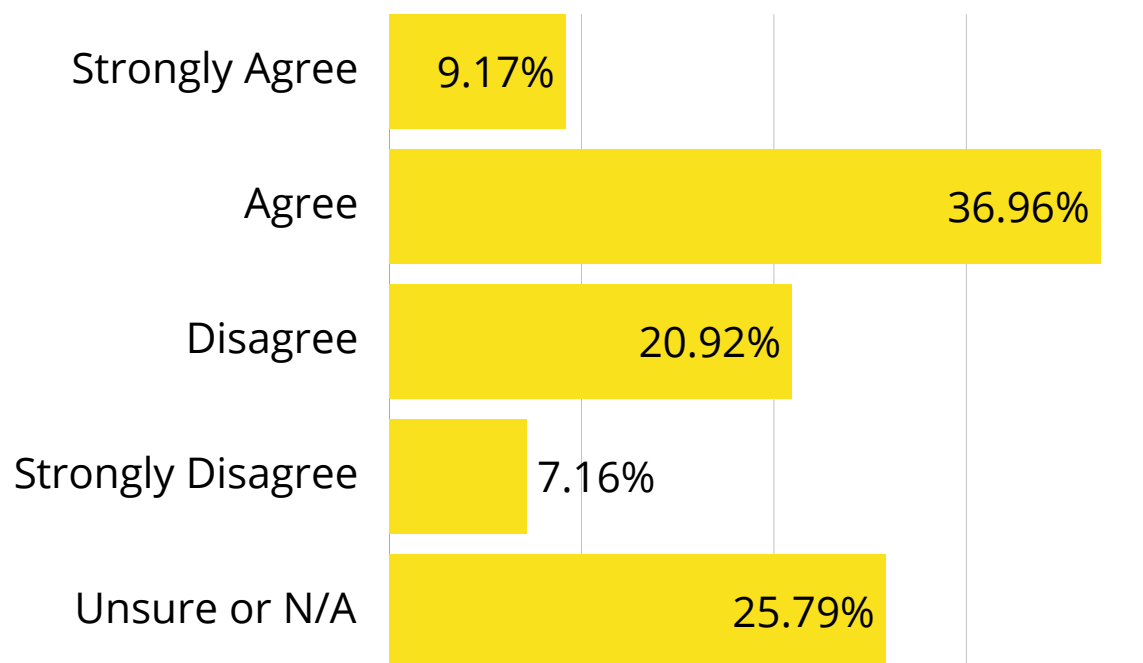


Q24 The district leverages community support to provide additional student resources and opportunities.



Answered: 349

Skipped: 245

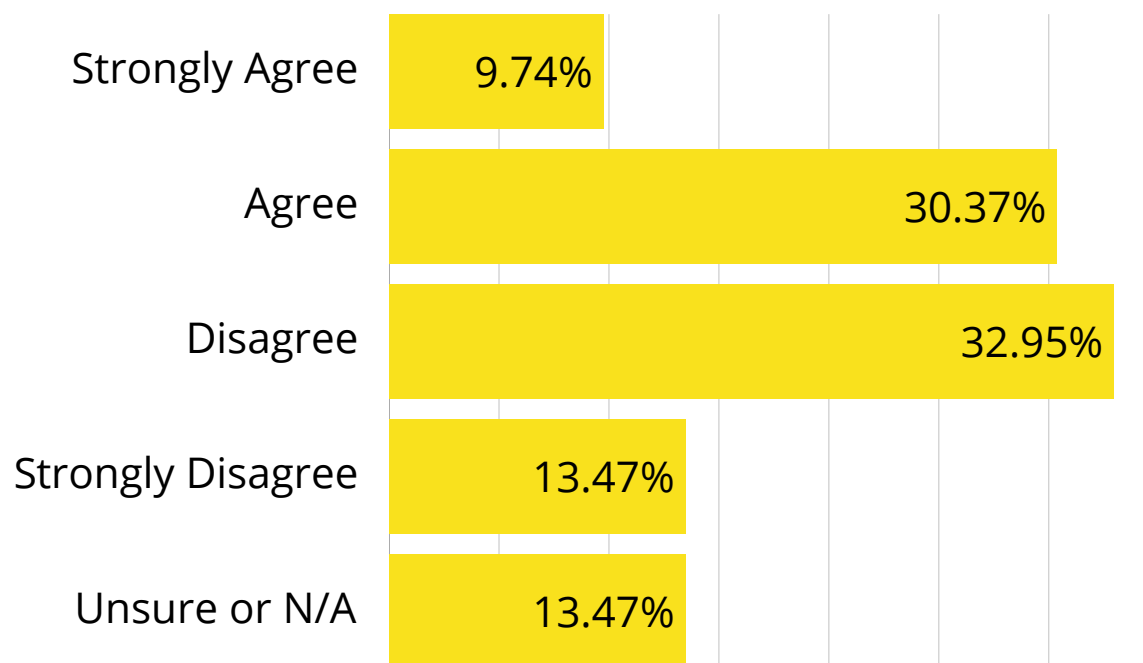


Q25 The district effectively communicates financial information to the community.



Answered: 349

Skipped: 245

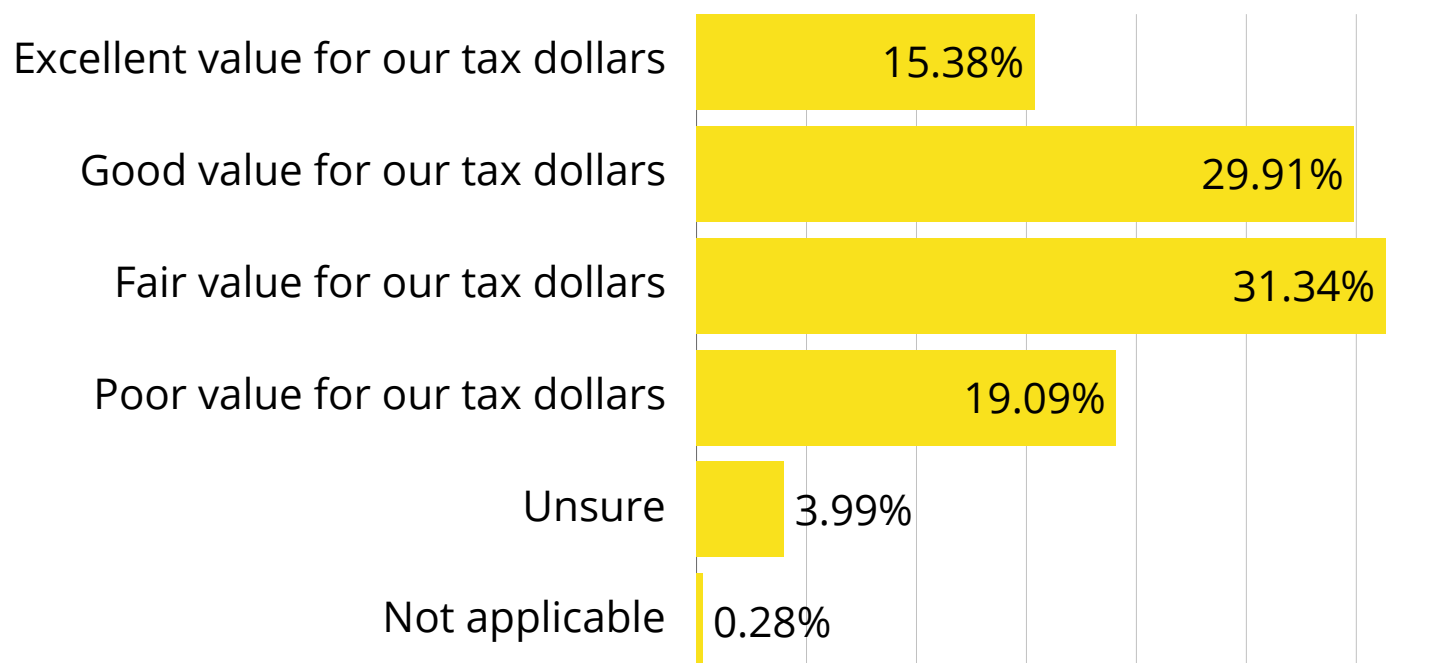


Q26 In general, the Wooster City Schools offers a(n):



Answered: 351

Skipped: 243

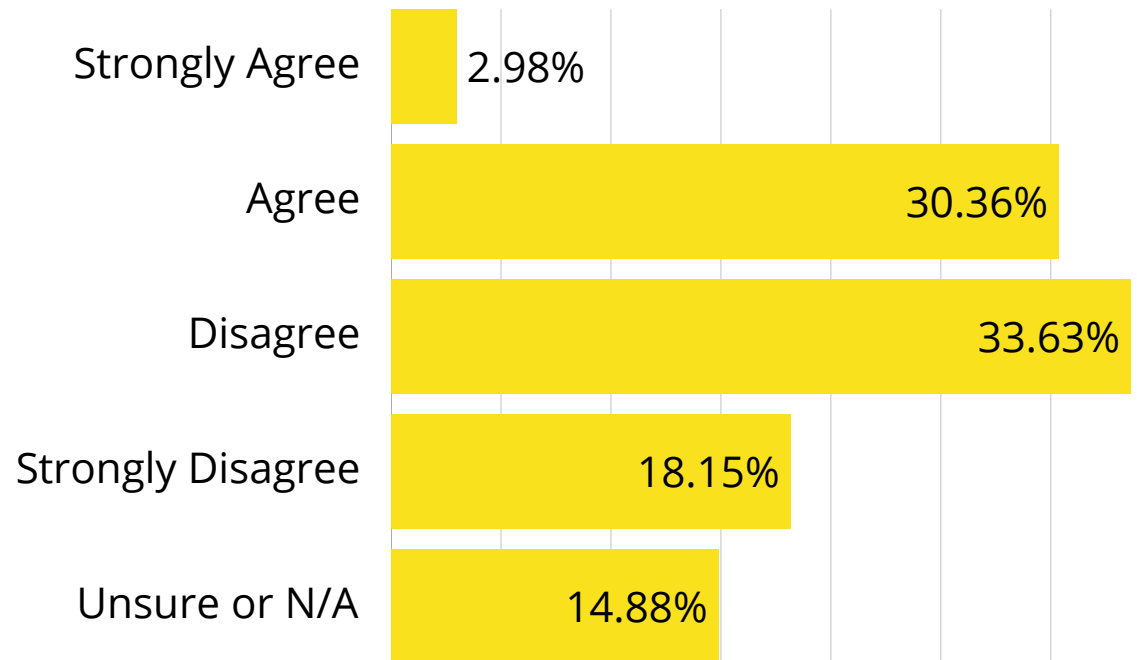


Q27 The district provides Preschool through Grade 5 facilities that are safe, comfortable and conducive to learning.



Answered: 336

Skipped: 258



Q28 Why did you answer the last question regarding Preschool-Grade 5 facilities as you did?



Answered: 274

Skipped: 320

Parent and community feedback reveals a strong focus on the deteriorating condition of specific buildings, concerns about student well-being, and a community divided on solutions and district transparency.

- **Critical Condition and Health Hazards at Cornerstone:** Cornerstone Elementary is overwhelmingly cited as the primary concern, described as old, outdated, falling apart, and unsuitable for small children. Key issues repeatedly mentioned include mold problems (a health issue and safety hazard), leaks and water damage, and inadequate infrastructure (e.g., poor ventilation, inconsistent heating/cooling, and unusable windows/bathrooms).
- **Need for Modernization Across Elementary Schools:** Beyond Cornerstone, other elementary buildings (Kean, Parkview, Melrose) are also described as old, aging, dated, and in need of refurbishment or upgrades. Specific issues include:
 - Overcrowding and lack of space, leading to classrooms being placed in libraries or the use of trailers.
 - Outdated safety features at entrances and on main playground equipment, which is sometimes described as rusty or hazardous.
 - Lighting issues that are "triggering" for students with sensory sensitivities.
- **Controversy Over Cornerstone's Future:** Responses reflect a major divide on the fate of Cornerstone:
 - Many respondents believe Cornerstone should be replaced, torn down, or eliminated immediately for the health and safety of staff and students, arguing that further repairs are a waste of money or cost-prohibitive.
 - Others express strong disappointment with the ongoing effort to tear down Cornerstone, emphasize the importance of neighborhood schools, and resent the past administration's failure to tear down the building as promised when the new high school was built.
- **Dissatisfaction with Grade Configuration:** Some respondents expressed a desire to return to a structure where elementary schools run through Grade 5 to avoid sending 5th graders to middle school, deeming the current configuration "developmentally inappropriate".
- **Perceived Lack of Security and Unsafe Environment:** General safety concerns include the lack of modern security setups (e.g., proper front door entry leading to an office) and specific instances of severe physical and mental abuse (e.g., bullying) that are reportedly unresolved.
- **The Problem is the Building, Not the Staff:** Multiple comments acknowledge that despite the poor facilities, the staff and teachers are "excellent," "amazing," and "provide a safe, loving environment" for the children.

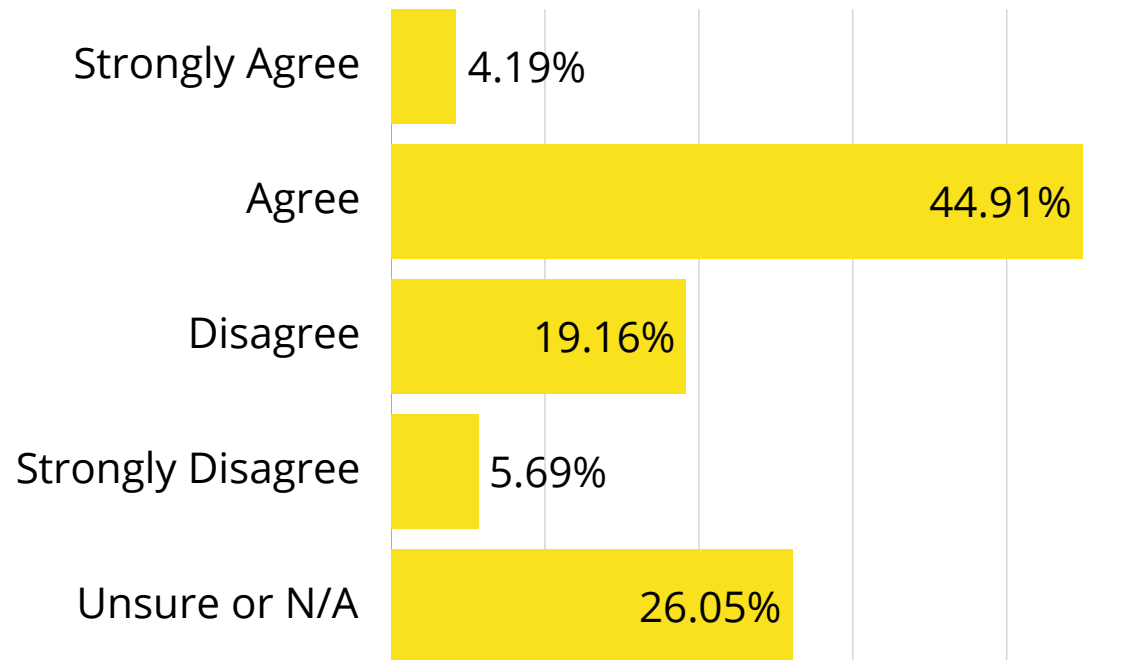


Q29 The district provides Middle School facilities that are safe, comfortable and conducive to learning.



Answered: 334

Skipped: 260



Q30 Why did you answer the last question regarding Middle School facilities as you did?



Answered: 235

Skipped: 359

Responses regarding Edgewood Middle School facilities highlight significant concerns about student safety and building conditions, although some respondents note recent maintenance efforts. The themes indicate a consensus that while the building has seen some improvements, a critical need remains to address student behavior and the appropriateness of the current grade configuration.

