

Elementary Boundary Community Survey Results

October 2026

Who Participated

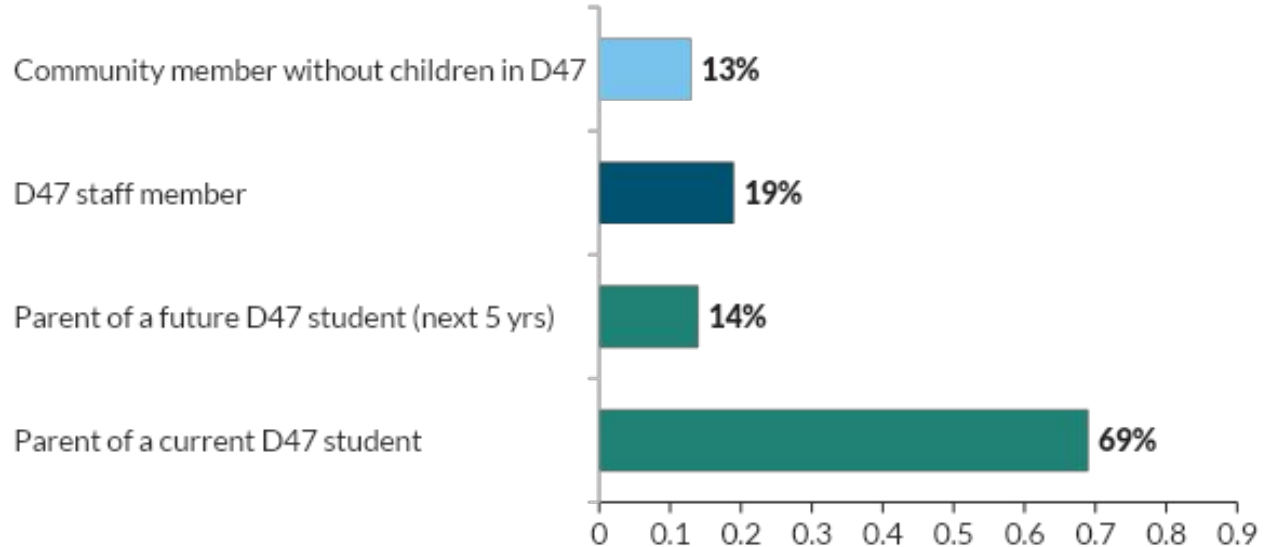
2,785

people responded

1,744 completed
(63%)

1,780 shared a
preference

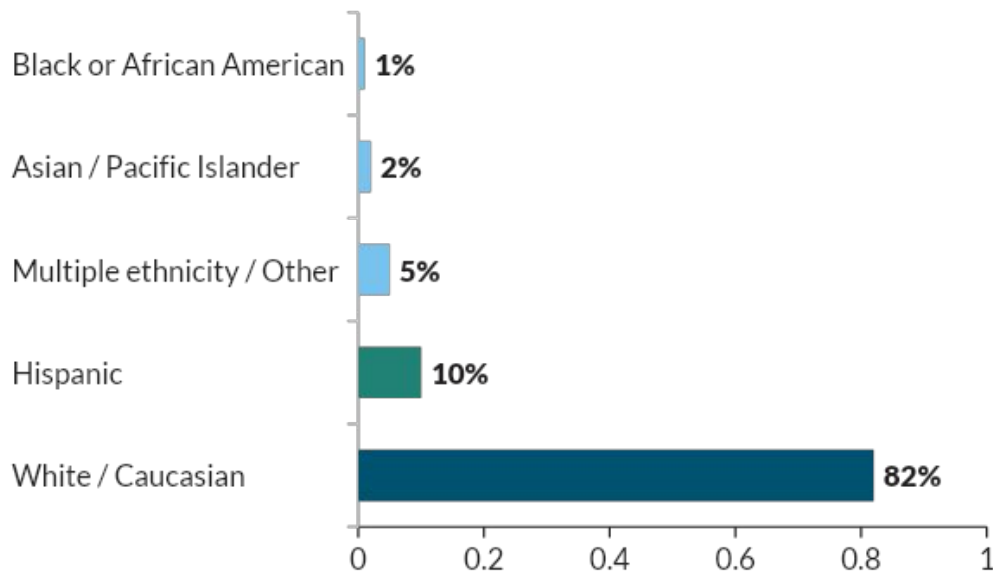
Q2: Which of the following describes you? (n = 2,749)



Select all that apply; totals exceed 100%.

