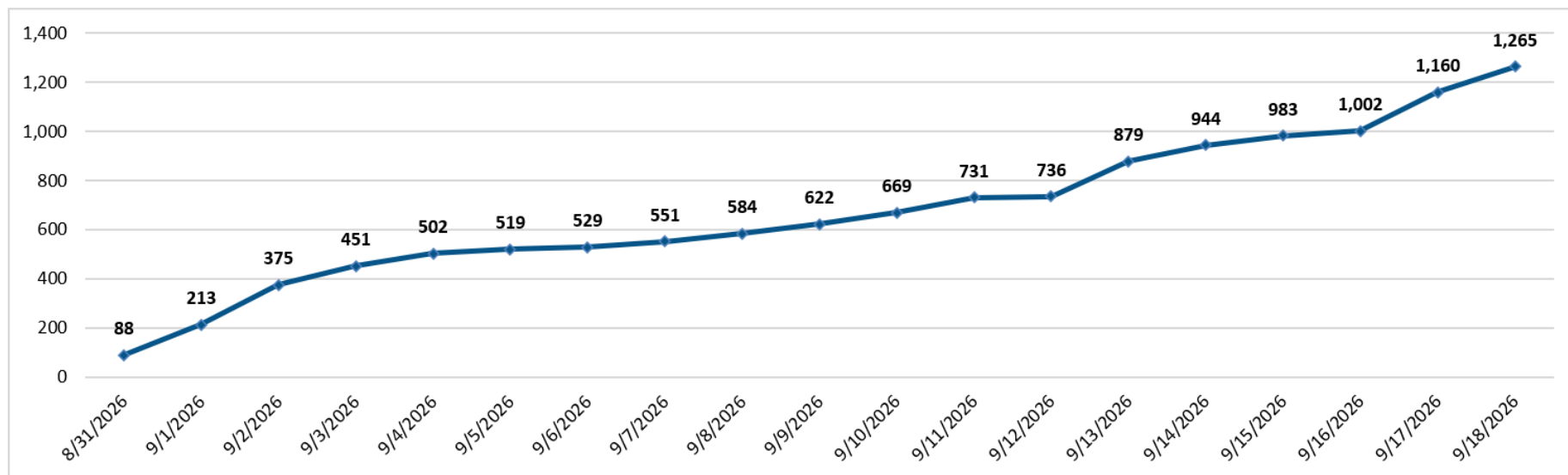


Public Input and Survey Results

Survey Participation Over Time

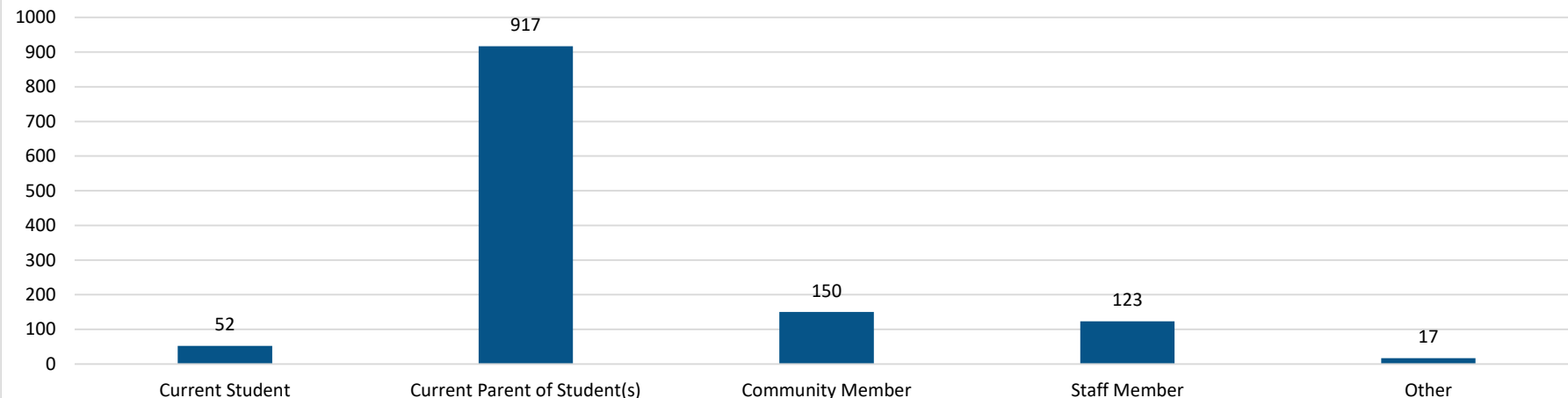


Observations

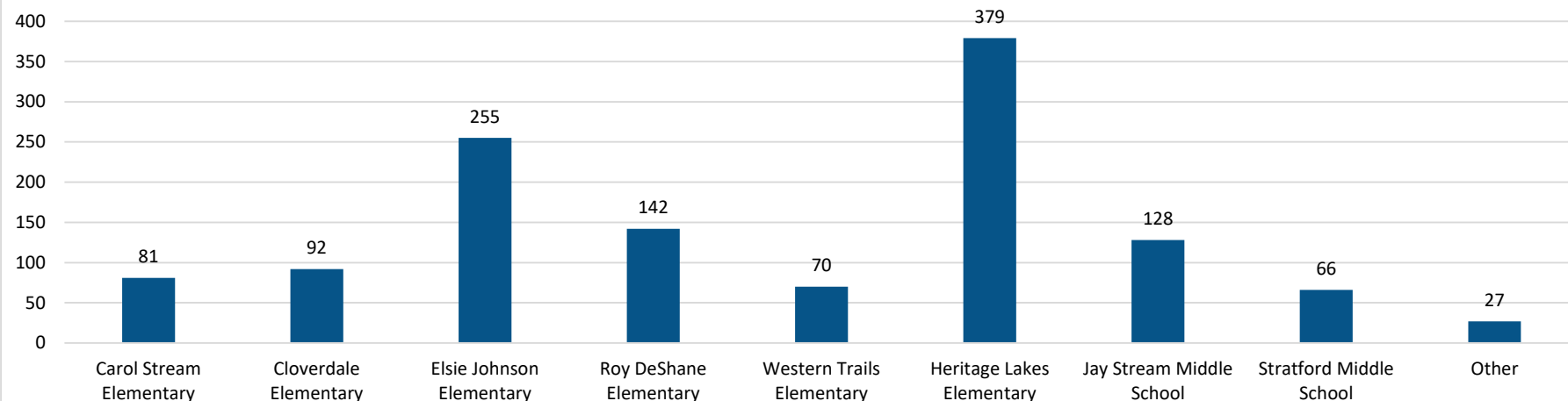
- Survey open **August 31 at 6:00 PM through September 18 at 11:59 PM**
- **1,265 valid responses** included in the final survey results
 - Participation increased throughout the survey period, with **strong response activity during the final week**