- **Pervasive Safety and Disciplinary Concerns:** Student behavior, including bullying, is cited as a major, unhandled issue, leading some to feel the environment is not safe or conducive to learning. The environment is often characterized by "hallway chaos" that is not calm or orderly, with calls for better monitoring of halls and bathrooms.
- **Deteriorating and Outdated Building Conditions:** The middle school is generally described as an "old" and "terrible" building that needs updating. Specific health and comfort issues include mold (described as a "band-aid" fix) and inadequate temperature control, with some rooms being cold in the winter or very warm, causing headaches for students.
- **Grade Configuration Issues:** Many respondents stated that the current configuration is inappropriate:
 - 5th Grade Placement: Fifth graders are deemed "too young" for middle school and need outdoor recess time.
 - 8th Grade Placement: Eighth grade should be returned to the middle school, as students are "too young" to be in the higher levels of the high school.
- **Mixed Perceptions of Maintenance and Upgrades:** There is acknowledgment that Edgewood has received "nice updates" and improvements over the years, such as the installation of air conditioning. However, others argue that maintenance has not been enough, that the facility is still below par, and that the layout does not seem safe for today's world.
- **Academic and Structural Limitations:** Complaints include that the environment is overcrowded, with outdated and uncomfortable desks/chairs that make learning difficult. The overall learning environment is noted by one parent as being so poor it led them to pull their student out of the district.

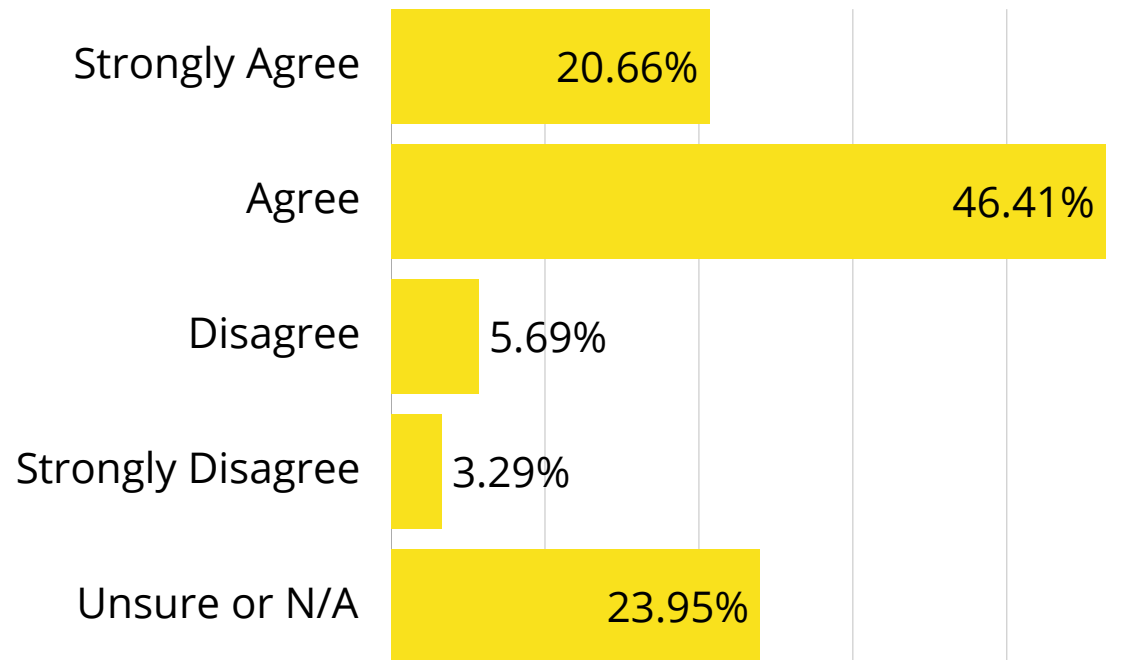


Q31 The district provides High School facilities that are safe, comfortable and conducive to learning.



Answered: 334

Skipped: 260



Q32 Why did you answer the last question regarding High School facilities as you did?



Answered: 206

Skipped: 388

Responses to this question, while generally positive due to the building's relative modernity, indicate that concerns persist regarding safety, the appropriateness of the grade configuration, and the need for continuous upkeep.

- **High Quality and Modernity of the Facility:** The High School is widely described as a beautiful, nice, and well-maintained building, which is the newest facility in the district. It is seen as a great space and a community hub, often receiving compliments from outside visitors.
- **Security and Safety Concerns:** While systems are in place to control situations like fights and potential intruders, concerns remain about security flaws, particularly the ease with which unauthorized individuals could enter the building unnoticed with a group of students. Specific areas mentioned as needing safety upgrades include the cafeteria, band hallway, and surrounding lockers.
- **Disciplinary and Behavioral Issues:** There are reported issues with student behavior, including fighting, disruptive students in classes, and the unsafe condition of the bathrooms. There are also concerns that kids can easily bring unsafe items into the school.
- **Grade Configuration Disapproval (8th Grade):** Many respondents strongly oppose the current structure of placing 8th graders in the High School, stating that 13-year-olds are "too young" to be around 18-year-old seniors. This setup is considered a negative transition and a poor learning environment, especially for level one foreign language classes.
- **Internal Building Needs and Maintenance:** Despite being the newest building, maintenance is needed, particularly for the bathrooms and the Performing Arts Center (PAC). Issues related to the learning environment include uncomfortable desks/chairs and lighting that triggers students with sensory sensitivities.
- **Technology and Connectivity Issues:** There is a complaint that the internet usage is "BARELY monitored" and that sites are blocked only after students are caught using them, which is seen as a serious technical security failure.

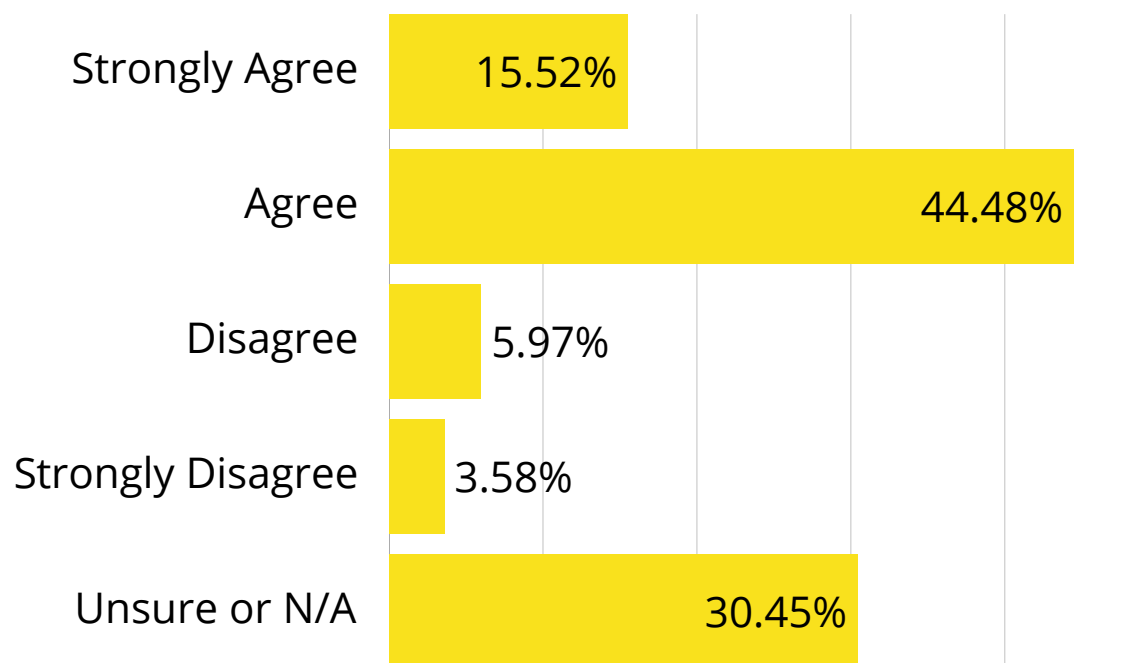


Q33 The district provides safe, reliable and on-time transportation services.



Answered: 335

Skipped: 259

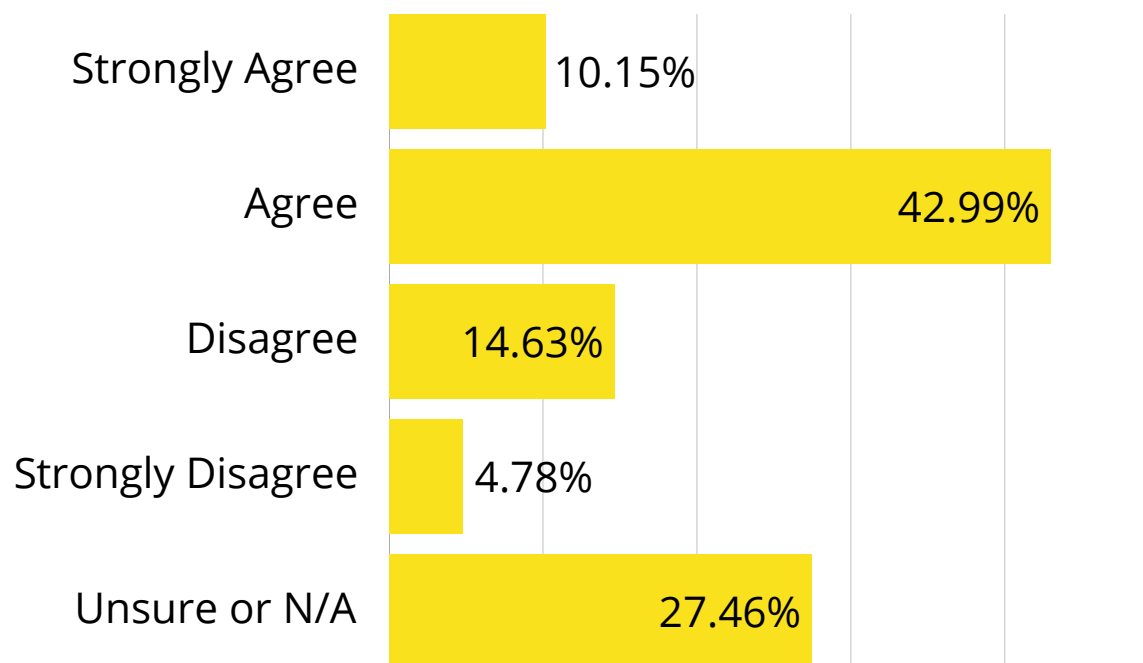


Q34 The district provides nutritious food options.



Answered: 335

Skipped: 259

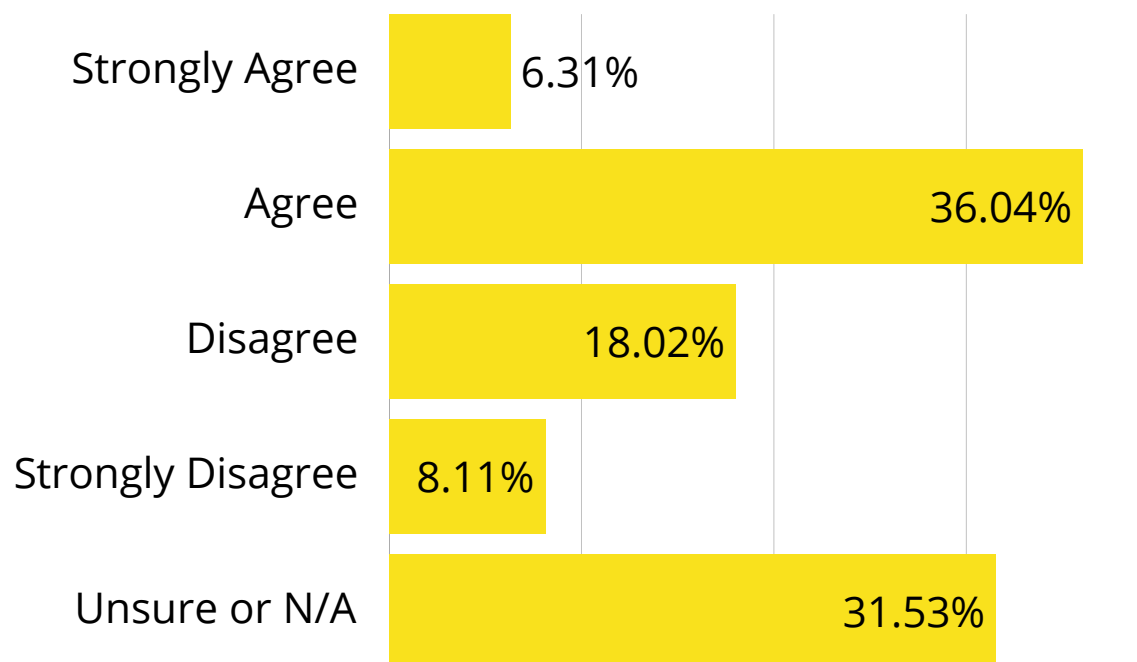


Q35 The district manages finances to meet the learning needs of students.



Answered: 333

Skipped: 261

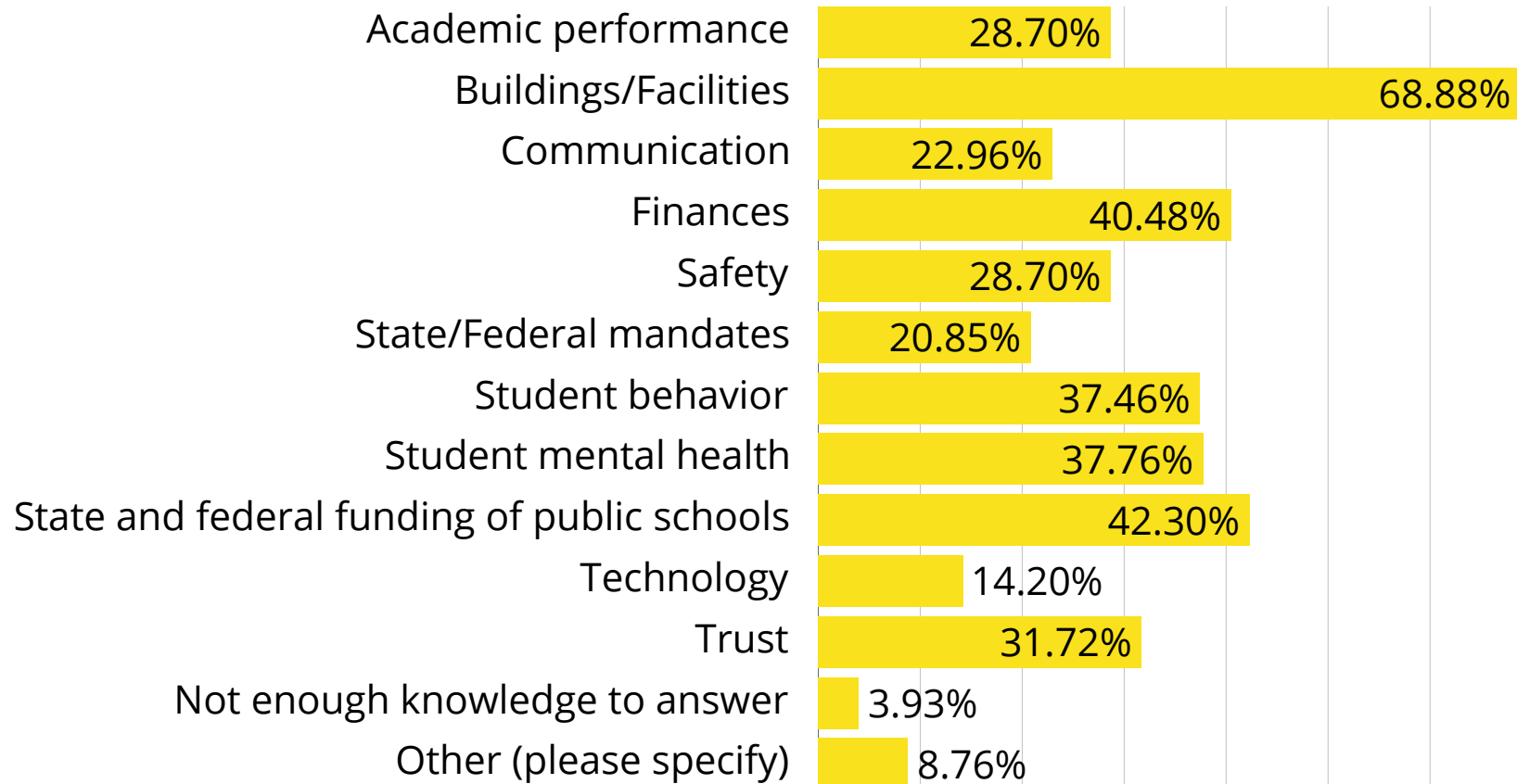


Q36 What are the largest challenges facing the district in the next 3-5 years?
[Select all that apply]



Answered: 331

Skipped: 263



Other includes: family values, student disengagement, gifted programming, softball program, political climate, transportation, teacher shortage, parental support, and district leadership.