Participation by Race/Ethnicity and Language

Q1: Race/ethnicity (n = 2,785)



American Indian / Alaskan Native: 7 respondents (<1%)

Survey language

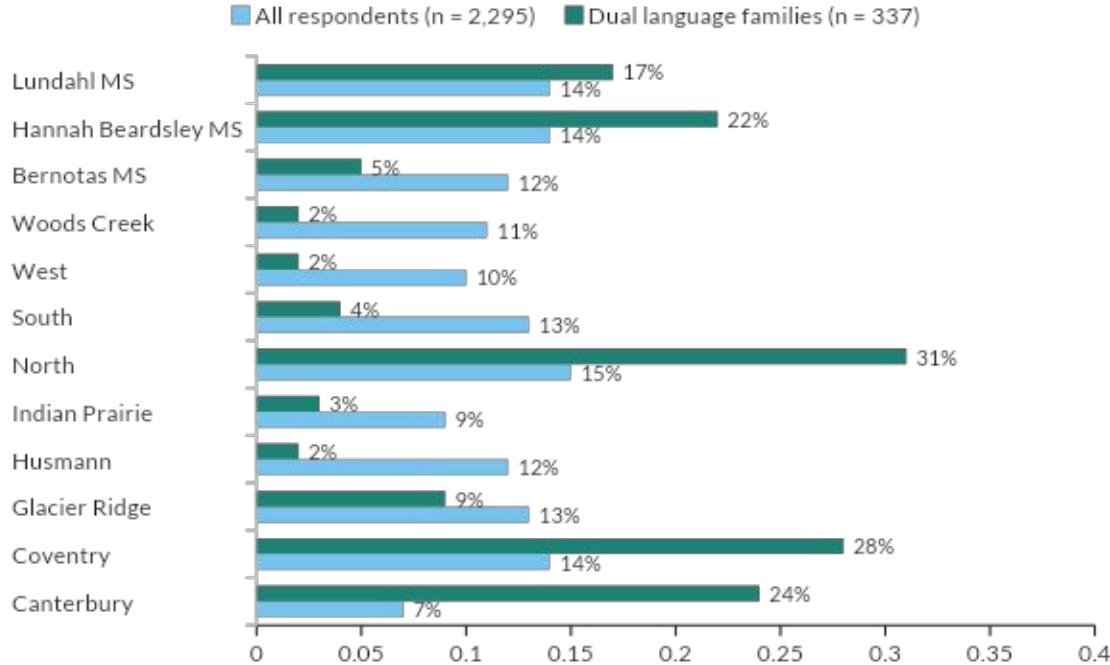
English	2,697	97%
Spanish	68	2%
Ukrainian, Russian, Polish, Chinese, Romanian	20	<1%

345

parents have a student in dual language (17% of parents, B1Q3)

52 of the 68 Spanish-language responses came from dual language families.

Where Respondents Are Connected



Broad reach. Every elementary school drew 7–15% of respondents; Canterbury had the smallest share.

Concentrated impact. Dual language families cluster at North (31%), Coventry (28%) and Canterbury (24%), the same schools where dual language staff report working.

Overall Summary ✨

1

The problem is understood.

Most respondents reviewed the boundary information and knew about unbalanced class sizes and uneven building use.

2

The goals resonate.

Many value smaller, more balanced classes and better support for dual language instruction.

3

The trade-offs worry families.

Siblings split between schools, extra transitions, transportation and loss of neighborhood identity dominate concerns.

4

The solution is not settled.

A majority prefer Recommendation 2, yet many say neither option fully reflects what they want and ask for alternatives.

What We Heard: Four Major Themes ✨

1 Family stability & school continuity

K-5 in one building matters. Top worries are siblings split between schools, extra transitions and losing walkable neighborhood schools.

2 Equity, diversity & “segregation”

Many fear a centralized dual language site would isolate Hispanic and multilingual students; others see it as strengthening the program.