- As part of the final data review, RSP identified **700+ submissions from the same IP address submitted at automated, one-minute intervals**
 - These duplicate/automated submissions were **excluded from the final results, with one response retained**, to prevent a single source from disproportionately influencing the results

Survey Respondents

Select the following role that best describes you:



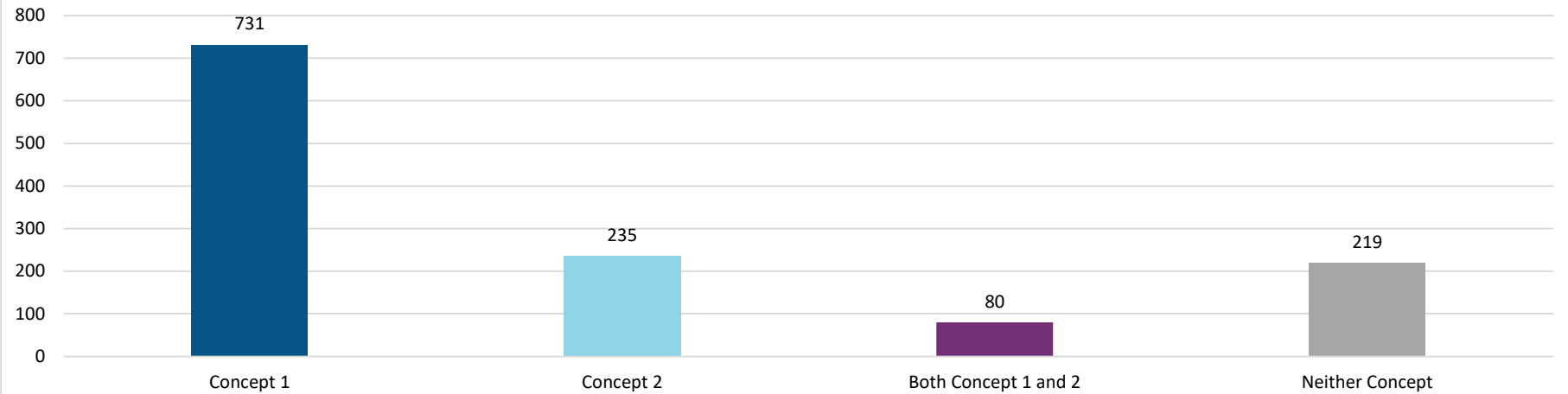
Which school community are you most connected with?