Q37 Why did you choose these areas in the previous question?



Answered: 210

Skipped: 384

An analysis of the reasons for selecting key areas of concern reveals that community members are heavily focused on the need for fiscal and structural reform within the district. The themes reflect a deep skepticism regarding the use of public funds and a unified call for improved safety and academic environments for students.

- **Financial Accountability and Levy Resistance:** A critical theme is the community's distrust regarding the district's fiscal management, citing "irresponsible spending" and a desire for leadership to "live within your means". This resistance is amplified by repeated failed levy attempts, concerns over administrator pay raises following levy passages, and the financial burden on residents, particularly seniors on fixed incomes, who are worried about keeping their homes due to rising property taxes.
- **Facilities Crisis and Division:** The condition of school buildings, specifically Cornerstone and Edgewood, is a major concern, with issues like mold and a lack of modern safety features. There is a sharp division on the solution: some advocate for new buildings, citing cost-prohibitive repairs and the need for a "toxic free" environment, while others oppose new construction, insisting the district must repair and upkeep current facilities and preserve "neighborhood schools".
- **Trust and Lack of Transparency:** Responses repeatedly point to a lack of trust in the Board of Education (BOE) and Administration, stemming from years of perceived misinformation, a lack of transparency, and a failure to listen to community input regarding facilities and levy strategies. Trust is cited as the "number one" issue and is often linked to the difficulty of securing community support for new funding.
- **Student Safety, Behavior, and Mental Health:** Concerns about safety are paramount, driven by incidents of bullying and disruptive student behavior that are reportedly not handled effectively, negatively impacting the learning environment. Many believe the rising trend of student behavior issues is linked to a lack of mental health support and inadequate discipline.
- **Academic Performance and Teacher Support:** There are clear concerns that academic performance is slipping and that the district is failing to prepare students with necessary "executive functioning skills" for college and the modern workforce (including AI). Furthermore, teachers need more professional development opportunities and support to address classroom issues and mandates.
- **State and Federal Constraints:** A recurring challenge is the political atmosphere and the unreliability of state and federal funding, mandates, and the increased documentation required from teachers.

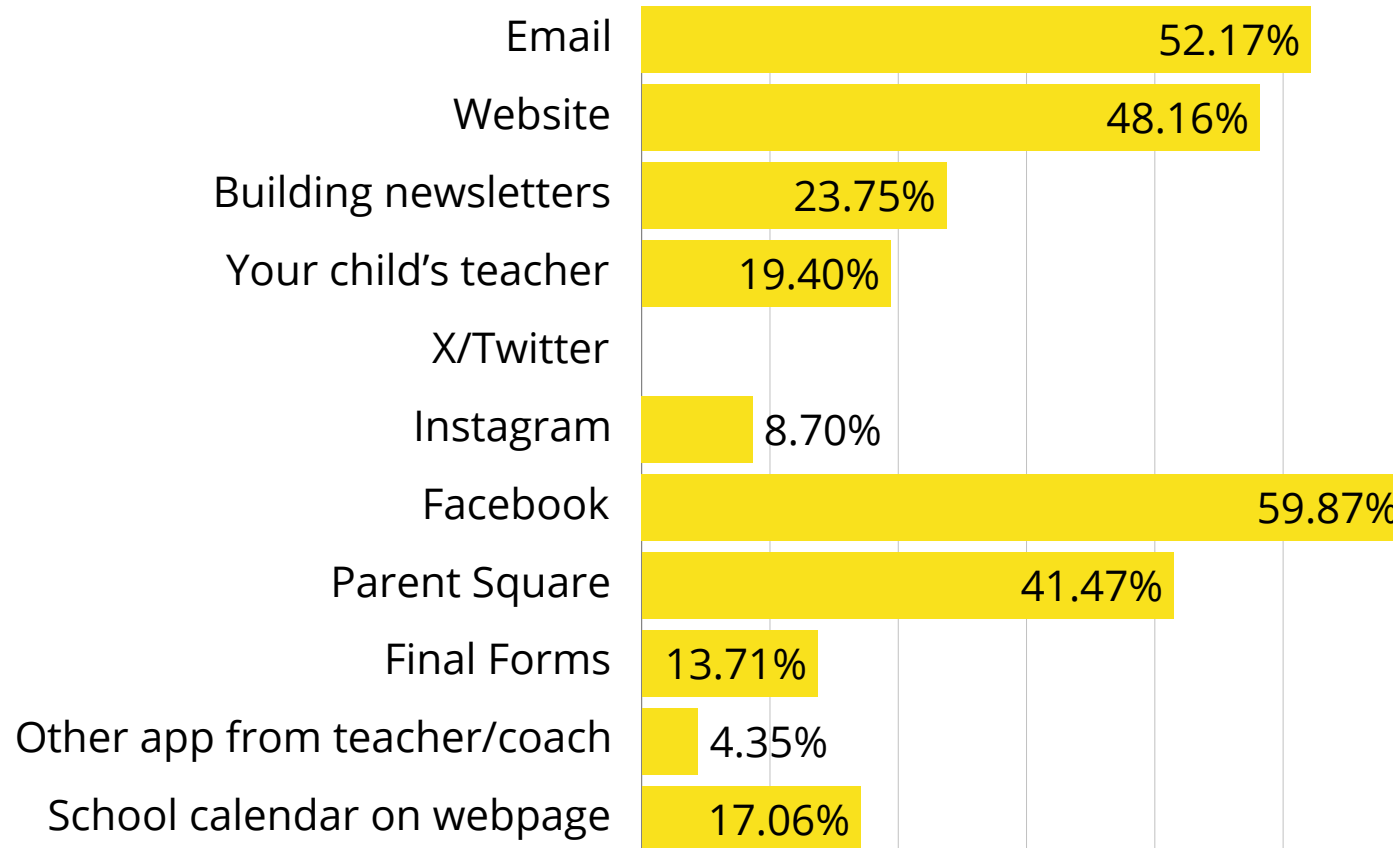


Q38 How do you currently receive information regarding the district? [Select all that apply]



Answered: 299

Skipped: 295

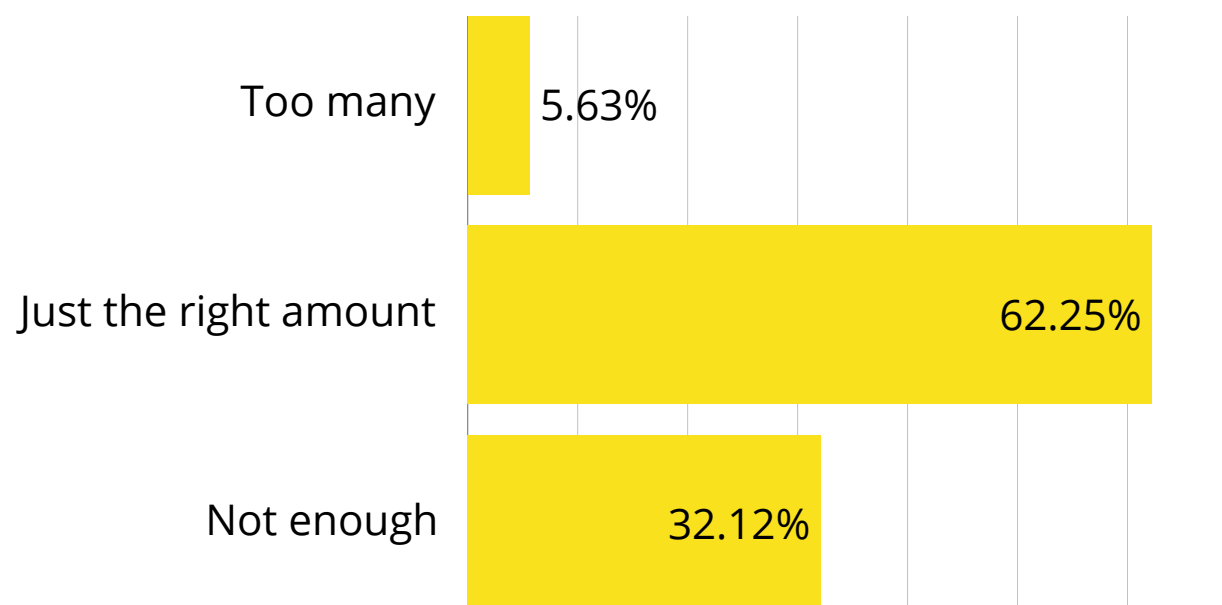


Q39 The frequency with which I receive communications from the district is:



Answered: 302

Skipped: 292

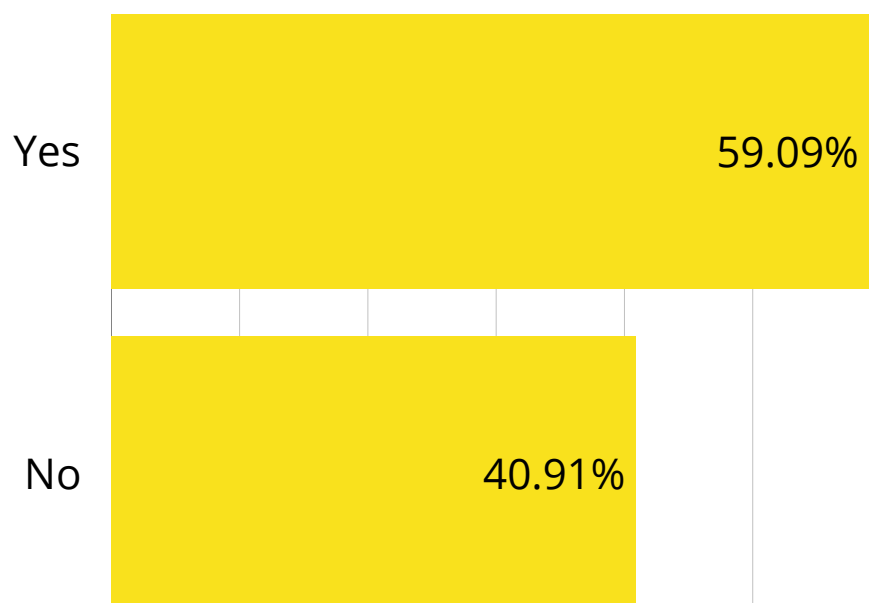


Q40 In general, do you believe the District is headed in the right direction?



Answered: 308

Skipped: 286

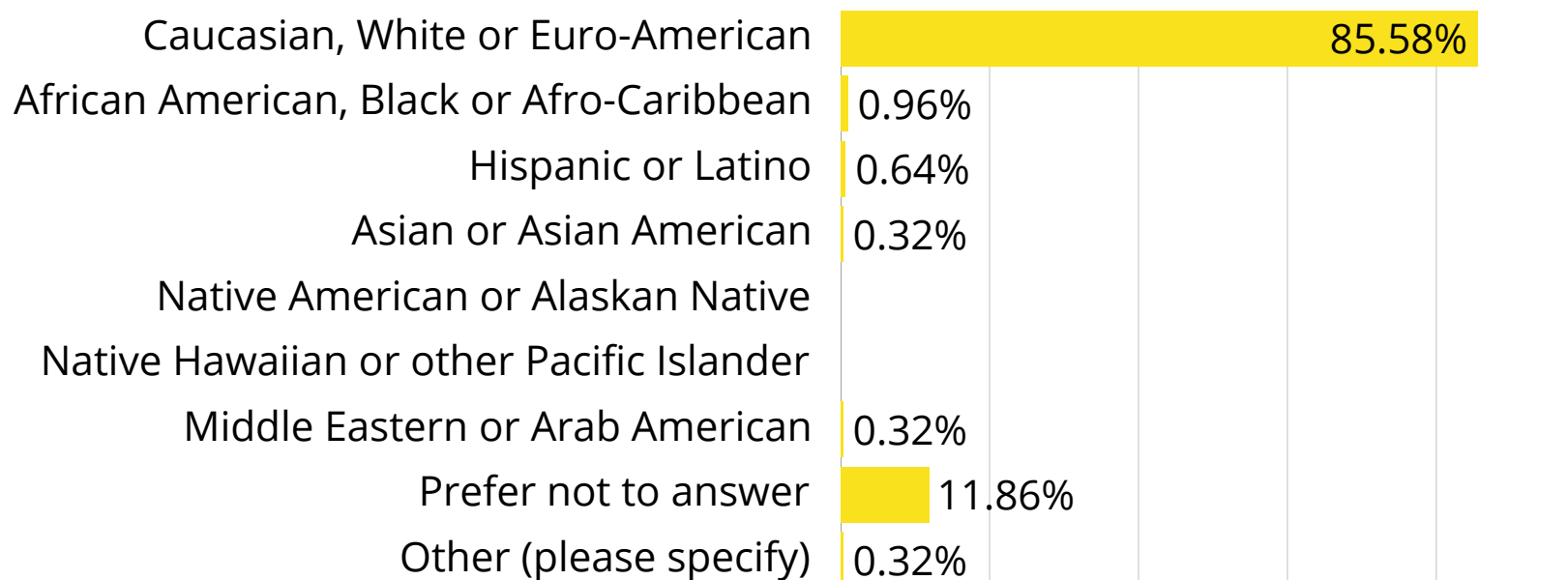


Q41 How would you describe your ethnicity or race?



Answered: 312

Skipped: 282



Other includes: multiracial

Q42 Please use this space to share additional comments you would like to share that will help the district as it creates its next strategic plan.



Answered: 138

Skipped: 456

Responses reveal several critical areas of concern that must be addressed in the district's next strategic plan. The community provided candid feedback focusing on infrastructure, governance, and the learning environment.

- **Trust and Fiscal Management:** There is an opportunity to strengthen trust in district leadership by continuing to enhance transparency and communication around financial decisions. Community members have expressed a desire for clearer insight into spending priorities and long-term fiscal planning, particularly regarding levy requests and the impact of property taxes on residents, including those on fixed incomes.
- **Critical Facilities Crisis:** The condition of school buildings is an urgent, primary concern, with Cornerstone Elementary overwhelmingly cited as unsafe, outdated, and "falling apart". The most frequently mentioned health and safety hazard is the pervasive problem of mold.
- **Student Safety and Discipline:** There are major community concerns regarding student behavior, including widespread, unhandled bullying across all school levels. Many respondents feel that disruptive student behavior is not effectively addressed, negatively impacting the learning environment for other students.
- **Communication and Transparency:** Teachers and staff are consistently viewed as the most trustworthy sources of information, being described as "on the frontlines" and having a "boots on the ground" perspective. Conversely, the Administration and the Board are criticized for a lack of transparency and a perceived tendency to "spin the truth" or "hide things".
- **Grade Configuration Issues:** There is significant opposition to the current grade structure, particularly placing 5th graders in middle school and 8th graders in high school, which many view as "developmentally inappropriate" and a negative transition for students.
- **Academic Performance and Teacher Support:** While staff are widely praised, concerns were raised about slipping academic performance, the need for more support staff, and better professional development opportunities to prepare students with skills for the modern workforce.



Q43 As you think about the future of the school district, what is a hope/wish for the children of our community that you would like to see become a reality?



Answered: 202

Skipped: 392

The community's hopes for its children center on providing a safe, supportive, and modern learning environment, ensuring every student receives an excellent, well-rounded education that prepares them for success in the real world.

Safety and Well-being

- Children should feel safe, welcomed, included, and supported in their school environment.
- Students need better mental health and behavioral resources, and staff need to be better trained to handle life struggles, behavioral issues, and mental health issues.
- Bullying must be eliminated, and discipline needs to be handled with better care, consistency, and higher standards.
- Students should have a safe, clean, healthy, and supportive physical and emotional environment.

Facilities and Learning Environment

- The community wishes to see new, updated, and well-equipped facilities, particularly for elementary schools (e.g., K-5 or PreK-5 buildings) and a new middle school.
- There is a recurring wish to move children from or tear down the Cornerstone building.
- Some desire a return to more neighborhood schools, while others advocate for centralizing all schools into one campus.
- Facilities should be maintained and address problems like mold or temperature issues.