3 Instruction, class size & staffing

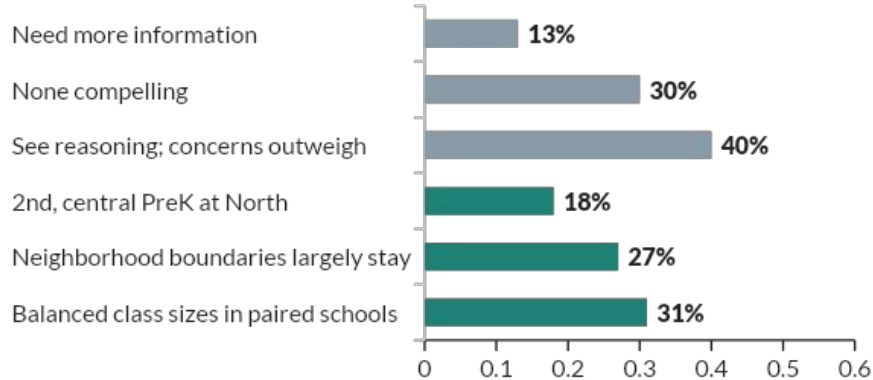
Class-size inequity is widely acknowledged. Staff morale, forced moves and keeping bilingual educators come up repeatedly.

4 Logistics, communication & trust

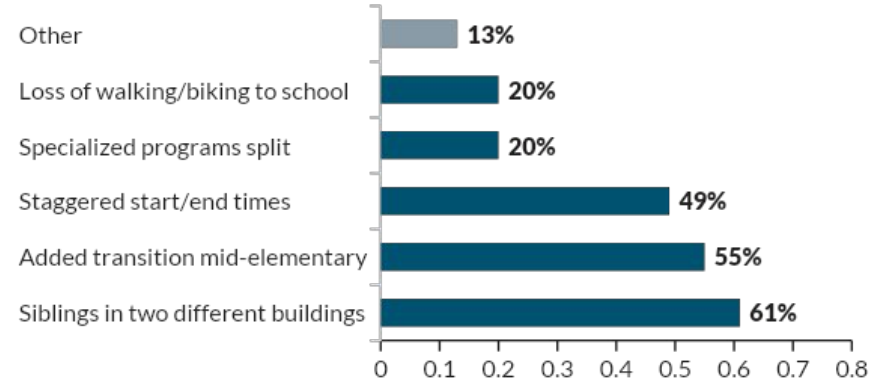
Respondents asked about bus routes, start times and after-care. Some called the two-option choice “forced” and asked for a third option.

Rec. 1: Grade-Level Centers (Paired Schools)

Q8: Key benefits (n = 2,366)



Q10: Top concerns (n = 1,996)



AI follow-up: why they answered ♦

Worries center on families with children in two schools, disrupted school communities and student continuity. Many prefer boundary adjustments to restructuring. Some see class-size and collaboration benefits.

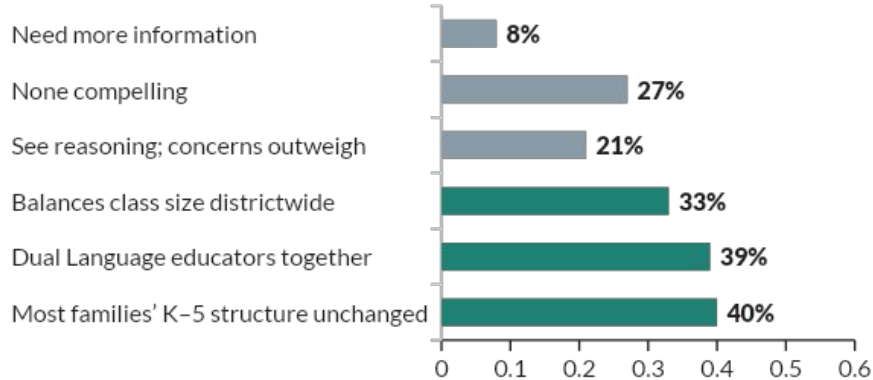
In their own words: “Other” write-ins ♦

Concerns (Q10, 253): ~1 in 4 cited transportation, drop-off and schedules; 15% wanted to mark every concern.

Supports (Q11, 662): over half said nothing would help; others asked for same start times, grandfathering or a third option.