Source: CCSD93 Public Boundary Survey; Results provided by RSP.

Survey Results (P. 1)

For Elementary and Middle School Boundaries, what concept(s) do you most support?



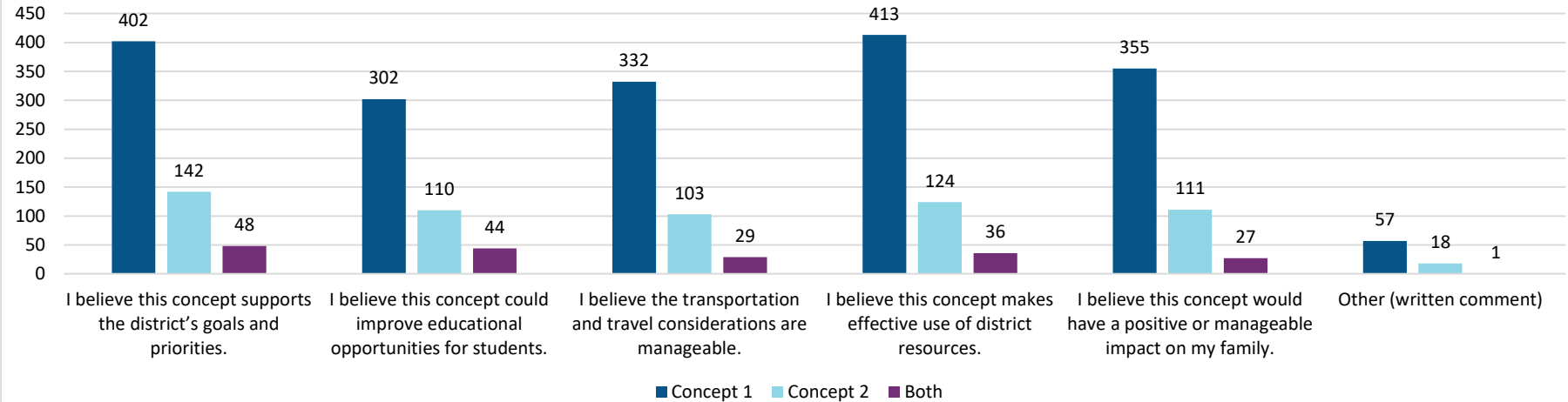
Observations:

- 58% of respondents supported Concept 1
- 19% of respondents supported Concept 2
- 6% of respondents supported both concepts
- 17% of respondents supported neither concept