Academics and Future Preparation

- Students should receive an excellent education that focuses on basic subjects, reading, writing, and arithmetic.
- They should graduate with real-world living skills, financial independence, and the ability to function and take care of themselves regardless of their career path.
- There should be a wider variety of skill sets and options for non-college-bound students, including more trades classes.
- Students should be challenged, receive more support for above-average but non-gifted students, and have high expectations.

School Experience and Culture

- Children should truly enjoy the process of learning, which inspires joy, curiosity, and a sense of belonging.
- They should have less screen time and more time spent outside, more movement, and hands-on learning.
- Schools should focus on education and keep personal matters/beliefs separate, basing education on the scientific method rather than religious convictions.
- Students and teachers should be the most important priority, with a focus on using budgets correctly.

Staff and Community Support

- The community needs to see a team effort between all stakeholders—parents, teachers, administrators, and the community—with a focus on collaboration and trust.
- The district should value and support teachers, listen to their feedback, and ensure access to qualified staff and better than minimal staffing ratios.
- Parents are also wished to take more responsibility in teaching their kids proper behavior and getting involved.





Staff Survey

APRIL 2026

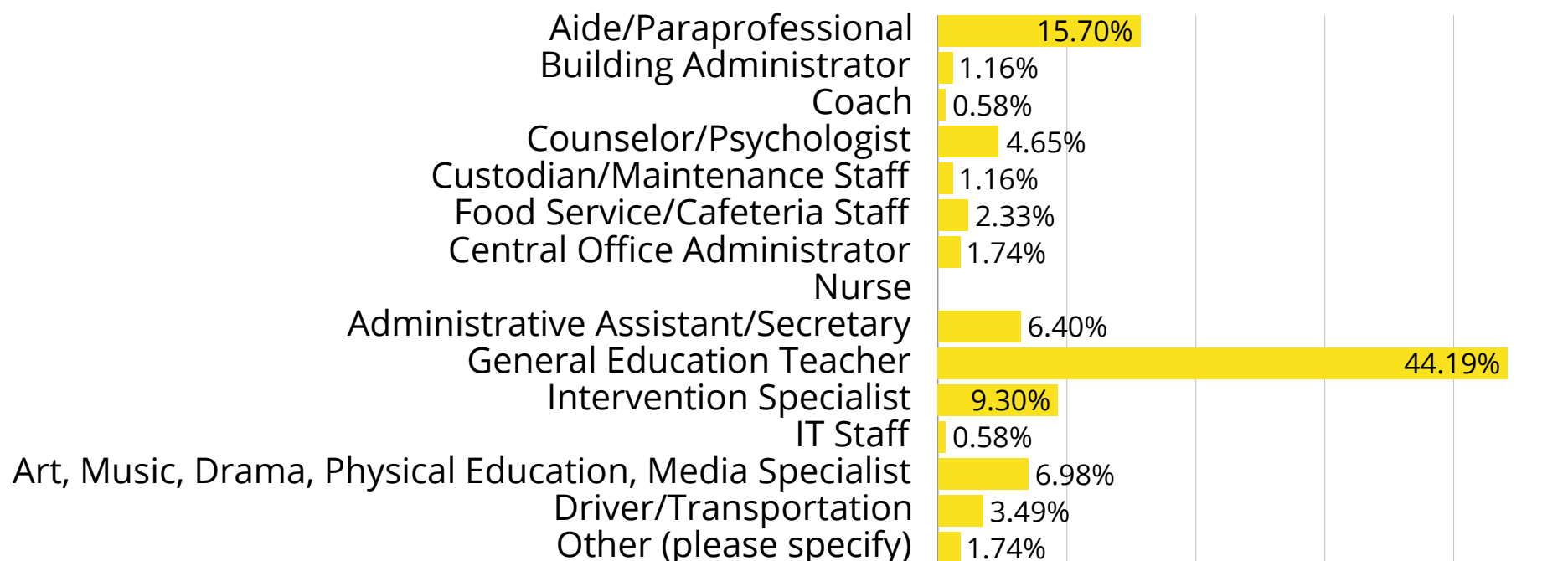
PRESENTED BY:  **THE impact|group**
IGPR.COM

Q1 Which of the following options best describes your role in the district?



Answered: 172

Skipped: 2



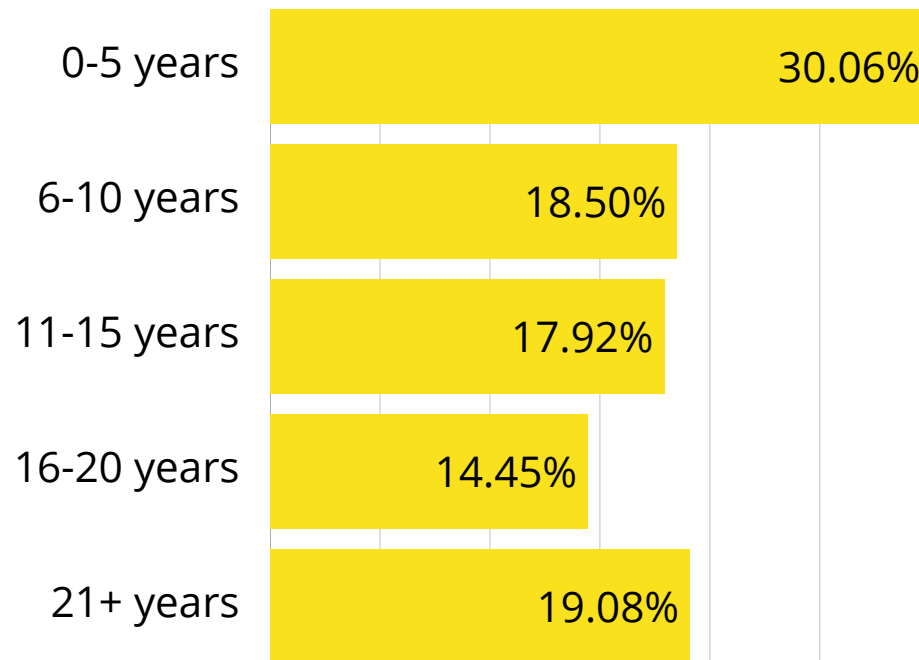
Other includes: Title I teacher, maintenance supervisor

Q2 How many years have you been employed in the district?



Answered: 173

Skipped: 1



Skipped: 40

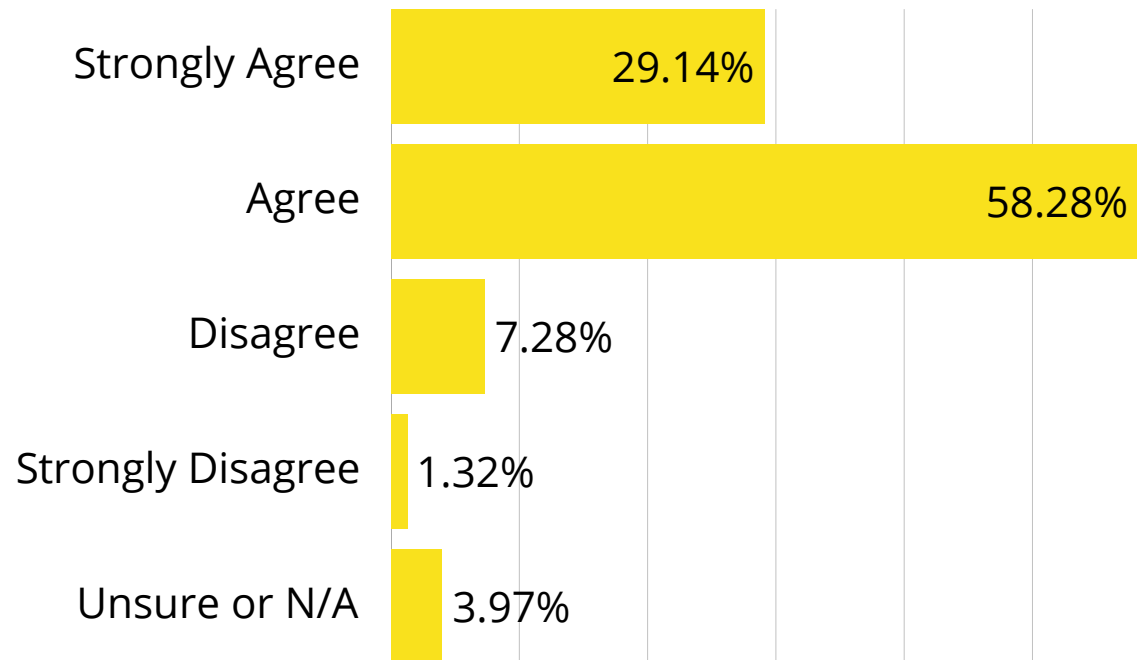


Q4 The district provides a high-quality education across all buildings.



Answered: 151

Skipped: 23

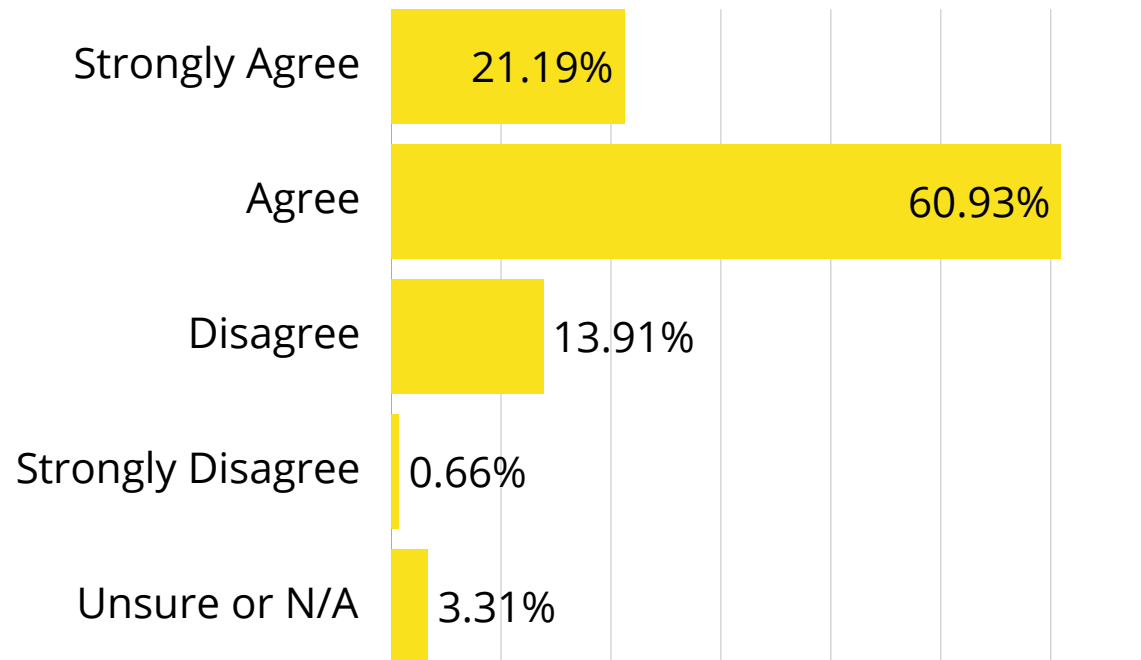


Q5 The district sets high expectations for all students.



Answered: 151

Skipped: 23

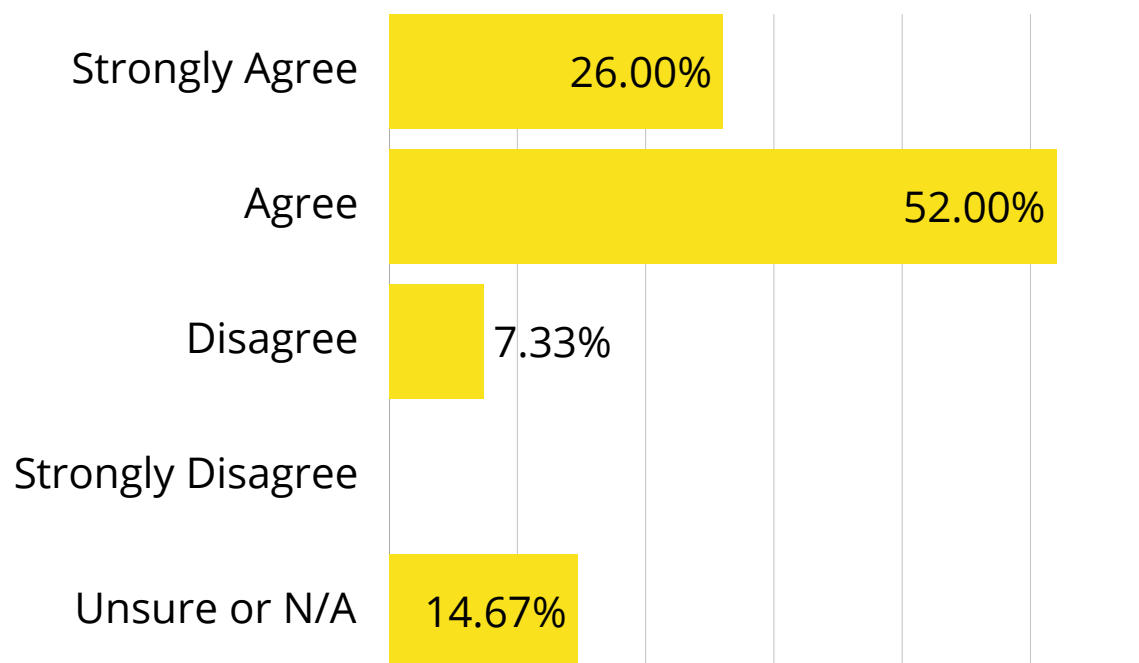


Q6 The district offers learning opportunities that meet students' varied career and personal interests.



Answered: 150

Skipped: 24

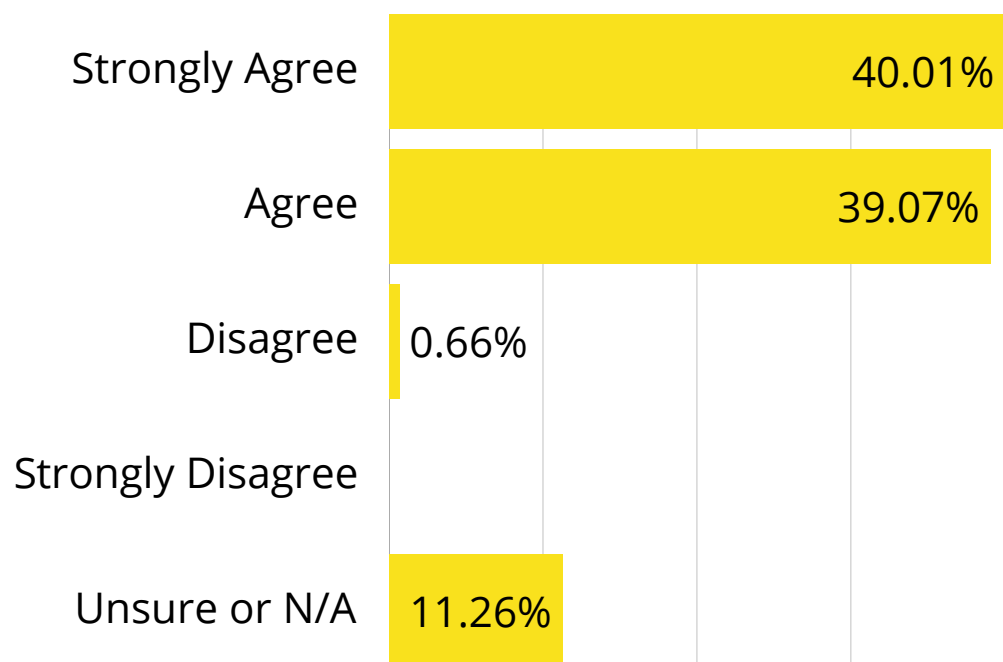


Q7 The district provides high-quality performing and fine arts programs.