Rec. 2: Boundary Shift + Language Academy

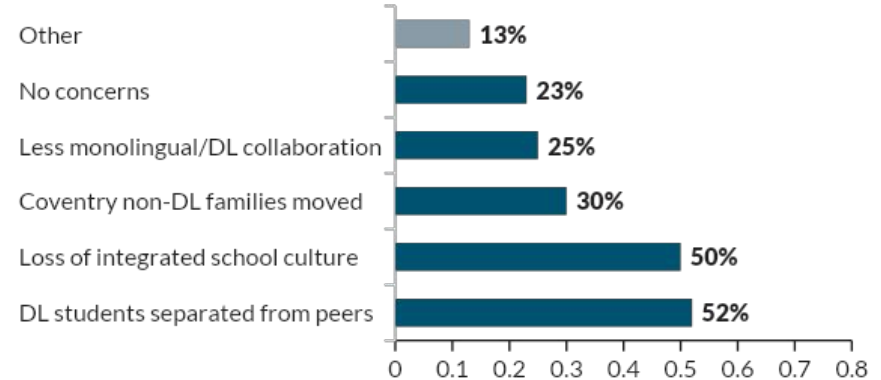
Q12: Compelling benefits (n = 1,937)



AI follow-up: why they answered ♦

Many fear centralizing dual language would segregate students and reduce diversity; others cite transportation. Some see collaboration and class-size benefits. Many urge alternatives such as redrawing boundaries.

Q14: Top concerns (n = 1,883)



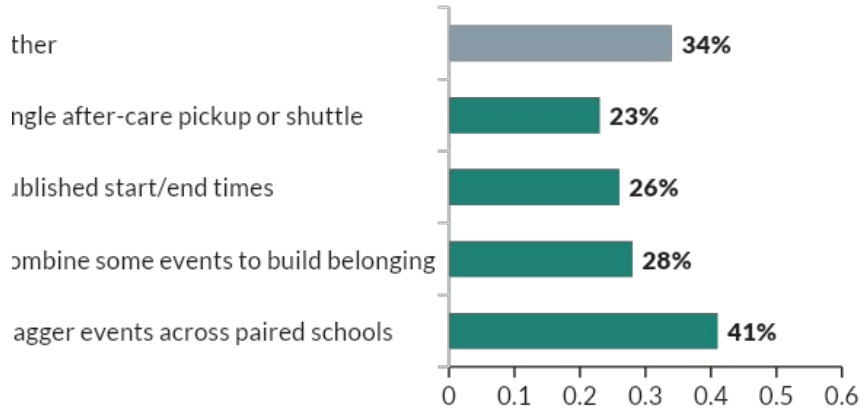
In their own words: "Other" write-ins ♦

Concerns (Q14, 239): ~1 in 3 raised segregation or loss of integration; others feared DL attrition and safety.

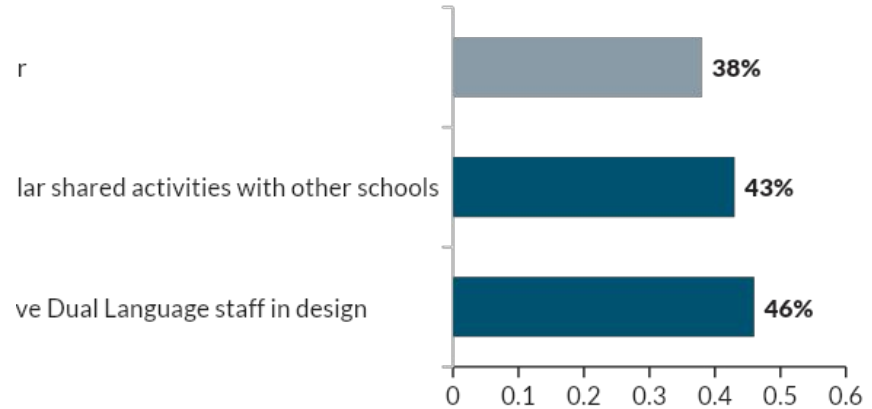
Supports (Q15, 715): ~half said nothing would help; ~1 in 10 said shared activities can't offset daily separation.

If Selected: What Would Help the Transition

Recommendation 1 • Q11 (n = 1,969)