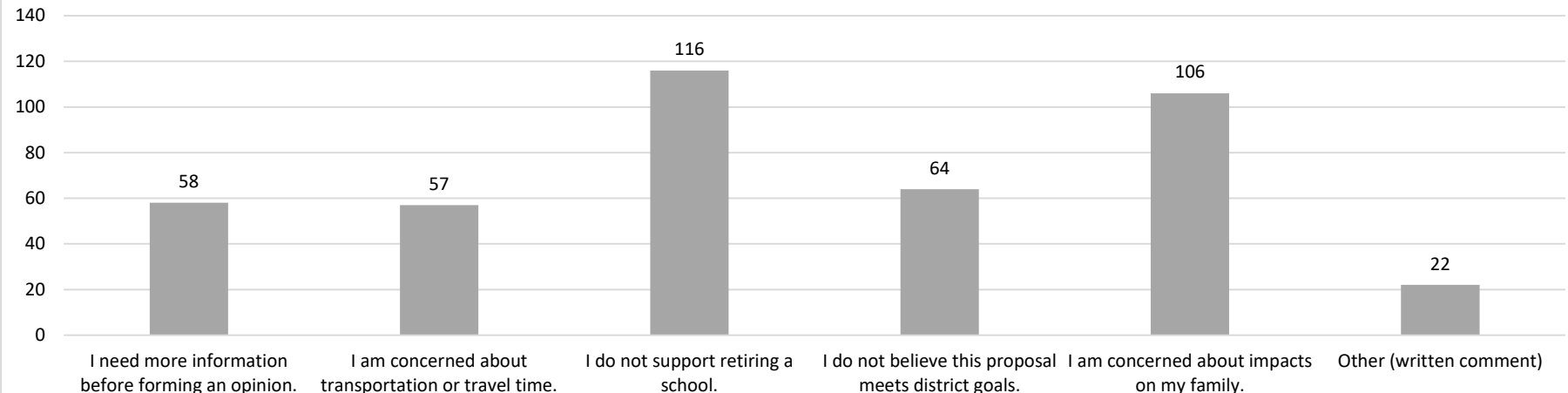
Source: CCSD93 Public Boundary Survey; Results provided by RSP.

Survey Results (P. 2)

Of those that DID support either concept, what is the primary reason for your response?



Of those that did NOT support either concept, what is the primary reasons for your response?



Open-Ended Comments – Summarized

- **Minimize Student Disruption:**
 - Strong preference to reduce the number of students changing schools and preserve established relationships.
- **Revisit Middle School Boundaries:**
 - Concept 1 elementary boundaries received support, but Jay Stream/Stratford balance remains a frequent concern.
- **Explore a Hybrid Approach:**
 - Multiple comments suggest **Concept 1 Elementary + Concept 2/Revised Middle School**.
- **Define Transition Protections:**
 - Clarify grandfathering—particularly for students entering their final middle school year.
- **Validate Operational Impacts:**
 - Confirm class size, staffing, SPED/programming, transportation and travel-time impacts.
- **Demonstrate the Financial Benefit:**
 - Clearly show net savings and how building retirement fits within the larger financial strategy.
- **Plan for the Transition:**
 - Develop intentional supports for students, families and staff entering new school communities.

What We Heard from the Community

Concept 1 Received the Most Support

- Concept 1 received **731 responses**, compared with **235 for Concept 2**
- **219 respondents supported neither concept**
- Support for Concept 1 frequently centered on **minimizing student/family disruption**
- Concept 2 support frequently highlighted **middle school enrollment balance**

Common Themes Across the Comments

- Minimize the number of students changing schools
- Consider **transportation and travel time**
- Understand impacts to **class size, staffing & programming**
- Protect established **school communities and relationships**
- Clearly demonstrate the **financial benefit**
- Provide transition support and consider **grandfathering**

Key Takeaway: Community feedback generally favors minimizing disruption, while still identifying specific areas of the concepts that may warrant refinement.

What Should the Committee Consider?

Potential Areas for Refinement

- **Elementary Boundaries**
 - Concept 1 generally viewed as the **less disruptive approach**
 - Evaluate whether impacted students/neighborhoods can remain together where possible
 - Confirm receiving-school **capacity, class size & programming impacts**
- **Middle School Boundaries**
 - Revisit **Jay Stream / Stratford enrollment balance**
 - Multiple comments suggested exploring **Concept 1 Elementary + Concept 2/revised Middle School boundaries**
 - Consider impacts to current students and potential **grandfathering**

Before Moving Forward

- Validate **transportation impacts**
- Confirm **SPED / specialized program transitions**
- Compare **net financial savings**
- Identify appropriate **student/family transition supports**

Committee Discussion: Does public input suggest targeted modifications to the concept, or does the current planning rationale remain strong enough to continue moving it toward a recommendation?