Answered: 151

Skipped: 23

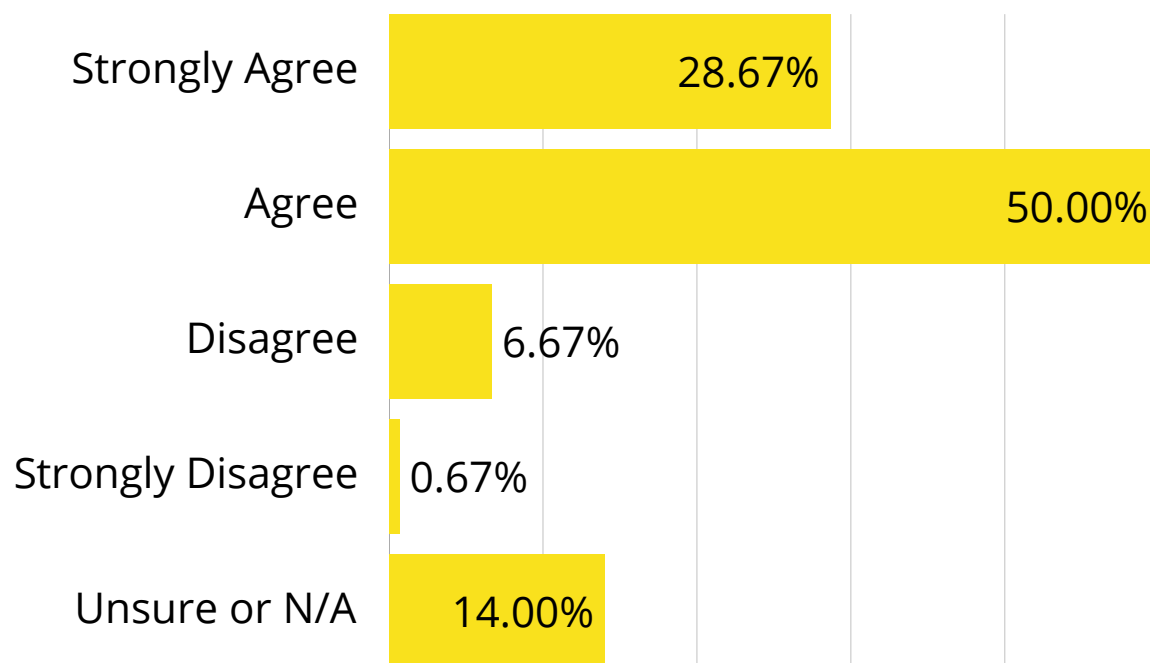


Q8 The district provides high-quality athletic programs.



Answered: 150

Skipped: 24

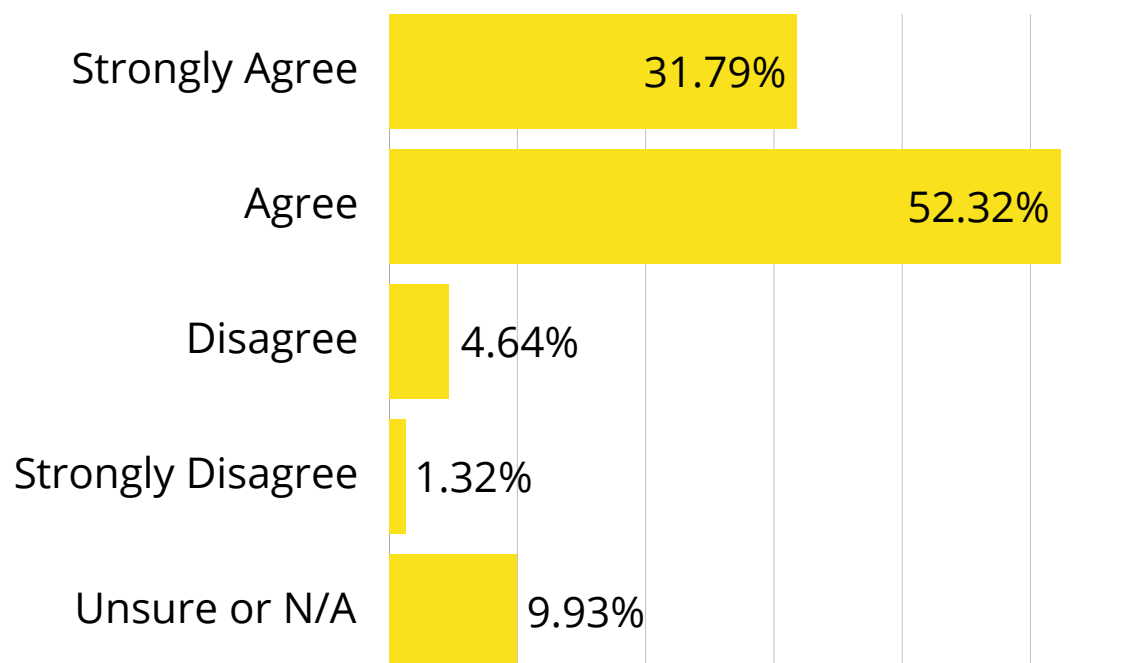


Q9 The district provides high-quality extracurricular activities and opportunities.



Answered: 151

Skipped: 23

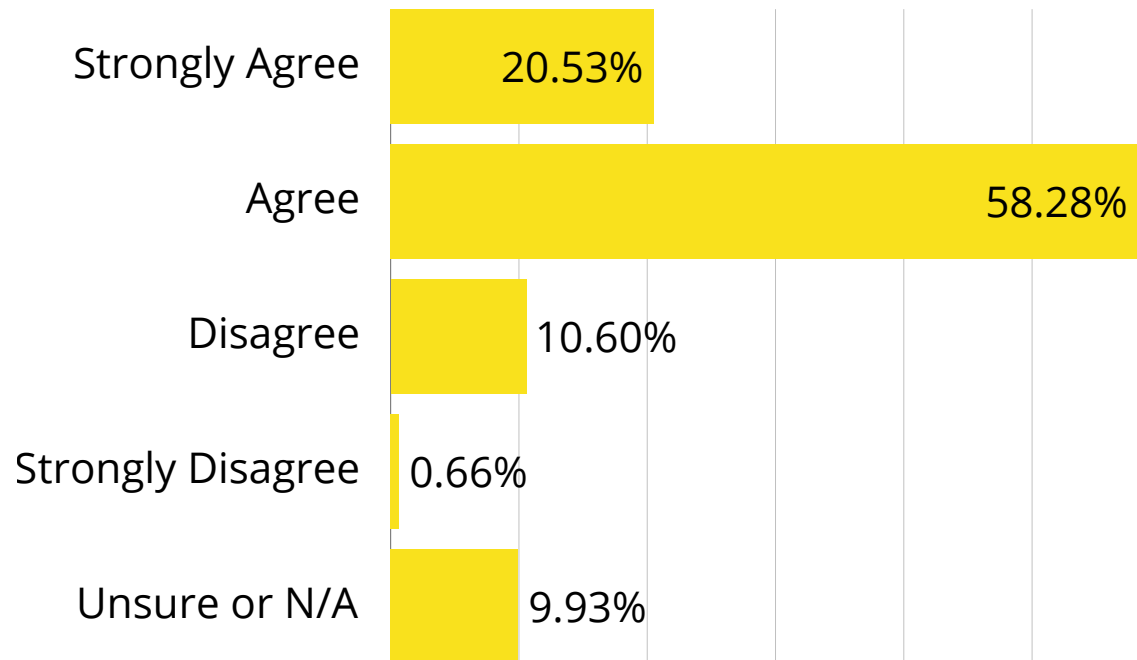


Q10 The district helps students develop the right balance of skills, knowledge and character to help them succeed in the ever-changing world after they the district.



Answered: 151

Skipped: 23

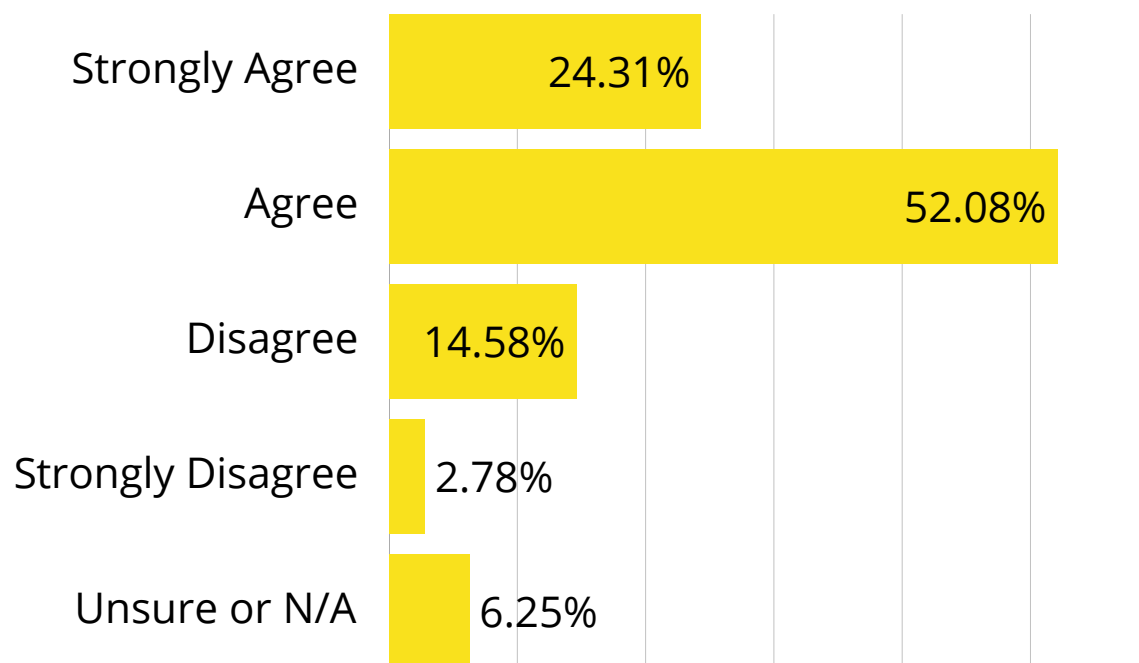


Q11 The district provides appropriate programming and resources for students with special needs.



Answered: 144

Skipped: 30

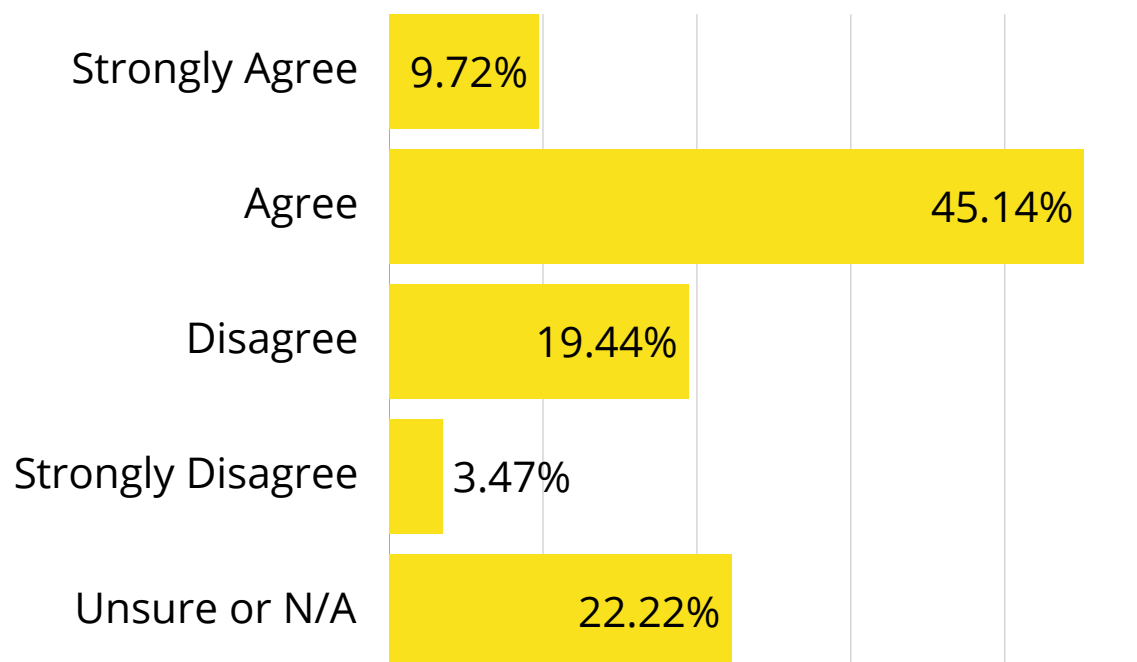


Q12 The district provides appropriate programming and resources for students who speak English as a second language.



Answered: 144

Skipped: 30

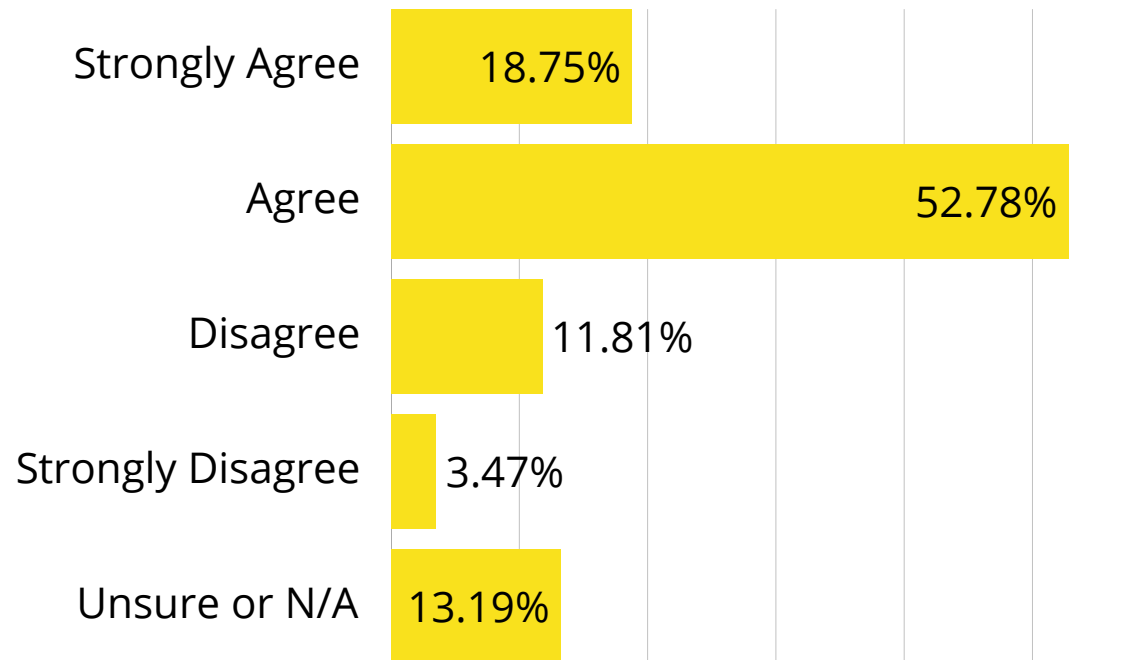


Q13 The district provides appropriate programming and resources for gifted students.



Answered: 144

Skipped: 30

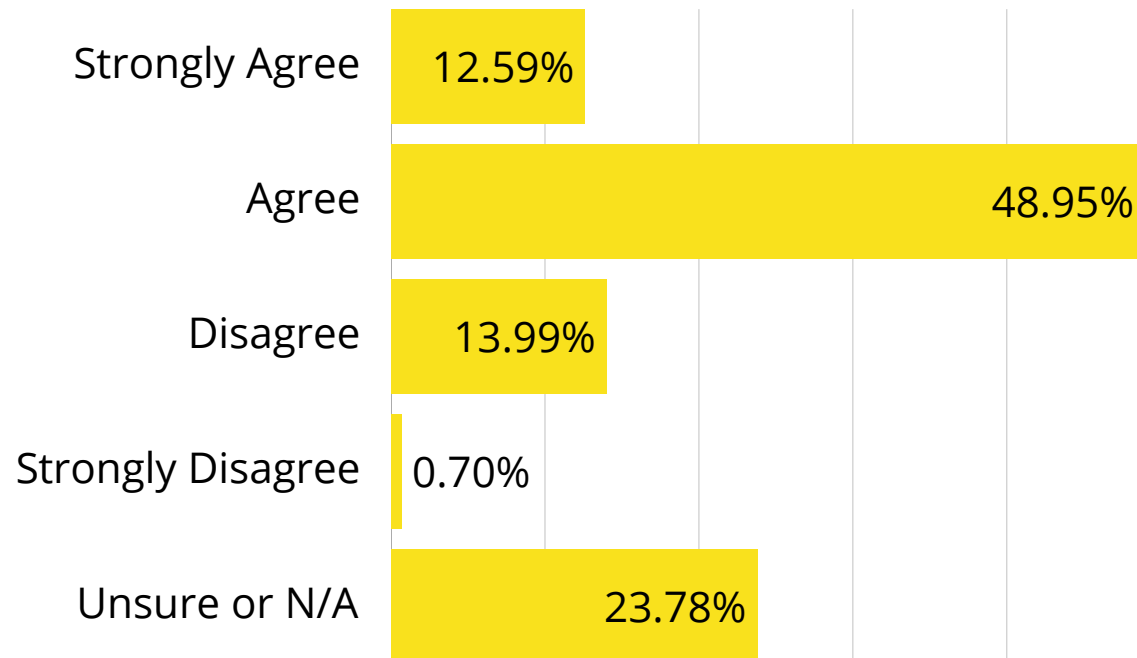


Q14 The district offers additional resources for students needing extra help to master coursework.