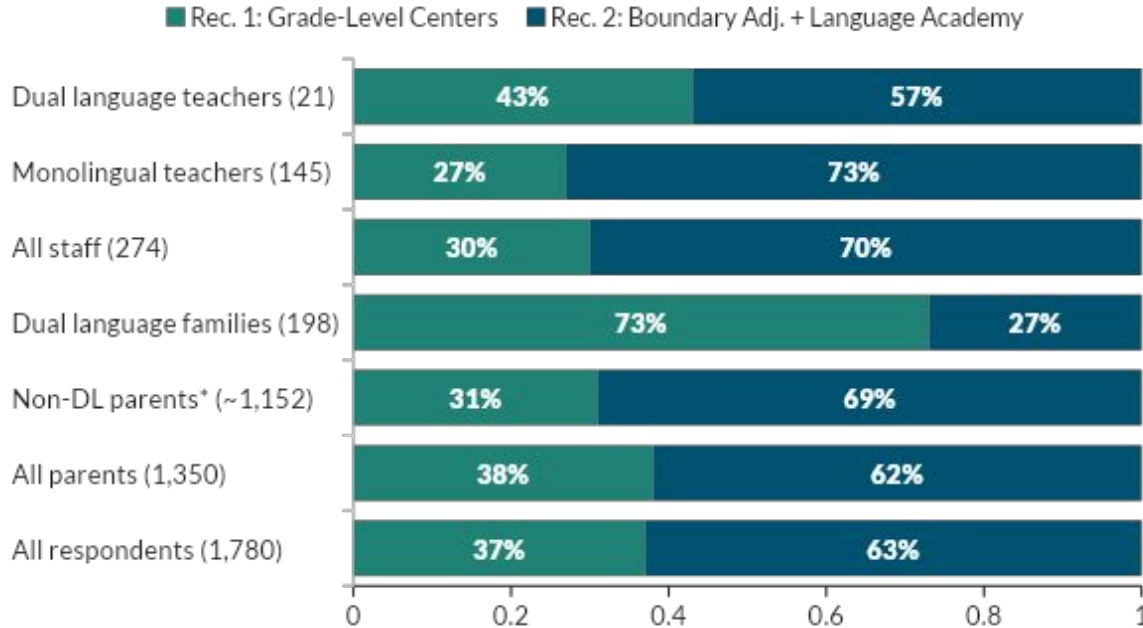
Recommendation 2 • Q15 (n = 1,878)



Staff priority: 73% want clarity on how staff placement will be decided.

Dual language voices: 77% of DL teachers want DL staff to help design it; 57% of DL families chose “Other.”

Preference: Overall and by Group



*Derived: all parents minus dual language families. Staff results include only respondents who gave a position.

63% of all respondents prefer Rec. 2

73% of dual language families prefer Rec. 1

The families most directly affected by the language academy reverse the overall result.

Calls for Another Option

40% + 30%

Rec. 1: concerns outweigh benefits / no benefit compelling

49%

of dual language families find no Rec. 2 benefit compelling

Over half

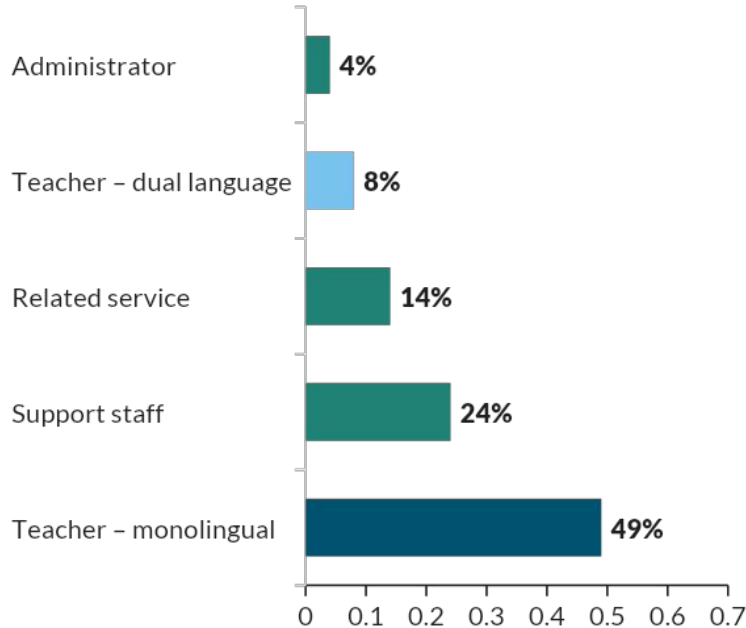
of “Other” transition write-ins rejected the option

What respondents asked for ♦

- Some said they picked an option only because the survey required it
- Frequent requests for a “third option”, such as straightforward or targeted boundary redraws
- Some suggested phased changes or new construction to address northern growth
- Requests for more data on long-term projections, bus routes and start times
- A desire for the Board to slow down and engage further before deciding

Staff Perspective (Brief)

B1Q4: Staff by position (n = 400)



70%

prefer Rec. 2 (n = 274)

73%

want clarity on how staff placement will be decided

69%

fear losing K-5 older-younger relationships under Rec. 1

77%

of DL teachers want DL staff to help design the transition