Answered: 143

Skipped: 31

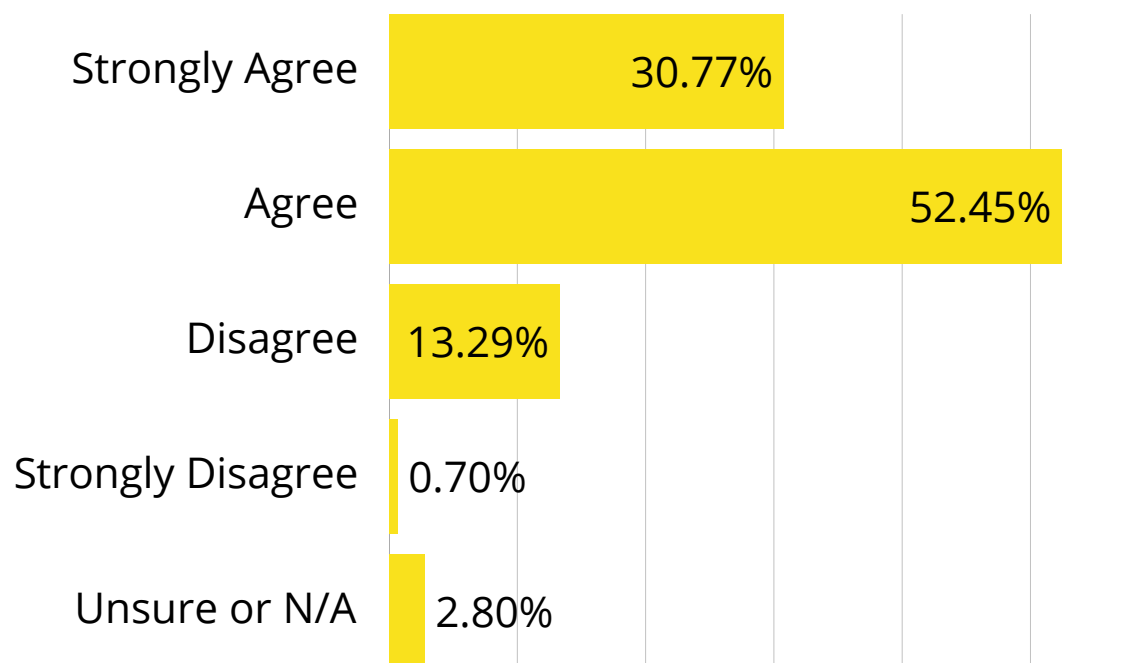


Q15 The district provides support to address the mental health, behavioral and social-emotional needs of all students.



Answered: 143

Skipped: 31

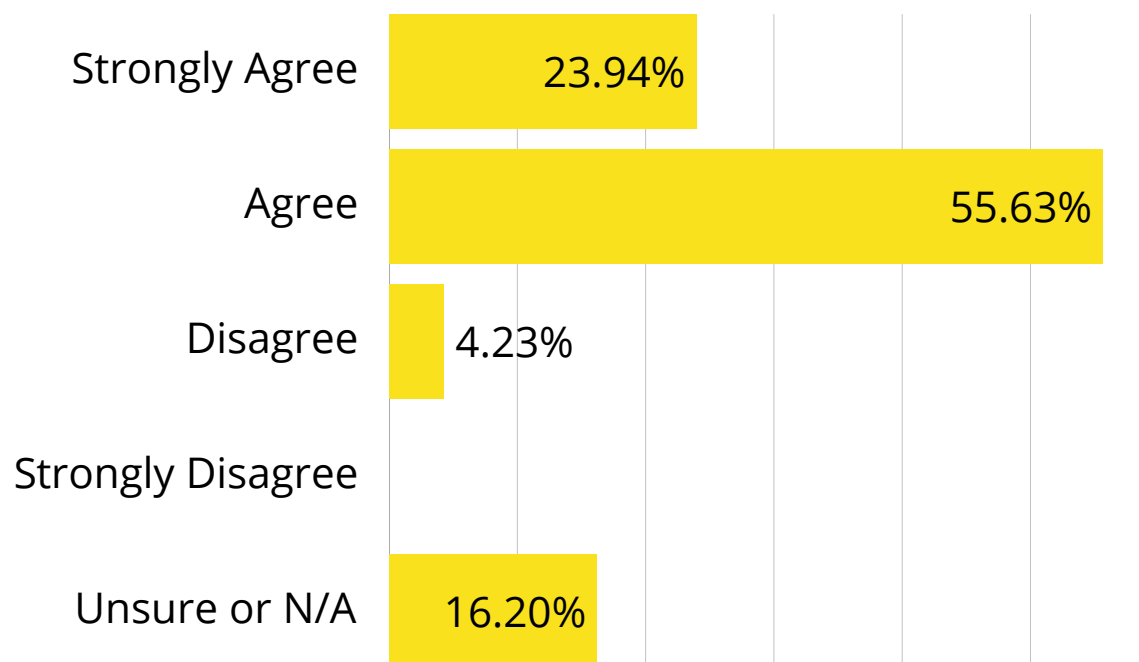


Q16 The district prepares students to succeed in college or other educational opportunities beyond high school.



Answered: 142

Skipped: 32

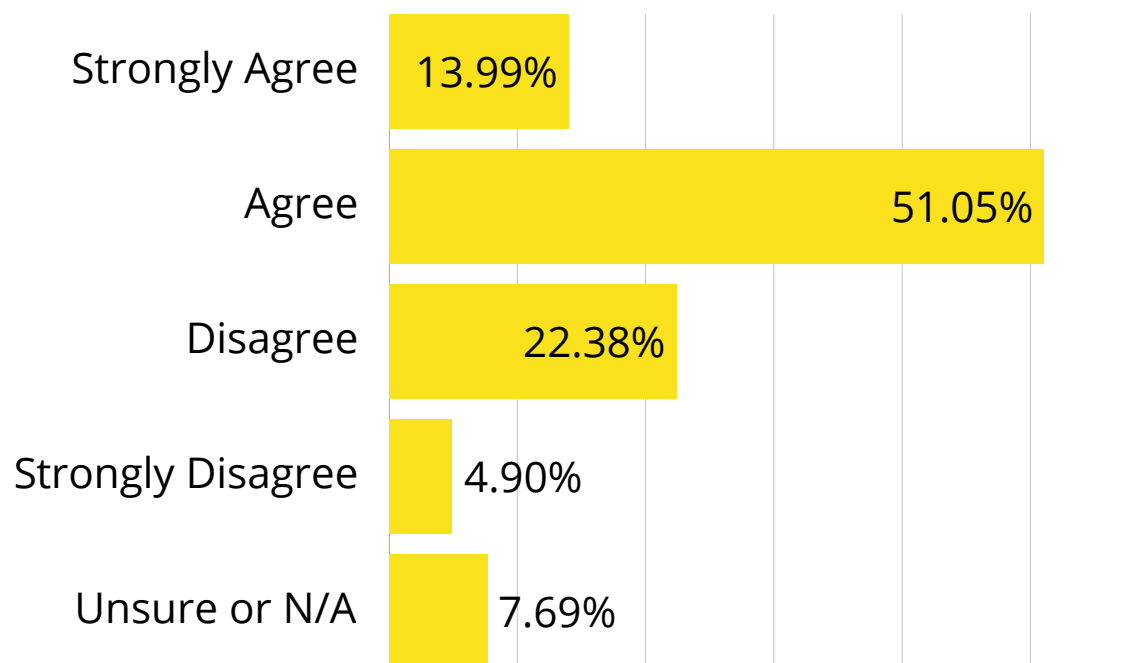


Q17 The district has clear discipline policies.



Answered: 143

Skipped: 31

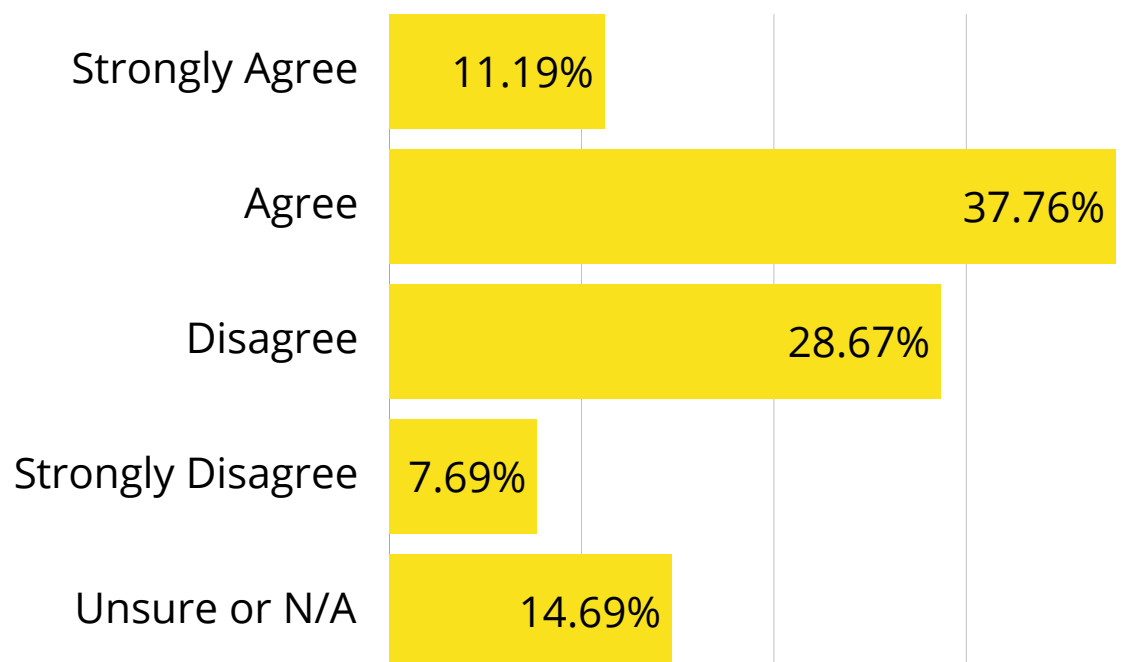


Q18 The district implements discipline policies consistently and fairly.



Answered: 143

Skipped: 31

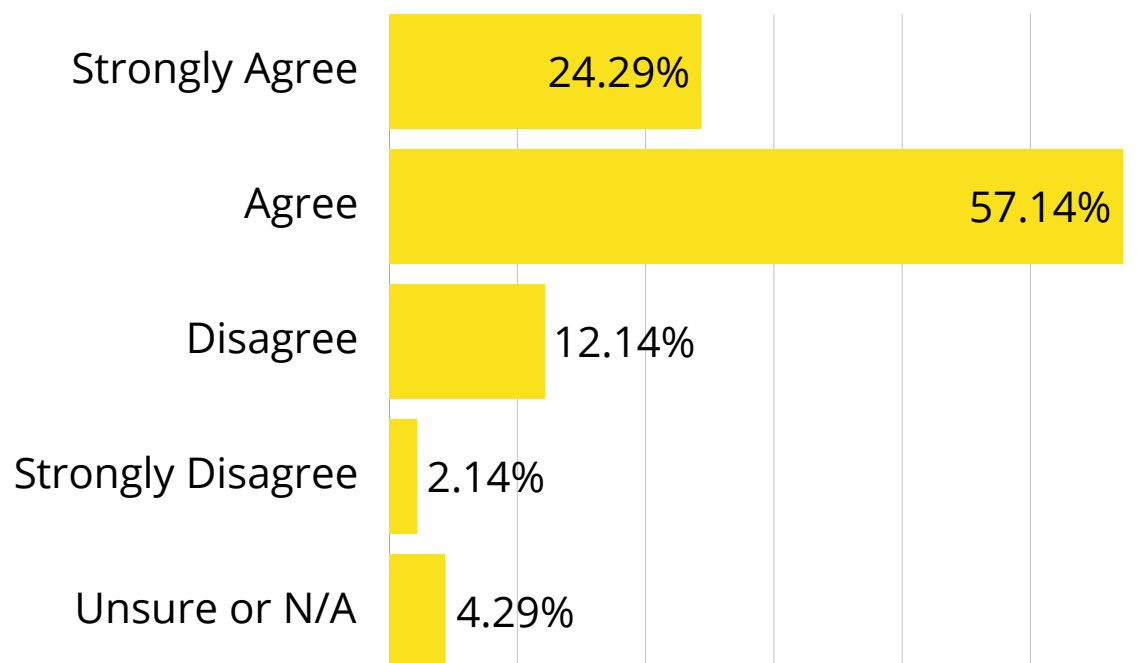


Q19 The district keeps staff informed with timely, transparent communication updates.



Answered: 140

Skipped: 34

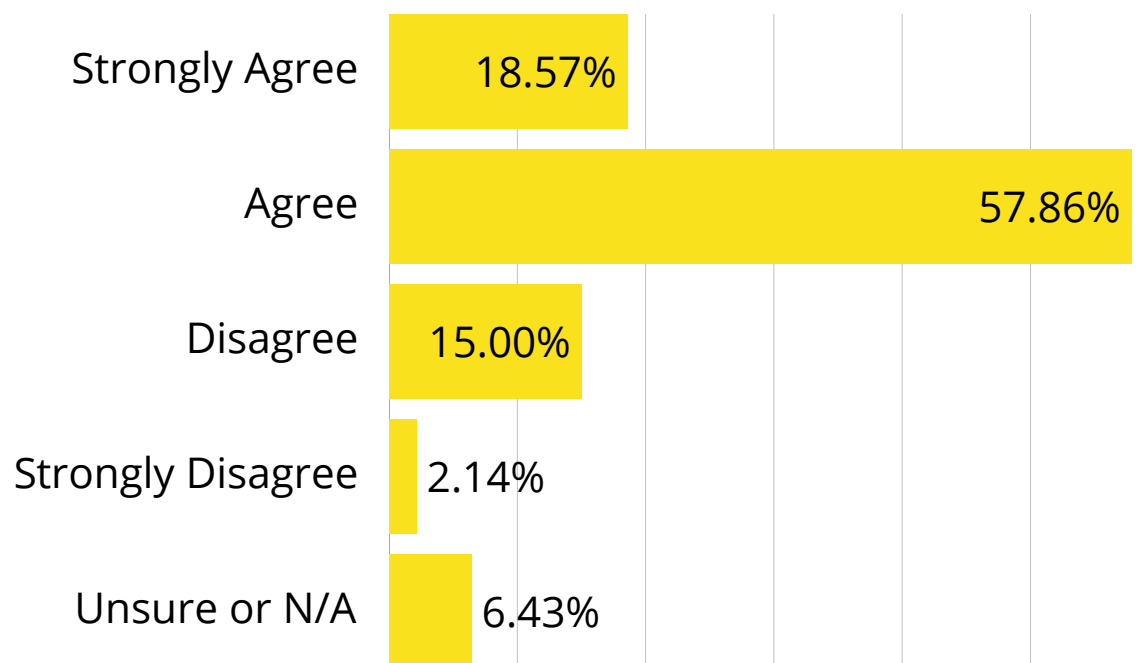


Q20 The district provides staff members with meaningful opportunities to learn and grow.



Answered: 140

Skipped: 34

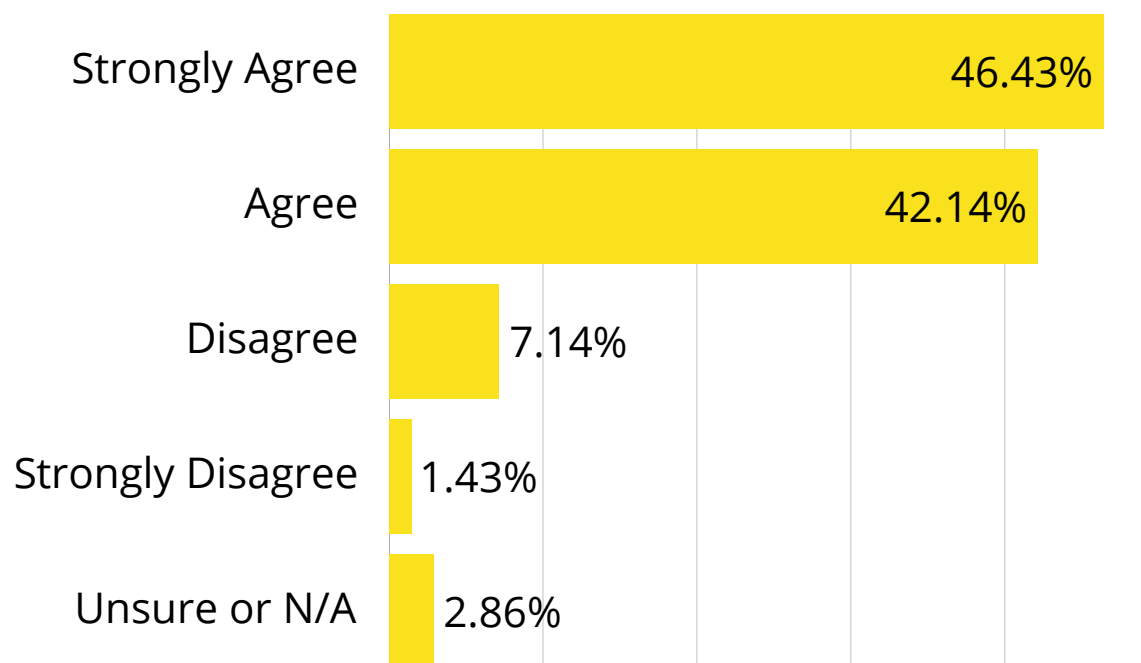


Q21 I feel safe bringing concerns to my immediate supervisor.



Answered: 140

Skipped: 34

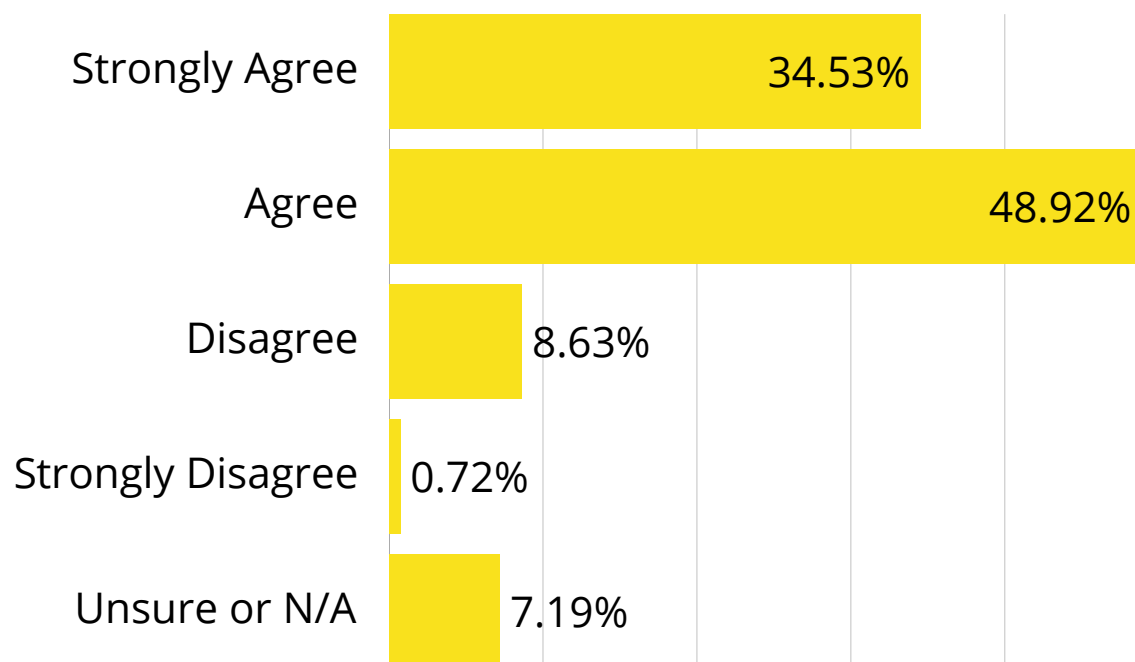


Q22 I feel respected by those in district leadership positions.



Answered: 139

Skipped: 35

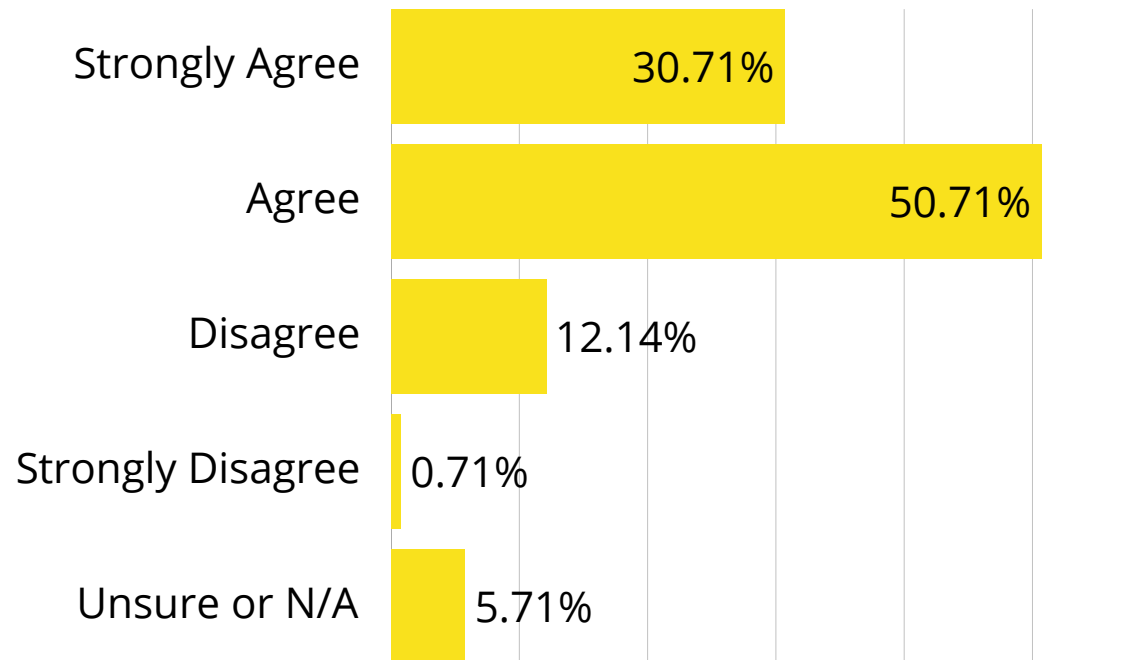


Q23 I feel as though there are opportunities for meaningful two-way communication between myself and those in leadership positions.



Answered: 140

Skipped: 34

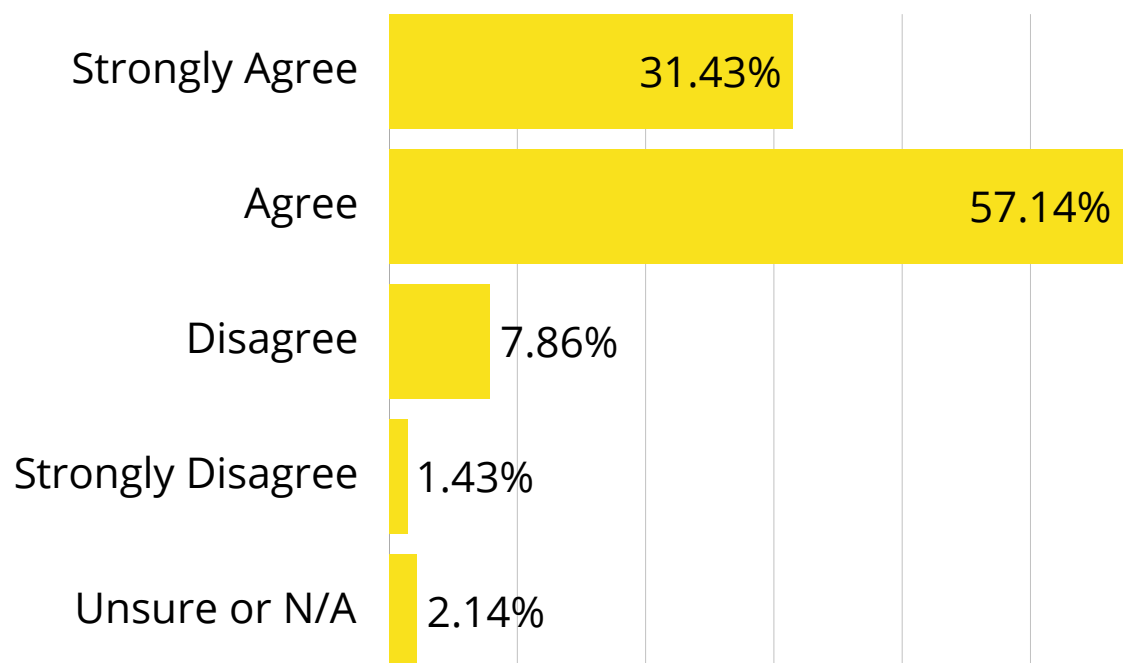


Q24 I have the tools and resources to do my job effectively.



Answered: 140

Skipped: 34

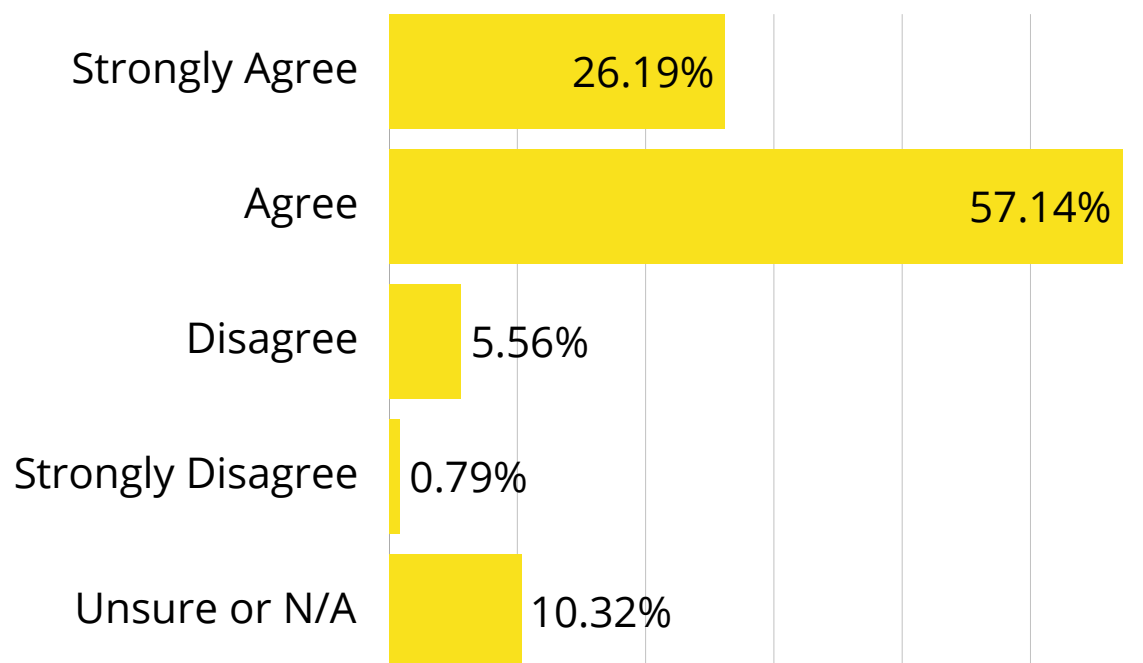


Q25 The district provides safe, reliable and on-time transportation services.



Answered: 126

Skipped: 48

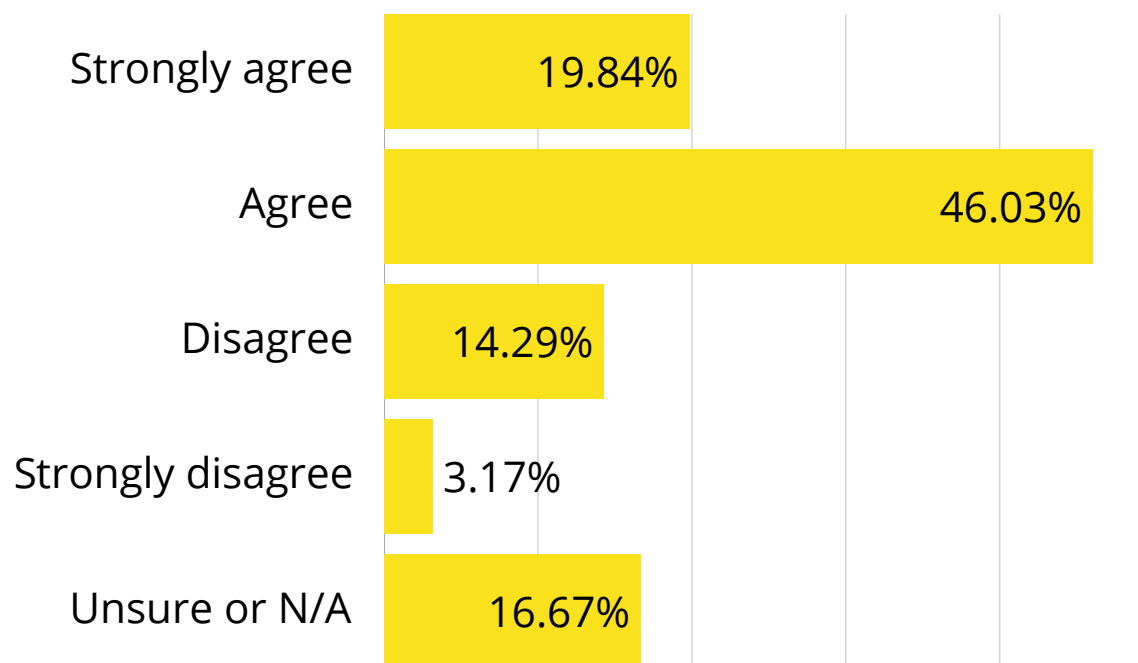


Q26 The district provides nutritious food options.



Answered: 126

Skipped: 48

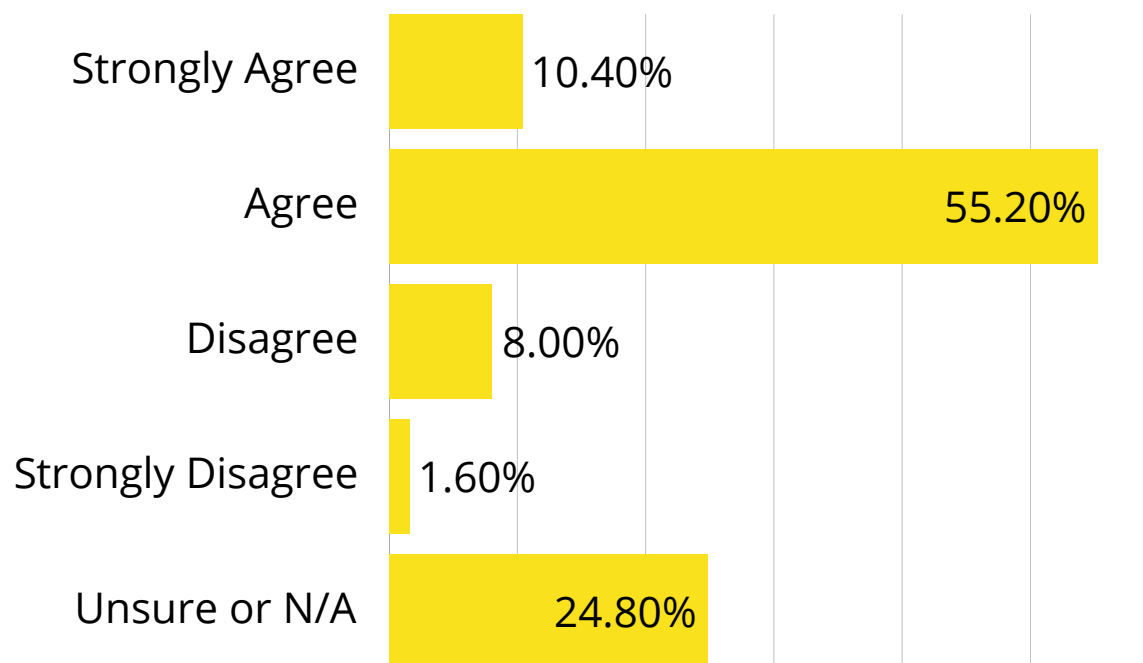


Q27 The district manages finances to meet the learning needs of students.



Answered: 125

Skipped: 49

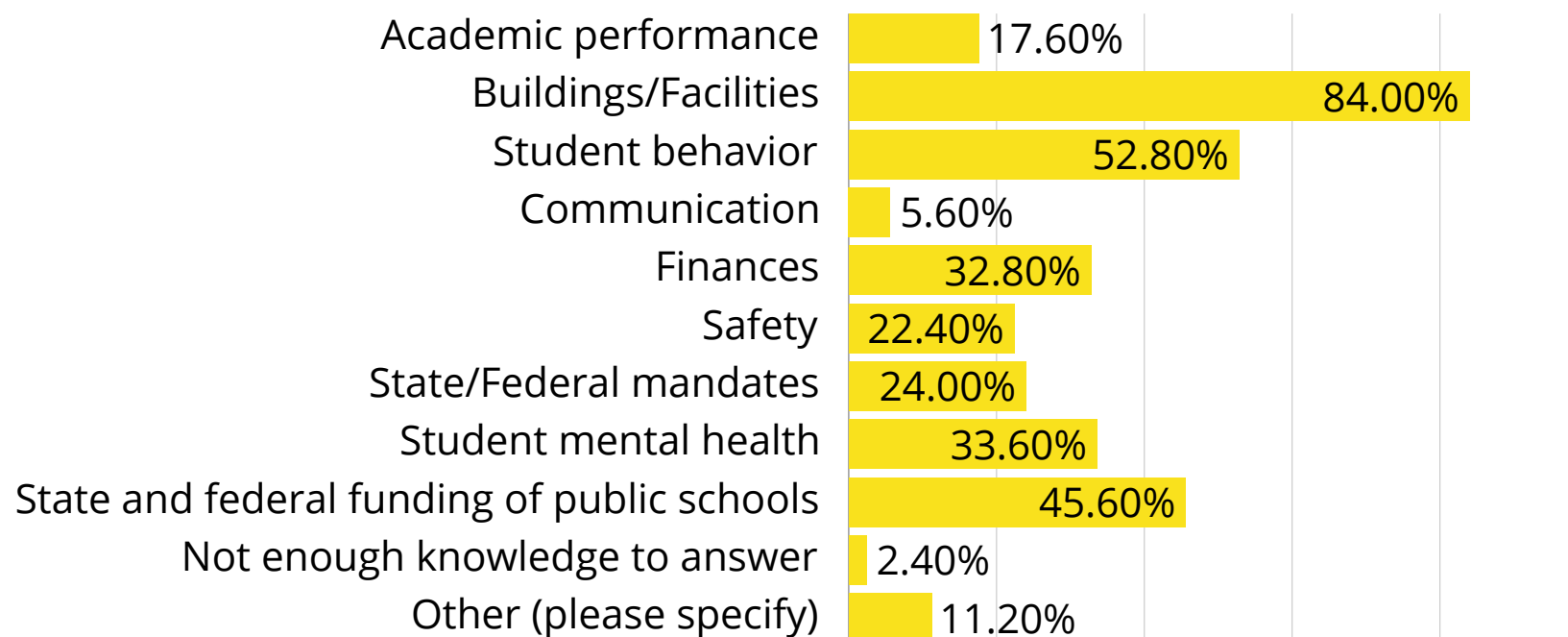


Q28 What are the largest challenges facing the District in the next 3-5 years?
[Select all that apply]



Answered: 125

Skipped: 49



Other includes: staffing, staff mental health, technology, class sizes, additional interventions for students, athletic facilities, parental involvement, and increasing enrollment.



Q29 Please share why you identified those challenges in the previous question.



Answered: 93

Skipped: 81

The challenges identified by staff are rooted in a complex interplay of physical infrastructure crises, escalating student needs, and systemic financial pressures. These internal and external factors are making it increasingly difficult to sustain success and provide a consistent, safe, and effective learning environment for all students.

- **Deteriorating and Unsafe Facilities:** A major theme revolves around the outdated condition of school buildings, particularly Cornerstone, which respondents describe as unhealthy, unsafe, falling apart, and in need of immediate elimination or replacement. Specific concerns include black mold, leaks, heating and cooling problems, and inadequate safety measures in entryways and offices. The poor condition of elementary schools requires continuous, costly maintenance and is hindering the ability to teach safely.
- **Supporting Student Behavior and Mental Health Needs:** Respondents repeatedly cited growing concerns about student mental health, which is linked to increased anxiety, social media use, and trauma. Behavior issues are a concern, characterized by students who lack emotional regulation, are disrespectful, and demonstrate aggression.
- **Financial Strain and Changing State/Federal Mandates:** Budget cuts, financial stress, and uncertainty in state and federal funding are impacting the district's ability to hire staff, maintain programs, and address facility needs. State mandates like RIMPs and MIMPs are seen as unfunded mandates that strain resources and time. Furthermore, the lack of community support in passing levies or bond approvals makes it difficult to secure funding for new buildings and ongoing investment.
- **Inconsistent Academic Expectations and Instructional Challenges:** Several staff members noted that academic standards are not consistently applied, with students being passed to the next grade even if they are failing. Teachers struggle with large class sizes, which makes balancing behavior management and academic requirements difficult. Issues include varying performance levels within the same classroom (students performing years below and above grade level), high standards challenging for current skill levels, and the lack of timely interventions for failing students at the high school level.

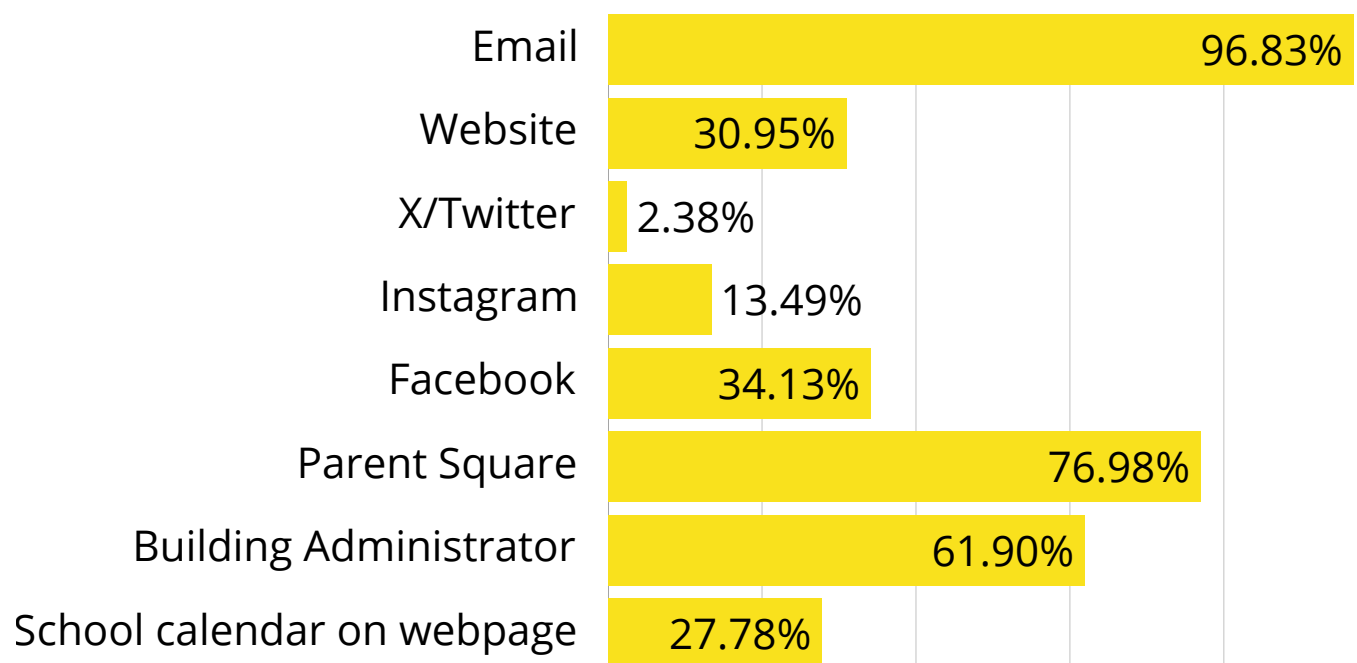


Q30 How do you currently receive information regarding the district? [Select all that apply]



Answered: 126

Skipped: 48

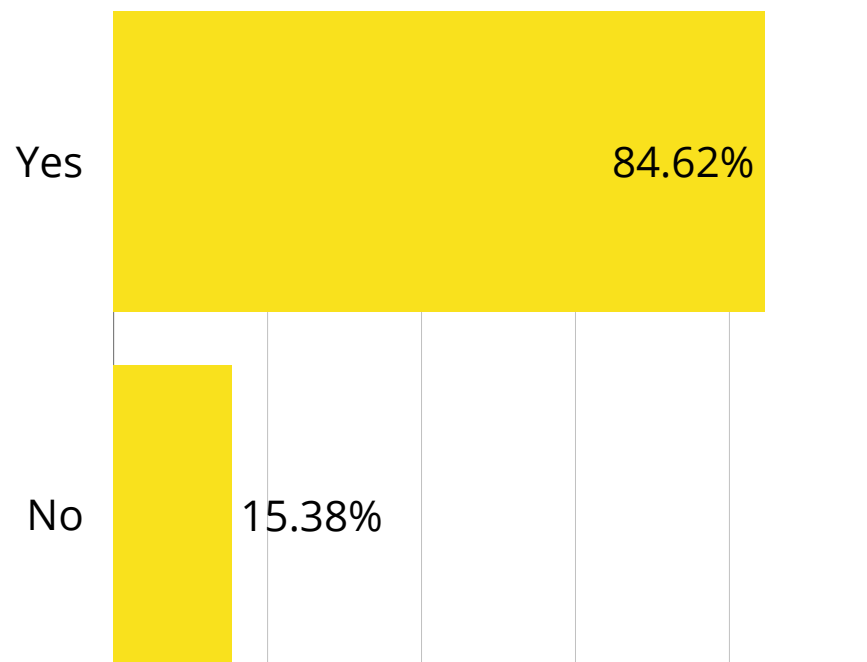


Q31 Do you believe the District is headed in the right direction?



Answered: 117

Skipped: 57



Q32 As you think about the future of the District, what is a hope/wish for the children of our community that you would like to see become a reality?



Answered: 101

Skipped: 73

The hopes and wishes staff hold for the children of the community consistently center on providing a secure, equitable, and nurturing educational foundation that prepares them for successful lives. The overarching theme is the desire for an ideal learning environment, both physically and emotionally, where every student can reach their full potential.

- **Safe, Modern, and Equitable Learning Environments:** A dominant wish is for new, safe, clean, and up-to-date school buildings that are conducive to 21st-century learning. This often includes a desire for new K-4 or K-5 facilities that combine all elementary students into a single building, ensuring equitable resources and opportunities for all students from the start. There is also a wish for new middle school facilities and to return 8th grade to a traditional middle school setting.
- **Comprehensive Student Support and Well-being:** Staff wishes for every student to feel supported, valued, accepted, and to know they belong to the community. This includes proactively addressing mental health and behavior, ensuring students have peace of mind, and providing access to resources like counseling and small-group support, especially for students who require extra support but may not qualify for a special plan ("bubble" kids).
- **Academic and Life-Skills Readiness:** Hopes are focused on preparing children to be successful citizens. This means ensuring students master basic skills like reading and math by high school, holding high and realistic expectations, fostering a love of learning and natural curiosity, and providing education that meets individual needs. Staff also wish to see career exploration opportunities (e.g., vocational training and hands-on skills courses) and help navigate post-secondary options, such as college applications and scholarships.
- **Positive Behavioral and Emotional Development:** Staff wishes for better, consistent discipline to provide students with a clear understanding of behavioral expectations and motivation for positive behavior. They also want students to be empowered to rise above struggles, be self-reliant, and be less easily offended. Some suggestions include community service, volunteering to teach hard work and discipline.
- **Community and District Investment:** There is a strong wish for the community to recognize the importance of the schools and support new facilities, eliminating the negativity toward the school system. Staff wants the community to see that investing in the school system is investing in the community's future strength. They also hope for greater consistency in the presence of teachers and principals in buildings to support student mental health and academic learning.



Q33 Please use this space to share additional comments you would like to share that will help the district as it creates its next strategic plan.



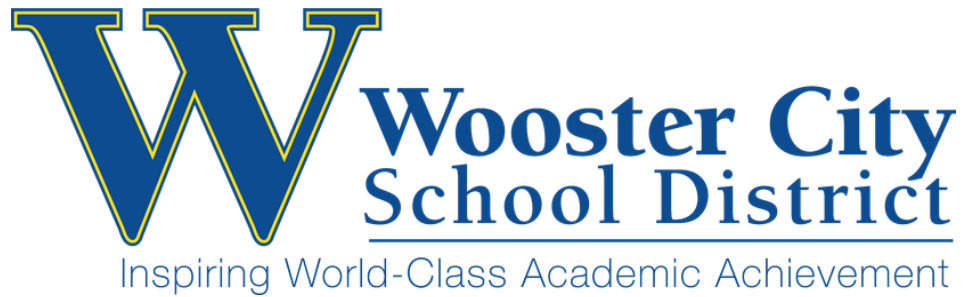
Answered: 41

Skipped: 133

Staff members provided critical feedback on the strategic plan, primarily focusing on immediate infrastructure improvements and long-term improvements to instructional support. These suggestions highlight the need for bold, fiscally responsible decisions regarding facilities and a shift toward resource allocation that better supports complex student needs and teacher efficacy.

- **Facilities and Grade Configuration Changes:** Staff overwhelmingly recommend building new elementary facilities, such as consolidated K-4 or K-5 buildings, to ensure consistent access to intervention and Special Education resources for all students. A core priority is the elimination of Cornerstone, which is deemed fiscally irresponsible to maintain and unsafe for staff and students. There is also a consistent push to return 8th graders to a traditional middle school environment and 5th graders to the elementary level.
- **Increased Staffing and Specialized Support:** The district must address the elimination of elementary positions where student needs (social, emotional, physical, and academic) are significant. Staff urges the district to hire more school counselors and provide trauma-informed care training, and to increase the number of paraprofessionals to support students' needs, ideally placing at least one per grade level at the elementary level. Concerns were raised about plans for students with significant or more intensive disabilities and how to meet their needs.
- **Operational Consistency and Instructional Autonomy:** Suggestions include improving the consistency of teachers in their classrooms to reinforce learning and behavioral expectations. There is a desire to provide greater instructional time flexibility in the master schedule and to explore alternative school-day structures, such as a shortened week with a flex day, to better address grade-level needs.
- **Strategic Planning Focus:** Staff recommends focusing the next plan on action-based objectives that are measurable and directly help kids grow, avoiding buzzwords and using clear language (spelling out abbreviations). They also stress that the district needs to be more student-centered and less focused on appeasing parents in every situation.
- **Addressing Equity and Community Divides:** Staff emphasized the need for grade-banded buildings to increase collaboration and decrease the stereotypes associated with "neighborhood schools" (e.g., Kean, Melrose, or Cornerstone students). There is concern that new building plans on the north end of town could exacerbate the divide between the north and south sides of the community.
- **Financial Reality and Communication:** Staff believes it is unrealistic that a levy will pass in the current economy and that the district must find ways to fund new construction without relying on one. They urge the district to clearly communicate that keeping old buildings like Cornerstone is not fiscally responsible in the long term compared to building new ones.





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P R E S E N T E D B Y :

